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2019-2020 Catalog

Programs of Study

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 close to 14,000 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. 14) for complete listing)

Diversity of Learning: IWU serves a diverse student population through traditional and adult-centered on-site and online academic programs.

Academic Units: On July 1, 2009, Indiana Wesleyan University instituted a new structure built around the following principal academic units:

The College of Arts and Sciences (CAS) serves undergraduate and graduate 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 and the Graduate Counseling Program. Approximately 2,500 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. Programs are available in Business, Communication, Computer Science, Counseling, Criminal Justice, Education, Leadership, Liberal Arts, Psychology, Social Work, and Ministry. CAPS enrolls over 7,000 students.

<http://www.indwes.edu/Academics/CAPS>

The School of Nursing (SON) includes the divisions of Pre-licensure, Post-licensure, and Graduate Nursing. The School of Nursing offers bachelor's, master's, and doctoral programs. Several delivery systems (residential/traditional, blended, and online) are utilized in The School of Nursing which currently enrolls over 2,300 students.

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

The School of Health Sciences: This principal academic unit at Indiana Wesleyan University offers graduate programs in public health, athletic training, and occupational therapy and an undergraduate program in occupational 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: With over 400 students enrolled in the Master of Divinity (in both English and Spanish), Master of Arts in Ministry, Master in Practical Theology, and Doctorate in Ministry, the first seminary belonging to The Wesleyan Church serves ministers from nearly 40 denominations in over 10 countries.

<http://seminary.indwes.edu>

The Graduate School provides oversight of qualifications for graduate faculty, standards for curriculum development and policies that govern all graduate programs.

<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	Florida	Illinois	Ohio
Fort Wayne	Florence	Miami	Naperville*	Cincinnati
Greenwood	Lexington			Cleveland (Independence)
Indianapolis North	Louisville			Columbus
Indianapolis West				Dayton
Kokomo				
Marion				
Merrillville				

*Online Enrollment Service Center

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

Principal Academic Units

College of Adult and Professional Studies

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- Occupational Therapy Doctorate (p. 660)
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- Master of Divinity (p. 704)
- Doctor of Ministry (p. 721)

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Education and Service Centers

Service Centers

INDIANA

Fort Wayne Education Center

8211 West Jefferson Boulevard
Fort Wayne, Indiana 46804

260-918-1230, 866-248-2435, 866-498-4968

Fax: 260-918-1219

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

Greenwood Education Center

1500 Windhorst Way
Greenwood, Indiana 46143

317-859-3101, 866-498-4968
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, 866-498-4968
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, 866-498-4968
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, 866-498-4968
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, 866-498-4968
Fax: 765-677-1411
<http://www.indwes.edu/Marion/>

Merrillville Education Center

8415 Georgia Street
Merrillville, Indiana 46410

219-769-5100, 866-498-4968
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/>

Columbus (Ohio) Education Center

3455 Mill Run Drive, Suite 550
Hilliard, Ohio 43026

614-529-7550

Fax: 614-529-7579

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

Dayton Education Center

2912 Springboro West Road
Moraine, Ohio 45439

937-298-4401, 866-498-4968

Fax: 937-298-4406

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

Service Centers

ILLINOIS

Naperville Service Center

1979 McDowell Road, Suite 111
Naperville, Illinois 65063

331-213-2000, 866-876-5327

Fax: 331-472-4375

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

FLORIDA

Miami Service Center

13024 S.W. 120th Street
Miami, Florida 33186

305-378-8700

Fax: 305-232-5832

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

Communication with the University

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 for Academic Affairs, CAPS
765-677-1569

College of Arts and Sciences

Address:

Indiana Wesleyan University
College of Arts and Sciences
4201 South Washington Street
Marion, Indiana 46953-4974
<http://www.indwes.edu/Academics/CAS>
<https://myiwu.indwes.edu> (current students)

General Information:

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

Administration:

The Academic Affairs Office
765-677-2493

School of Health Sciences

Address:

Indiana Wesleyan University
School of Health Sciences
Ott Hall of Sciences and Nursing
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, School of Health Sciences
765-677-2035

School of Nursing

Address:

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

Administration:

School of Nursing, Vice-President of Academic Affairs
765-677-1578

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:

Academic Dean of Wesley Seminary
765-677-1241

The Graduate School

Address:

Indiana Wesleyan University
4201 South Washington Street
Marion, Indiana 46953-9393
<http://www.indwes.edu/Academics/The-Graduate-School>
<http://myIWU.indwes.edu>
(current students)

Administration:

Dean, The Graduate School
765-677-1138

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. Leadership.
3. Service.
4. Stewardship.
5. Innovation.
6. Diversity.

Mission

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

Charge 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.

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); 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; phone: 312-263-0456 and 1-800-621-7440; <http://www.hlcommission.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); 1140 19th St NW, Suite 400, Washington, DC 20036; phone: 202-223-0077; <http://caepnet.org/>. (Teacher Education)
2. Commission on Collegiate Nursing Education (CCNE); 655 K St NW, Suite 750, Washington, DC 20001; phone: 202-887-6791; <http://www.aacnnursing.org/CCNE>. (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; <https://www.cacrep.org/>. (Graduate Counseling: Clinical Mental Health Counseling; Marriage 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; <https://www.cswe.org/>. (Social Work)
5. Commission on Accreditation of Athletic Training Education (CAATE); 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184; phone: 512-733-9700; Toll Free: 844-GO-CAATE (844-462-2283) <https://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; <https://nasm.arts-accredit.org/>. (Music)
7. Commission on Accreditation of Allied Health Education Programs (CAAHEP); 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763; phone: 727-210-2350; <https://www.caahep.org/>. (Exercise Science)
8. Association of Theological Schools Commission on Accrediting (ATS); 10 Summit Park Drive, Pittsburgh, PA 15275-1110; phone: 412-788-6505; <https://www.ats.edu/>. (Seminary programs)
9. American Music Therapy Association (AMTA); 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910; phone: 301-589-3300; <https://www.musictherapy.org/>. (Music Therapy)
10. Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE); 112 South Alfred Street, Alexandria, VA 22314-3016; phone: 703-253-0473; <https://www.cswe.org/> (Marriage and Family Counseling/Therapy)
11. National Addiction Studies Accreditation Commission (NASAC); 1001 N. Fairfax Street, Suite 201, Alexandria VA 22314; phone: 800-548-0497; <https://nasacaccreditation.org/>. (Addictions Counseling)
12. Accreditation Council for Occupational Therapy Education (ACOTE); 4720 Montgomery Lane, Suite 200, Bethesda, MD. 20814-3449; 301-652-6611 x2042; <https://www.aota.org/education-careers/accreditation.aspx>. (Occupational Therapy)
13. Council on Education for Public Health (CEPH); Applicant Status; 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; 202-789-1895; <https://ceph.org>. (Public Health)
14. Accreditation Council for Business Schools and Programs (ACBSP); 11520 West 119th St, Overland Park, KS 66213; 913-339-9356; <https://www.acbsp.org/>. (Business programs in the College of Adult and Professional Studies)

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 is a member of NC-SARA, the National Council for State Authorization Reciprocity Agreements, and 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, School of Health Sciences, 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 <https://www.indwes.edu/about/student-consumer-information/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 Policy

A student may seek recourse from any university non-academic program or employment-related dispute or 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.

A student who wishes to file such an appeal must first contact the person or department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.

All non-academic grievance and appeals will be reported to the human resource department. Since the appeal process is a private university administrative process, legal counsel or representation is not appropriate.

The complainant will be notified of results throughout the process.

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 and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. 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.

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 – see below for definition
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.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

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

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. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any 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.
4. Students in graduate programs or graduate courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
5. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

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

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. 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.

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 the following sanctions:

Sanctions:

1. Dismissal from the university for a single incident.
2. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
3. The university may consider legal action for any individual found to have participated in these actions.

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

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, placing them in the appropriate academic levels of undergraduate, graduate, or doctoral. 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 through the ordering service with the student's signature, 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 \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Enrollment Limitations

Students may only be full-time enrolled 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. Specific guidelines must be met prior to enrolling in courses in various colleges. Thorough review with Financial Aid and Accounting offices as well as advisors and Office of Student Services or Residential Academic Services should be made before pursuing this option. Students who plan to change from programs and degrees in one college to programs and degrees in another should carefully examine the ability to apply courses from one program to another. Please visit the Office of Student Services and Residential Academic Services for more information.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.

2. Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
3. Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
4. Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
6. Up to three credit hours may be shared between a certificate and a minor.
7. Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
8. A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
5. The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
6. The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
7. The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
8. The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
9. The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
10. The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
11. Credits from a previously-awarded master's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
12. The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
13. The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
14. The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Graduate Credit Transfer Policy

The policy applies to all graduate programs that accept transfer students at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
- Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

Doctoral Exception:

IWU will allow displaced doctoral students to transfer in up to 75% of their course work. The student must complete at least 15 graduate credit hours at IWU, plus the comprehensive exam and/or final project/dissertation, if applicable.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or other colleges or universities that are taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) (see Transfer of Credit Policy (p. 36) for current accrediting agencies), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or other colleges or universities that are regionally accredited, accredited by the Association for Biblical Higher Education (ABHE), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a “B” or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in effect.

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. 89), 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; admissions@indwes.edu
Administration	CAS - Academic Affairs: 765-677-2493 SON - Academic Affairs: 765-677-1578
Admissions	Undergraduate: 866-GO-TO-IWU or call 765-677-6507 (Admissions Call Center); admissions@indwes.edu
Campus Police & Parking	Emergencies: 765-677-4911 Parking: 765-677-2109 campus.police@indwes.edu
Student Account Services, CAS	Billing/Cashier: 765-677-2411 CAS: CAS-StudentAccounts@indwes.edu
Life Calling & Career Development	765-677-2520; Life Coaching, Pre-declared Advising, Career Guidance, Jobs Search, Internship Search, Resume help, Graduate school preparation: lifecallingcareer@indwes.edu

Housing	765-677-2746; housing@indwes.edu
Student Engagement	765-677-2061; SGA, Clubs & Orgs, Student Activities, Adventure Learning, TREK (New Student Orientation), FYI, Excused Absence: Studentengagement@indwes.edu
Health Center	765-677-2206 (phone); 765-677-2849 (fax); healthcenter@indwes.edu
Financial Aid	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Registration & Academic Services	765-677-2590; Registration, Course Information: RAS@indwes.edu
Registrar's Office	765-677-2131; Transcripts, Diplomas, Academic Records, and VA certification: registrar@indwes.edu
The Center for Student Success: Student Support Services	765-677-2257; Counseling, Disability Services, TRIO SSS Program at center4success@indwes.edu; The Den (academic and tutoring support) at theDen@indwes.edu ; TRIO Upward Bound 765-677-2935
School of Nursing	765-677-2812; Pre-licensure Nursing (p. 524)

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:

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.

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. 7) for detailed listing.

Barnes Student Center

IWU's Barnes Student Center is the central hub of the Marion campus - bringing students, employees, and guests into an innovative facility designed intentionally to foster building community. With over 199,000 square feet, this building houses Baldwin Dining, Chick-fil-a, Mario's Pizza, Wilbur's Wings, convenience store, bookstore, McConn Coffee house, art gallery, Globe Theater, banquet rooms, Life Calling & Integrative Learning, Student Accounts, Financial Aid, Registration & Academic Services, Health Center, Post Office, and the Center for Student Success.

Beard Arts Center (BAC)

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

Botany Glen

This tract of land is a designated nature preserve where biology and botany classes can explore creation in a living laboratory. 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 and laboratories for science, health sciences, and nursing, the state-of-the-art Nursing Simulation Lab, and Porter Auditorium.

Center Hall (CS)

This building provides classroom and studio space for students and faculty who are studying in the field of art, as well as a few general purpose classrooms and a 24-7 Study Room.

Chapel Auditorium

Built in 2010, the Chapel Auditorium is a 3,900 seat, 75,000 square feet venue used for weekly chapel services, concerts, guest speakers, academic ceremonies, and graduation services.

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.

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.

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, Business Affairs, Human Resources, Print Shop, Registrar’s Office, the university Information Technology Department, and offices for the Division of Social Science, as well as the Division of Business for Residential Education students.

Noggle Christian Ministries Center (NCMC)

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

Ott Hall of Sciences and Nursing

This 110,000-square-foot building houses the administrative and faculty offices, as well as classrooms and labs for the School of Nursing, the School of Physical and Applied Sciences, and the School of Health Sciences. It includes research space for faculty and students, a greenhouse, cadaver lab, and other specialized learning space. Collaborative spaces encourage and facilitate inter professional development. Ott Hall and Burns Hall are connected by a three-story atrium that promotes community among faculty and students.

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.

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.

Academic Calendar - CAS and SON Pre-licensure Nursing

Academic Year 2019-2020

New Student Orientation

August 24-September 1

Fall Semester Classes Begin	September 3
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 10-12
Commencement	December 14
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
Martin Luther King Day - No Classes	January 20
Day of Common Learning - No Classes	February 11
Spring Break	March 2-6
New Student Registration	March 17
Last Day to Withdraw from a Class for Spring Semester	March 20
Easter Recess	April 10-13
Day of Common Learning - Celebration of Scholarship - No Classes	April 16
Final Examinations*	April 21-23
Baccalaureate	April 24
Commencement	April 25
May Term	April 29-May 21
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 7
Last Day to Withdraw from a Class for May Term	May 15
Last Day to Drop a Class for Summer 1 Term	May 14
New Student Registration (tentative)	May 16
Summer Session I	May 26-June 26
Last Day to Add or Drop a Class for Summer Session I	May 27

New Student Registration (tentative)	June 13
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 3
Last Day to Withdraw from a Class for Summer Session II	July 21
Commencement	August 8
Academic Year 2020-2021 (Dates below may be subject to change)	
New Student Orientation	August 29 - September 5
Fall Semester Classes Begin	September 8
Last Day to Add a Class for Fall Semester	September 11
Last Day to Drop a Class for Fall Semester	September 18
Fall Break	October 23
Last Day to Withdraw from a Class for Fall Semester	November 13
Thanksgiving Recess	November 25-27
Final Examinations*	December 15-17
Commencement	December 19
Spring Semester Classes Begin	January 11
Last Day to Add a Class for Spring Semester	January 15
Last Day to Drop a Class for Spring Semester	January 22
Martin Luther King Day - No Classes	January 18
Day of Common Learning - No Classes	February 16
Spring Break	March 1-5
New Student Registration	March 13
Last Day to Withdraw from a Class for Spring Semester	March 26

Easter Recess	April 2-5
Day of Common Learning - Celebration of Scholarship - No Classes	April 22
Final Examinations*	April 27-29
Baccalaureate	April 30
Commencement	May 1
May Term	May 5-May 27
Summer 1 Term	May 5-August 6
Last Day to Add or Drop a Class for May Term	May 6
Last Day to Add a Class for Summer 1 Term (Full Summer)	May 12
Last Day to Withdraw from a Class for May Term	May 20
Last Day to Drop a Class for Summer 1 Term (Full Summer)	May 19
New Student Registration (tentative)	May 22
Summer Session I	June 1-July 2
Last Day to Add or Drop a Class for Summer Session I	June 2
New Student Registration (tentative)	June 19
Last Day to Withdraw from a Class for Summer Session I	June 23
Summer Session II	July 6-August 6
Last Day to Add or Drop a Class for Summer Session II	July 7
Last Day to Withdraw from a Class for Summer 1 Term	July 9
Last Day to Withdraw from a Class for Summer Session II	July 28
Commencement	August 14

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 who wishes to participate in the Indiana Wesleyan University community and mission. Admission is based on the careful review of all credentials presented by an applicant, and in no case is admission unlawfully denied due to race, ethnicity, citizenship, national origin, disability, religion, or sex.

Address all application information for IWU-Marion programs (CAS and SON) to Indiana Wesleyan University, Admissions Office, 4201 South Washington Street, Marion, Indiana 46953. Call toll-free 1-866-468-6498, or direct to the Admissions Office at 765-677-6507 (English) or 765-677-4050 (Español). Email address: admissions@indwes.edu; Internet: www.indwes.edu.

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

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

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

All foundationally admitted students are required to enroll and complete a section of LFC 101 - Foundations for College Success in their first semester of coursework at IWU. This is a one credit course that guides, equips, and empowers students toward success.

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 6 credit 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 encouraged to visit the campus. Visits should be scheduled through the Office of Admissions. Overnight, on-campus lodging for prospective students is available on select days during the academic year and may be reserved in advance through the Admissions Office. Call 1-866-468-6498 or direct to the Admissions Office at 765-677-6507 (English) or 765-677-4050 (Español); Email address: admissions@indwes.edu. Internet: www.indwes.edu.

First-year Admission

Interested students are encouraged to apply for admission at the close of their junior year in high school or early part of their senior year. Applications are accepted throughout the senior year of high school. The application, high school transcript, and test scores (SAT or ACT) are necessary for an admission decision. In some cases, an essay and recommendation are required. A tuition deposit is required prior to registering for classes and is fully refundable until May 1.

An admission decision may be made before the end of the student's high school career if an official high school transcript has been provided. In this event a final high school transcript or a certification of graduation will be required before the student may begin classes at IWU.

Completed applications with a high school GPA or test scores below minimum thresholds may be admitted into the Foundations program. 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). 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-Marion campus to be tested for institutional ACT.

Individuals not receiving a high school diploma must take either the Test Assessing Secondary Completion (TASC) or the General Education Development Exam (GED) and achieve satisfactory scores to be considered for admission.

Transfer Student Admission

A transfer student is defined as a student who has attempted 12 or more college credit hours post-high school graduation. 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. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. Prior to orientation, 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 at IWU before the IWU graduation.*

Readmission

An undergraduate student who has previously been enrolled at IWU-Marion and has ended enrollment for any length of time, without an approved leave of absence, must reapply. Application for re-enrollment must be made through the Admissions Office. Re-admitted students who are not enrolled for one academic year or longer must meet the requirements of the governing academic catalog for the re-enrollment date. Any student who attended other institutions of higher learning must submit official transcripts of all work completed before a readmission decision can be made and a Transfer Information Form before the student may begin classes. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Transition Student Admission

A transition student is defined as a student who begins an education through IWU-National & Global and transitions to IWU-Marion to continue a degree. Transition students must fulfill all admission requirements required of transfer applicants. IWU-National & Global will provide IWU-Marion Undergraduate Admissions with transcripts from any institution attended prior to enrollment with IWU-National & Global. If a student has attended an institution since departing IWU-National & Global, the student must submit an official college transcript from any/all institutions attended since leaving IWU-National & Global and have the Transfer Information Form completed by the last institution attended. If the last institution attended is IWU-National & Global, the Transfer Information Form is not required. Students are not required to submit an IWU transcript for consideration of admission as this coursework is accessible to the IWU-Marion Transfer Team.

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*.

Admission scores follow:

- TOEFL score of 54 to 65 - admission requires enrollment in two semesters of ESL
- TOEFL score of 66 to 78 - admission requires enrollment in one semester of ESL
- TOEFL score of 79 - admission without ESL requirement
- IELTS score of less than 6.5 - admission reflective of subscores requires enrollment in one or two semesters of ESL
- IELTS score of 6.5 for undergraduate and 7.0 for graduate programs - admission without ESL requirement

*Waiver Qualifications:

- Attended the last four full years at a U.S. high school.

- Attended the last four full years in an international educational institution where English is the principal language of instruction; institution may be required to provide verification.
- Earned an SAT Reading Test subscore of at least 27.
- Earned ACT English and Reading scores of at least 20.
- Earned a bachelor's degree or higher from an accredited U.S. institution.

College transcripts for schools outside the United States should be evaluated by a credential evaluation service like ECE (www.ece.org), WES (www.wes.org), or one that is approved by NACES (www.naces.org/members.html).

Before the immigration form I-20 can be sent, students from all countries except Canada must send the University money the equivalent to the first semester's tuition, room, and board. 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 approximately \$1200 for one year of insurance premium (must be renewed annually).

Contact the Admissions Office for specific admissions procedures.

Re-enrollment - Graduate Programs

A graduate student in CAS who has not been enrolled for more than two 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 re-admission decision can be made. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Wildcat Academy (High School Students/Dual Credit)

Qualified high school students are offered the opportunity to enroll in onsite or online courses taught through IWU Marion under the Wildcat Academy program. A student must have maintained a 3.0 average GPA on a 4.0 scale in high school classes and be recommended by a high school counselor or principal to qualify. A qualified student may begin taking one 100-level course in the fall semester of his/her junior year, and up to 6 credit hours of 100-level courses per semester throughout the duration of his/her high school career. A student may take a maximum of 16 credit hours through this program. To maintain satisfactory academic progress and continue in the Wildcat Academy program, students must earn a grade of C or higher for each course completed. Students must submit an application for each term they wish to enroll in a course in the Wildcat Academy. Costs include an application fee and a cost per credit hour and are due prior to enrollment.

This information is located at www.indwes.edu/undergraduate/wildcat-academy. Students must be registered by the first day of classes. Note: Student qualification, enrollment and financial arrangements made with high schools teaching courses outside of the IWU-Marion campus are outlined in the associated Memorandum of Understanding.

Unclassified Student Admission

A student who is not pursuing a university degree and wants to take individual courses for personal development may be admitted as an unclassified student. A maximum of 6 credit hours per semester and a total of 18 credit hours may be completed with this status. This does not constitute admission to a University program and 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 Registration and Academic Services 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.

Students admitted with an unclassified status may wish to audit courses. Students must comply with all unclassified and audit requirements. Auditing does not constitute admission to a university program. Audit students who subsequently wish to pursue a degree program must apply for regular admission status. By special arrangement, high school students may register with audit status.

Professional Programs (Acceptance into Majors)

Certain majors, such as athletic training, teacher education, nursing, social work, and music or art therapy, require acceptance into the program. Admission to the University does not necessarily imply admission into 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 connect, prepare, and allow for a deeper understanding of IWU.

Entrance Examinations

New students may re-take the institutional ACT if they do not have the required minimum ACT or SAT scores to waive the reading and math competencies. Students should inquire in the Center for Student Success office for more information.

Registration Procedures for New and Returning Students

New Student Registration (NSR) occurs in the spring and summer for fall enrollment and by individual appointment for spring enrollment. Once new students are notified by the Admissions Office of their acceptance to Indiana Wesleyan University, the Admission's Office will send information about registration procedures and the appropriate time to come to the campus for 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 Registration & Academic Services for advanced registration or at the specific time established for this purpose in the current calendar. Detailed instructions for registration will be provided on MyIWU portal at <https://myiwu.indwes.edu/RAS>. 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.

Transfer Advising

The transfer advisor in Registration & Academic Services helps new transfer students with transfer credits and advising, as well as negotiating their new experience at Indiana Wesleyan University.

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 Withdrawals

Add/Drop

Students' class schedules are expected to be permanent.

Fall/Spring

Add:

The last date to add a course is the first Friday of classes for 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 Fall and Spring terms.

Drop:

the last date to drop a course is the second Friday after the start of classes for the fall and spring terms.

Students who need to switch a course section (such as ENG-180-82A to ENG-180-82B) during the drop period may do so with the approval of their advisor with an Add/Drop Form.

Summer term Add/Drop:

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 with the approval of the corresponding Academic Advisor and Division Chair.

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 Registration & 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. Failing work at time of official withdrawal after the tenth week of the semester may be counted as "F" in grade-point average.

Withdrawing from the University

By the 13th week of classes, students desiring to voluntarily withdraw from all classes at the university must submit a Total Withdrawal form available at the Registration & Academic Services office and online at <https://myiwu.indwes.edu/RAS/Forms>. This form must be completed and filed with the Registration & Academic Services (RAS) office before the student leaves campus. No refunds will be made by the Student Account Services, CAS, until the Director of RAS 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.

Any undergraduate student who is dismissed from the College of Arts and Sciences by Life Calling and Integrative Learning or the School of Nursing Pre-Licensure Nursing by the Associate Dean, Pre-Licensure Nursing will be administratively withdrawn from all classes.

Academic Administrative Withdrawal Policy - CAS

If a student registers for a course but does not attend any class sessions of that course by the last day to drop classes, the registration may be cancelled by the CAS Academic Executive Dean or designee and/or the Director of Registration & Academic Services or designee.

If a student, due to lack of attendance, cannot achieve passing grades in their courses, **with or without applicable campus support and/or reasonable accommodation(s)**, the CARE Team, the Center for Student Success, and/or the Academic Standing Subcommittee of the Enrollment Management Committee may recommend to the CAS academic dean or designee and/or the Director of Registration & Academic Services that the student be administratively withdrawn from the institution during the Academic Semester and will receive a "W" in all classes. Students should be aware that this action (administrative withdrawal) may have an impact on financial aid, enrollment issues related to verification for insurance, athletic competition, and access to some IWU facilities.

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 Registration & Academic Services office by completing and filing this form available at: <https://myiwu.indwes.edu/RAS/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 Registration & 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 Dean of the school in which the student's major is under 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 Registration & 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 Registration & 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.

Military Leave of Absence

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are reenrolled at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Students may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly reenrolled in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial: Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid: Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversations with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Transfer of Credit Policy

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 Registration & Academic Services 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

Programmatic accreditation may impact transferability of specific courses into the major. If there is no applicable course at IWU or within the student's major, the credits may be applied as elective credit. Additionally, programmatic restrictions may determine how courses are equated.

Credit hours accepted in transfer are recorded as part of the student's official academic record. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. All graded qualified coursework transferred and transcribed are used solely in the calculation of the honors GPA. Quarter credits are converted to semester credits using the two-thirds conversion ratio. The university registrar is responsible to approve the transferability of all credits.

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.

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.

Transcripts from international institutions - may need to be sent to an external agency for evaluation and determination of transferable credits, degrees, and GPA. If this external 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.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
3. Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
4. Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
6. Up to three credit hours may be shared between a certificate and a minor.
7. Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
8. A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
5. The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
6. The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
7. The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
8. The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
9. The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
10. The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
11. Credits from a previously-awarded masters's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
12. The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
13. The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
14. The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or other colleges or universities that are taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) (see Transfer of Credit Policy (p. 36) for current accrediting agencies), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or other colleges or universities that are at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) (see Transfer of Credit Policy (p. 36) for current accrediting agencies), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate

program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in effect.

Graduate Credit Transfer Policy

The policy applies to all graduate programs that accept transfer students at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
- Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

Doctoral Exception:

IWU will allow displaced doctoral students to transfer in up to 75% of their course work. The student must complete at least 15 graduate credit hours at IWU, plus the comprehensive exam and/or final project/dissertation, if applicable.

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 regionally 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 Registration and 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.

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 need to be evaluated by having official transcripts sent to Registration & Academic Services in English. External evaluators are the Educational Credential Evaluators (ECE) and the National Association of Credential Evaluation Services (NACES) may be required before Registration & Academic Services can evaluate the transcript. For more information about this organization, please visit their website (<https://www.ece.org/>) or (<http://www.naces.org>).

CLEP/DSST Examinations

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 for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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.

Examinations can be scheduled through The Center for Student Success (CSS) after approval from the Registration & Academic Services office. A \$25 per credit hour transcription fee will be assessed, in addition to the CSS testing fee. Select CLEP examinations are recognized by the university for credit; however, the College of Arts and Sciences does not accept all CLEP tests, including the College Composition CLEP test.

Advanced Placement, International Baccalaureate, AICE Cambridge

Select Advanced Placement (AP) courses are evaluated as subequivalent to university freshman-level courses and appropriate credit will be given for grades of 3 or above (see RAS website).

Incoming freshmen 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 competency.

Credit may be awarded for successful completion of some courses through the International Baccalaureate (IB) programs or AICE Cambridge courses. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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). Scores of 5 or higher are required for such credit to be accepted for IB and a passing score for AICE Cambridge based on a course by course evaluation. Credit may only be awarded with official scores and an IWU individual assessment.

Assessment – Prior Learning/Portfolio

Credit from non-traditional 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 non-accredited institutions, or other non-transcribed 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. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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). Guidelines and fees information is available in the Registration and Academic Services office.

Independent Learning Contract

The academic independent learning contract will be reserved for those special studies that a student desires to pursue that are not available through any of the courses in our catalog. Independent learning contracts are a privilege extended to degree-seeking junior and senior students. The student contracts with a faculty member, who then helps construct the syllabus and who meets with the student at least once a week to make sure they are staying on track. The student pays an extra fee (\$100/credit).

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 Registration and 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.
- Students may not take an incomplete grade in an independent learning course.
- Independent learning may not be used to repeat a failing 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 at <https://myiwu.indwes.edu/RAS/IncompleteGradePolicyandContract>.

Additionally, students may pursue completion of studies through the additional types of courses as follows:

- Alternative course offering are courses that are in the catalog, but that are not on the schedule because the course did not fill or was not planned for this semester. It might also be needed for a student who has two required courses that are both offered only at the same time. The student would need to present compelling justification for why they could not just wait and take the course at a later time. There would be no extra fee to the student.
- Special topics course is often a new course that a department is running as a trial to determine demand. A course number of 396 in a specific subject code, titled Special Topics in that subject, is available for students to pursue with appropriate approvals.
- Faculty/student research course. Every subject has a course number of 495 and a course title of Research in "specific subject". These are faculty/student cooperative research projects in which the faculty and student are working together.

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 Office

As an educational institution, Indiana Wesleyan University has been rooted *locally* in Marion, IN for nearly a century, but our scope also extends *nationally* and *internationally* as we seek to be a truly great Christian university serving the world.

Established on the IWU-Marion campus in 2012, the Global Engagement Office embodies IWU's mission and global vision by:

- (1) *Facilitating Education Abroad Programs for Students, Faculty, and Staff;*
- (2) *Facilitating Education and Exchange Programs for International Students and Scholars;* and (3) *Facilitating Strategic Global Initiatives that Enlarge our Scope as an Academic Institution.*

(1) Facilitating Education Abroad Programs for Students, Faculty, and Staff

Education Abroad programs are approved according to academic policies, procedures, and structures, and they are reviewed regularly to ensure that learning outcomes are being met appropriately. Education Abroad programs are also approved by the Risk Management Office to ensure international travel, health, and safety precautions are being followed. IWU adheres to the standards of good practice for education abroad as defined by the Forum on Education Abroad (www.forumea.org). For more specific information regarding Education Abroad programs, policies, and procedures, contact the Global Engagement Office.

Education abroad programs include:

- *Travel Classes:*
Courses taught by IWU faculty that take place in an international location
- *Intercultural Fieldtrips:*
Off-campus credit-bearing experiences led by IWU faculty as part of a semester-long course
- *International Internships, Student Teaching, and Practicum Experiences:*
Independent experiences that fulfill program requirements in an international location
- *Global Service Learning Teams:*
Opportunities to serve and learn with a team led by IWU faculty/staff in an international location (not credit-bearing, but may satisfy the "Intercultural Experience" general education requirement)
- *Summer/Semester Abroad Programs:*
A series of credit-bearing courses that are taken in an international location under the guidance of IWU faculty and/or affiliate program providers. The following are approved Summer/Semester Abroad Programs:
 - American Studies Program (Washington, D.C.) - www.bestsemester.com/asp
 - Australia Studies Center (Brisbane, 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/latern
 - BCA Barcelona (Barcelona, Spain) - www.bcanet.org
 - 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
 - Gordon College in Orvieto (Orvieto, Italy) - www.gordon.edu/inorvieto
 - Houghton in Tanzania (Tanzania, Africa) - www.houghton.edu
 - Irish Studies Program - Taylor University (Greystones, Ireland) - www.taylor.edu
 - IWU Haiti Program – School of Nursing (La Gonave, Haiti) – www.indwes.edu
 - IWU Summer in Israel – School of Theology and Ministry – www.indwes.edu

- IWU Zambia Program – School of Nursing (Choma, Zambia) - www.indwes.edu
- The King’s College NYC Semester Program (New York, NY) – www.tkc.edu/nycs
- 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 (Amman, Jordan) - www.bestsemester.com/mesp
- Nashville Contemporary Music Center (Nashville, TN) - www.bestsemester.com/locations-and-programs/india
- 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 (Mukona, Uganda) - www.bestsemester.com/usp

(2) Facilitating Education and Exchange Programs for International Students and Scholars

As an emerging global Christian university, the residential campus of IWU in Marion, IN is increasingly becoming a place where international students and scholars desire to reside in order to pursue their academic goals. In an effort to support these students and scholars, the Global Engagement Office collaborates with divisions, schools, offices, and student organizations on the residential campus in a number of ways, including: international student/faculty/staff recruitment and retention efforts; international student advising; strategic partnership development with international schools; and sponsoring/advising globally focused student organizations. In addition to these strategic efforts, the Global Engagement Office also facilitates the following international student and scholar programs:

- *Cultural Immersion Program:*
A cultural exchange experience for international high school students that takes place on the IWU-Marion campus
- *Bridge Program* (www.indwes.edu/academics/cas/bridge-program):
A first year language program for international college students
- *Semester Abroad @ IWU Program:*
A cross-cultural learning experience for international college students on the IWU-Marion campus
- *Visiting Scholars Program:*
Opportunities for international educators to engage in professional development and interaction with faculty on the IWU-Marion campus

(3) Facilitating Strategic Global Initiatives that Enlarge our Scope as an Academic Institution

In addition to the programs noted above, the Global Engagement Office is also involved with global initiatives that enlarge our scope, foster a global mindset, and enable us to serve the global church.

- *Lumen Research Institute:*
A global collective of Christian scholars who pursue questions of social concern through collaborative and interdisciplinary research efforts (www.lumenresearchinstitute.org)
- *Global Classroom Initiative:*
Connecting students/faculty in Grant County high school classrooms with educational partners in classrooms around the world
- *Teach Abroad China:*
A cooperative effort among educational entities seeking to enhance the quality of English teaching and learning in the Chinese school system
- *Global Gap Year Initiative:*
A one-year education abroad experience for IWU students focused on life calling, career exploration, cultural awareness, and the development of character, scholarship, and leadership

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.

Transfer Advising

The transfer advisor helps new transfer students with transfer credits and advising, as well as negotiating their new experience at Indiana Wesleyan University.

Academic Policies

Academic Terms - CAS and SON 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 12-17 credit hours in a semester. Graduate students are classified as full time when enrolled for 9 credit hours in a semester.

Undergraduate students who wish to register for more than 17 credit hours must meet the following criteria:

- To enroll for 18 credit hours, the student must have a 2.75 GPA.
- To enroll for 19 credit hours, the student must have a 3.0 GPA.
- To enroll for 20 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 17 CAS/SON credit hours 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 SON 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	
B-	2.7	Above average
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	Average
D	1.0	
F	.0	
WF	.0	
		Failure/Also given for all unofficial withdrawals
		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:

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 semesters, a dean's list for undergraduate students only in CAS and SON Pre-licensure Nursing is collected 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." Students are notified by the Deans for this achievement.

Incomplete Courses

All course work 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 course work in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete).

Criteria for awarding an incomplete grade:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
2. A death in the immediate family
3. Change in work schedule as required by employer
4. Judicial obligations
5. Other **emergencies** deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

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 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 <https://myiwu.indwes.edu/RAS/Forms>.

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 or through College of Adult & Professional Studies.

If a student is retaking a course that has a corresponding lab requirement, the lab requirement must be taken.

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

Grade Reporting

At the midpoint of fall and spring semester, grades for undergraduate students below “C” are reported to the Director of Registration & Academic Services. Students and their campus support system (Academic Advisor, Resident Director, Faculty, etc.) are notified. 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 grades are posted and accessible through their IWU Portal after final grades are submitted and verified by the Director of Registration & Academic Services.

Grade Changes

A final grade cannot be changed after it has been verified by the Registration & Academic Services 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 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 in all levels of study. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 with a signature by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal or is electronically delivered with a proof of authenticity attached to the transcript.

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 \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering free. Payment must be provided, along with a complete address to which the transcript is to be delivered.

Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

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.

Students enrolled in the School of Nursing residential programs should also review GPA requirements established in the SON portion of the catalog for further GPA requirements and established policies on academic standing.

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	<2.00 any term	1.80 - 1.89	1.70 - 1.79	0.00 - 1.69
45-89 credits	<2.00 any term	1.90 - 1.99	1.80 - 1.89	0.00 - 1.79
90 + credits	<2.00 any term			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).

Academic Warning

Academic Warning is a courtesy notification to the student. The purpose is to make students aware that their recent term GPA, if repeated in future terms, could lead to cumulative GPA that would result in Academic Suspension, Academic Dismissal and loss of Financial Aid.

Probation

Students who fall below the minimum GPA levels indicated above and are allowed to remain at the university will be placed on "academic probation". Undergraduate students will discuss appropriate number of enrolled credit hours with Director of CSS and Director of RAS, must meet all requirements made by the Academic Standing Sub-committee, and are ineligible for most extracurricular activities. No student is entitled to more than one semester on probation. Any second semester on probation may result in academic suspension or dismissal and require the student to appeal to the Academic Standing Sub-Committee.

Students who fall below the minimum GPA levels indicated above and 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 IWU-National & Global.

Most student leadership positions have requirements in addition to the minimum above. Please reference *IWU Student Handbook* at <https://myiwu.indwes.edu/directory/ResLife/Forms>.

Certain organizations have requirements in addition to the minimum above.

Suspension

Undergraduate students suspended for academic reasons may reapply through Admissions 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 through Admissions 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 SON Pre-licensure Nursing

Attendance is essential to the philosophy of learning, character formation, and post-college life preparation at IWU. CAS undergraduate and SON Pre-licensure students are expected to attend all sessions of classes for which they are registered. A student failing to attend classes and not withdrawing officially may 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. Please see Academic Administrative Withdrawal policy.

Students are not allowed to attend classes for which they are not registered.

Faculty are required to keep an accurate record of student attendance for pedagogical and legal reasons. All faculty must check class lists carefully during the first and second weeks of the semester to ensure their accuracy. All discrepancies must be reported to Registration & Academic Services (see Class Enrollment Policy, Faculty Handbook).

Individual faculty must publish their attendance policy in their syllabus and should adhere to it consistently for all students in the class. Given that some medical conditions and challenges (e.g. physical health, mental health, and disabilities) may not easily align with university-approved excused absences criteria, faculty should work with the student regarding class attendance to reach an appropriate resolution, provided the student notifies the faculty member ahead of time. (The standard practice for class attendance has been to offer excuses up to one weeks' equivalent of classes.) Beyond this recommended minimum, faculty may be as rigid or lax as they choose on this matter so long as they keep accurate attendance records.

Online Attendance Policy (IWU-Marion)

Fall/Spring Online Courses: During the fall/spring term, a student will be considered as having attended the course when they complete a requirement for the course (posting, assignment, etc.). Non-attendance is reported at the end of week one and week two of the fall and spring terms. Any student who has not completed a requirement or notified the Faculty of their intended participation will be reported as not attended. Faculty are required to report non-attendance by the last day to drop.

Policies for Absences

Students pursuing an excused absence from class should first consult with their individual professors prior to the absence to request class absences or ascertain possible penalty. Undergraduate students may pursue excused absences for limited reasons; graduate students should consult their relevant graduate program for applicable attendance policies. Students are responsible directly to the instructor for all classes missed and to see that all work is made up. Students missing more than 20% of total seat time due to lack of attendance (unexcused absence) may be administratively withdrawn from that course or fail the course due to nonattendance. The Instructor of the course may inform that a student be administratively withdrawn to the Office of Student Engagement of Life Calling and Integrative Learning. In the case the student is administratively withdrawn, the Office of Student Engagement of Life Calling and Integrative Learning will notify the student and RAS.

Tier 1: Excused Absences without Academic Penalty

1.A. Excused Absences for Personal and Family Emergencies:

University-approved excused absences may be given by the Office of Student Engagement of Life Calling and Integrative Learning in CAS and the Associate Dean of the School of Nursing, Pre-licensure Nursing** for absences from classes or chapel due to emergency medical care, hospitalization, the death of a first-degree relative or primary guardian, or other emergencies. To request an excused absence for personal and family emergencies, students should submit the request form within a reasonable time frame and with appropriate supporting documentation to the Office of Student Engagement. If a personal or family emergency absence request is approved, professors will be notified. Students are not to be penalized for these approved absences. Form: Located on the Portal under “Top Forms”

Tier 2: Conditionally Excused Absences without Academic Penalty*Tier 2.A. University Sponsored Performances and Competitions

Students who represent the university through select university-sponsored activities, such as academic performance ensembles, athletic competitions, and university-sponsored World Impact Trips, will be excused from class. Requesting faculty are responsible for generating the electronic notifications forms to distribute to other faculty, within the first two weeks of the semester. If individual faculty are not notified via e-mail within the first two weeks, faculty members will not be required to excuse these requests. Students are excused for performances or competitions only, not to attend practices or rehearsals. (See Athletic Attendance Policy for full details.)

2.B. Field Trips and On-Campus Academic Experiences

To request an excused absence for an academic field trip, class trip, or on-campus academic experience, the requesting faculty must submit electronic notification forms to individual faculty instructors within the first two weeks of the semester. The field trips/experiences must be identified in the course syllabus as required. If alternative dates for the field trip/ experience are available, students should select the optimally non-conflicting date. If individual faculty members are not notified via e-mail within the first two weeks, faculty members will not be required to excuse these requests.

When registering for classes, please note that laboratory courses may or may not be able to provide a make-up activity.

***As delegated by the Academic Affairs Office*

Tier 3: Faculty-Determined Excused Absences3.A. University Sponsored Activities and Club/Organizational Activities

Students participating in student clubs or organizations may appeal for up to one excused absence per semester for each course (evening courses excluded) in order to participate in an approved activity. Requests for the student to be excused must come from the faculty advisor of the student organization on the prescribed electronic form and include a written justification based upon the IWU mission. This request must be made at least two weeks prior to the activity and submitted electronically directly to the instructing faculty members. Faculty members may excuse these requests but are not obligated to do so.

3.B. Professional Development Days

Students in their final two semesters at IWU may receive permission from their professors to miss each class up to two times for graduate school interviews, job interviews or fairs, and other professional development opportunities that are closely aligned with supporting their immediate, post-graduation future. To receive an excused absence, a student must submit a request with supporting documentation to their individual faculty members at least two weeks in advance of the absence. Faculty members are encouraged to support these excused absence requests but are not obligated to do so.

Form: Located on the Portal under “Top Forms”

ADDITIONAL NOTE: Accommodations for Medical Conditions

Disability Services oversees “attendance accommodation” for a student facing an ongoing medical condition that is regulated by ADA (disabilities) or Title IX (pregnancy) guidelines. Disability Services is responsible for contacting the instructor to discuss the need for absences and the impact of the absences on course objectives and activities. Disability Services will draft an agreement with the faculty member and the student regarding these absences.

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. Although certain kinds of courses such as clinicals, practica, student teaching, studio instruction, and seminars may be exempted from final examinations, students must still plan to meet for instruction in the scheduled time. Alternative activities in such courses should be described in the course syllabus.

Scheduled final examination times are expected to be adhered to with rare exceptions.

In the event a student has three or more final exams scheduled on one day, arrangements can be made with the professor no less than one week prior to change the exam or exams that fall in the middle. Whenever possible, the rescheduled exam should be given at a time later than the originally scheduled period. If three or more exams fall on the final day of exams, it is then acceptable to move the middle exam(s) to one of the other final exam days. Request forms for moving an exam may be obtained from the portal on the registration page.

If a student or an entire class requires a makeup examination due to an emergency, the exam must be given at a time later than the scheduled period. This may mean that the student(s) may need to request an "Incomplete" in the course until the exam has been submitted.

If a student requires an examination be moved to an earlier time for other reasons, the student must request a written exception be issued by the appropriate Associate Dean/Dean. Under normal circumstances, students may not take final examinations early.

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 and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. 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.

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 – see below for definition
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.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

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

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. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any 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.
4. Students in graduate programs or graduate courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
5. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

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

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. 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.

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 the following sanctions:

Sanctions:

1. Dismissal from the university for a single incident.
2. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
3. The university may consider legal action for any individual found to have participated in these actions.

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

Petition, Appeals, and Grievances (Academic)

During a student's academic career, there may be occasion to file an academic petition, an appeal or a grievance. (Information on non-academic appeals or grievances can be found in the University catalog or on the portal at <http://myiwu.indwes.edu/directory/casfaculty/documents/grievance%20and%20appeal%20non%20academic.pdf>).

Petition: A petition is used to request an exception to an academic policy. Academic petitions are available at the RAS Office located in the student center or at <https://myiwu.indwes.edu/directory/RAS/forms>.

Appeal: An appeal is used either to request a change in grade or to appeal the decision of a petition.

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 has an appeal or a grievance related to a course grade or policy should follow these procedures below 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. Indiana Wesleyan University allows its instructors some leeway in implementation of generally accepted practices.

Appeal of Grade

If the student feels that an instructor has not followed his or her own published grading policy or if the student feels there is an error in grade calculation, the student is encouraged to begin the informal procedure, outlined below. However, at any point in time the student may choose to end the informal process, and initiate the formal procedure. The procedures for both processes are outlined below.

A. Informal Procedure

1. Within 15 school days of receiving the grade, the student should contact the professor requesting a full explanation of the grade given and the basis for making the grade. If the student's appeal has merit, the professor may decide to submit a change of grade to the Registration & Academic Services (RAS) Office.
2. If the student is unhappy with this outcome, the student may request a review with the Division Chair of the academic unit that offers the course in question. If the complaint involves the chairperson then the academic dean of the school in which the course is offered will conduct the review. If the complaint involves the academic dean then the Provost will conduct the review.
3. The Division Chair or academic dean will notify the faculty member of the review and seek to mediate the dispute through the following steps:
 - Informal discussion of the facts of the case between all parties seeking resolution will occur within 10 working days of the appeal.
 - If the faculty member's stated policy for calculating the grade has not been followed, the Division Chair will insist that it be followed and a change in course grade submitted by the professor if appropriate.
 - If the dispute is about a grade on a specific paper or an examination, the Division Chair will request that the professor re-evaluate the paper, according to the rubric, or the examination to examine the grade given and make a change in course grade if appropriate. If upon completion of the informal process, the student is not satisfied with the decision, the formal procedure may be initiated.

B. Formal Procedure

1. If not initiated earlier, students must begin the formal procedure within 10 working days of receiving the Informal decision. Formal Academic Grievance/Grade Appeal forms are available in Academic Affairs Office.
2. If the dispute is over a grade received on a specific project or examination, within 5 working days, the academic dean will request a second reading of the specific paper, and the grading rubric, or examination, by two faculty members with knowledge in the academic discipline. The faculty members will submit their evaluations to the academic dean within 10 working days. If the dispute is over a course grade, the academic dean will review the course information including but not limited to the course syllabus, grading policies and grade calculations.
3. Once the academic dean receives all information, they will make a judgment within the next 10 days, as to whether the grade has been misevaluated by more than one full grade. If so, the grade may then be changed by the academic dean. The decision of the academic dean will be final in all grade appeals. If the complaint involves the academic dean then the Executive dean will conduct the review.

The complainant will be notified of results at each step of the grade appeal process. All documentation related to the complaint will be reported to the Academic Affairs Office where all files will be kept.

Academic Grievance

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 is encouraged to begin the informal procedure, outlined below. However, at any point in time, the student may choose to end the informal process and initiate the formal procedure. The procedures for both processes are outlined below. In cases involving allegations of discrimination against a University employee, students may also contact the Human Resources Department at extension 2117, and for sex discrimination cases, the University's Title IX Coordinator at extension 2175.

A. Informal Procedure

1. If comfortable, the student should contact the faculty member with whom they have a grievance 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. (If the grievance involves the division chairperson, the grievance will be referred to the academic dean of the school.)
3. If the complaint is not satisfactorily resolved with the division chairperson, the student may request a hearing with the academic dean of the school.
4. If the complaint is not satisfactorily resolved with the academic leader informally, the formal procedure may be initiated.

B. Formal Procedure

1. If not initiated earlier, the complainant may begin the formal procedure by submitting a written grievance form. Written grievance forms must be submitted no later than 30 days after the decision from the informal procedure. Formal Academic Grievance forms are available in the CAS Academic Affairs Office or the RAS Office.
2. The student may then make a request a hearing, to take place within 15 working days, with the appropriate academic dean of the school or Executive Dean to review the formal grievance.
3. If the complaint is not satisfactorily resolved, the student may then request a hearing, to take place within 15 working days, 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 documentation related to the complaint will be reported to the Academic Affairs Office where 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 Pre-licensure Division:

- Associate of Arts (A.A.)
- Associate of Science (A.S.)
- Bachelor of Arts (A.B./B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Science in Nursing (B.S.N.)
- Bachelor of Social Work (B.S.W.)
- Bachelor of Music (B.Mus.)
- Master of Arts (M.A.)
- Master of Practical Theology (M.P.T.H.)

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 (some majors may have additional hours to meet the requirement).
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 moving from one principle academic unit to another 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., B.S.W., B.F.A., and A.B./B.A. 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 minor must include a minimum of 15 unduplicated hours between it and all other majors or minors.

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 Registration and Academic 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. The student may select which major is considered the first major when the degrees of those majors are different. A minor must include a minimum of 15 unduplicated hours between it and all other majors or minors.

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. The second major can only be posted at one of the conferral dates.

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 Registration & Academic Services 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	BA
Actuarial Science	MNR		
Addictions Counseling			BS
Addictions Studies	MNR	AS	
Adolescent Ministries	MNR	AS	
Applied Music			AB
Art Education			BS
Art History	MNR		
Athletic Training			BS
Bible	MNR		
Biblical History and Geography	MNR		
Biblical Languages	MNR		
Biblical Literature	MNR	AA	AB
Biblical and Theological Studies			AB
Biochemistry			BS
Biochemistry Pre-med			BS
Biology	MNR	AS	BS
Biology Education			BS
Biology Pre-med			BS
Business Administration	MNR	AS	BA
Ceramics	MNR		
Chemistry	MNR	AS	AB, BS
Chemistry Education			BS
Chemistry Pre-med			BS
Children's Ministries	MNR	AS	BS
Christian Education	MNR	AS	BS
Christian Foundations	MNR		
Christian Ministries	MNR	AS	AB, BS

Church Music	MNR		AB
Coaching Education	MNR		
Community Development	MNR		BS
Computer Information Systems			BS
Computer Science	MNR	AS	BS
Criminal Justice	MNR		BS
Design for Social Impact	MNR		AB, BFA
Economics	MNR		BS
Education--Elementary			BS
Exceptional Needs	MNR		
Language Arts	MNR		
Mathematics	MNR		
Science	MNR		
World Language and Culture	MNR		
Education--Elementary/Exceptional Needs Double Major			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	
Theatre Education		P-12	
Visual Arts Education		5-12, P-12	
English	MNR		AB
English Education			BS
Entrepreneurship			BA
Exercise Science			BS
Finance			BA
Fine Arts	MNR		
General Studies		AS	BS
Global Ministries	MNR		AB
Graphic Design	MNR		AB
Health Promotion and Wellness	MNR		
History	MNR		AB
Human Communication Studies	MNR		BS, AB
Illustration	MNR		AB
Intercultural Studies	MNR	AS	BS
International Relations	MNR		BS
Journalism	MNR		BS, AB
Management			BA

Marketing		BA
Mathematics	MNR	BS
Mathematics Education		BS
Mathematics - Interdisciplinary		BS
Media Communication	MNR	BS, AB
Medical Technology		BS
Military Leadership	MNR	
Music	MNR	
Music Composition		BMus
Music Education		BS
Music Therapy		AB
Nursing		BSN
Painting	MNR	
Performance		BMus
Philosophy	MNR	
Philosophy and Theology		AB
Photography	MNR	AB, BFA
Physical and Health Education		BS
Physics	MNR	BS
Political Science	MNR	BS
Political Science Pre-law		BS
Pre-art Therapy		BS

Printmaking	MNR	
Psychology	MNR	BS
Recreation and Camp Administration		BS
Science Education		BS
Shakespeare in Performance	MNR	
Social Studies		BS
Social Studies Education		BS
Social Work		BSW
Sociology	MNR	
Songwriting		AB
Spanish	MNR	AB
Spanish Education		BS
Sports Management		BS
Sports Media		BS
Sports Ministries		BS
Statistics	MNR	
Strategic Communication		BS, BA
Studio Arts		AB
TESOL (Teaching English to Speakers of Other Languages)	MNR	AB
TESOL Education		BS
Theatre	MNR	BS, BA
Theology	MNR	

TTN - Transition to Nursing (Accelerated 2nd degree)			BSN
Urban Ministries	MNR		
User Experience Design			BFA
Visual Communication Design			BFA
World Languages	MNR		
Worship Arts			BS
Worship Ministries			BS
Worship Studies	MNR		
Worship Studies and Music Ministry			AB
Writing	MNR		AB
Youth Ministries	MNR	AS	BS

Other Programs

Bible

Honors Humanities	Not a stand-alone major
Honors Humanities Minor	Partnered with a stand-alone major
Intercultural Studies	
Pastoral Ministries	Not 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

Biblical and Theological Studies	MA
Clinical Addictions Counseling	MA
Clinical Mental Health Counseling	MA

Christian Theology	MA
Community Care	MA
Kern Leadership Program	MPTH
Marriage and Family Counseling/Therapy	MA
Practical Theology	MPTH
School Counseling	MA
Spiritual Care	MA
Student Development Administration	MA
Certificates	
Addictions Counseling	Graduate
Child Advocacy Studies	Undergraduate
Design Thinking	Undergraduate
Post Master's Counseling	Graduate
Professional Coaching	Graduate
Student Development Administration	Graduate
TESOL	Undergraduate

General Education Requirements

For transfer students who have fulfilled the Indiana Statewide Transfer General Education Core (STGEC), see the corresponding section below regarding additional IWU General Education Requirements.

General Education Requirements - Associate Degree

Preparatory Requirements (0-6 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-119 Effective Writing – Required based on SAT/ACT exam scores (SAT RW 430 or below, RSAT WL & RSAT R below 25, or ACTE 18 or below). This requirement may also be waived by a transfer course or AP score that equates to ENG 120, Research Writing.

Math Requirement – Demonstrated by one of the following: Math SAT greater than or equal to 440, or RSAT greater than or equal to 480, or Math ACT greater than or equal to 19, or earning a "C" or better in MAT-101. Students may retake the SAT in the Center for Student Success (fees apply). 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.

	A.A.	A.S.
Humanities (ENG-180/HST-180/MUS-180/PHL-180 and FYE requirement)	12	6
Biblical Literature and Theology (BIL/REL and THE-101)	9	6
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

Supporting Requirements (0-6 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-119 Effective Writing – Required based on SAT/ACT exam scores (SAT RW 430 or below, RSAT WL & RSAT R below 25, or ACTE 18 or below). This requirement may also be waived by a transfer course or AP score that equates to ENG 120, Research Writing.

Math Requirement – Demonstrated by one of the following: Math SAT greater than or equal to 440, or RSAT greater than or equal to 480, or Math ACT greater than or equal to 19, or earning a "C" or better in MAT-101. Students may retake the SAT in the Center for Student Success (fees apply). 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.

Competency Requirements (0-9 hours)

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 (SAT RW of 670 or above, RSAT WL 36 or above, or ACTE of 29 or above) must successfully complete one of the following courses (WRI-165, WRI-234, WRI-281, WRI-282). 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 Experience (IE) Competency Requirement (0-3 hours)

Requirement may be 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. They 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, ACC/BUS-390, BIO-325, CHI-117, CHI-118, CHI-237, CHI-238, ENG-239, GEO-202, HNR-375, HST-380, INT-124, INT-220, INT-322, INT/COM-280, LDR-265, NUR-400 with 400L, PHE-248, PHL-248, POL-232, PSY-291/ADC-291, REL-240, SOC-210, SOC-225, TSL-203, TSL-385, WRI-370, WOR-238.

In addition, the Global Engagement Office oversees many experiences which may also be approved to fulfill this requirement, including a student portfolio option for students whose upbringing or a previous course or experience may satisfy this requirement.

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 New Student Orientation (NSO)/First Year Experience (FYE) requirement 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.

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.

Core Requirements

NSO/FYE Requirement

New Student Orientation and First Year Experience courses are designed to connect students to the IWU community, to prepare them for their experiences here, and to begin developing an understanding of IWU's mission and philosophies of General Education and Life Calling. In these ways, these two interconnected programs seek to foster student success and flourishing by aiding in a smooth transition to college and by guiding students into the pursuit of truth for lives of service as Christ's ambassadors of reconciliation in a broken world. All students are required to participate in NSO and FYE during their first semester.

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 and Theology (9 hours)

Two courses in biblical literature (one from the New Testament and one from the Old Testament) and THE-101 Theology of Christian Life.

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-	One PHE Activity Course	1
139		

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)

Indiana Statewide Transfer General Education Core (STGEC)

Indiana Wesleyan University participates voluntarily in the Indiana STGEC program in order to serve students who begin their studies at other schools; however, we recognize significant benefit to completing general education courses at IWU, rather than elsewhere. The IWU general education curriculum is integrated with the Christian narrative of our relationship with God and his creation. It leads us to love God more fully and more deeply. "As an expression of the love of God, general education in the liberal arts has as its end the love of God, neighbor, self, and creation that leads to human flourishing and the flourishing of creation, developing students to pursue, engage, and apply God's truth ever more effectively as Christ's ambassadors of reconciliation in a broken world (2 Cor 5:17-20)." (*Reconciling Truth Through Love: A Philosophy of General Education*, IWU College of Arts and Sciences, 2014)

The Indiana STGEC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical. Completion of local STGEC requirements will be validated and documented by the institution or campus of enrollment. A full explanation is available at: http://www.in.gov/che/files/STGEC_FAQs_6.25.13.pdf

The STGEC core constitutes a portion of the entire IWU general education curriculum. Students transferring in with STGEC certification are still required to fulfill the remainder of the general education curriculum. The following table details the IWU general education courses not included in the STGEC core.

IWU General Education Requirements Beyond the STGEC Core

CAS/SON	Credits
New Student Orientation (with FYE)*	0
Intercultural Experience	0-3
Biblical Literature	6
Theology	3
Total	9-12**

*In the first semester at IWU, a student must take one of the courses above with an FYE (First Year Experience) designation. The NSO experience is part of the FYE course.

**The combination of the STGEC courses and these additional courses must total a minimum of 42 General Education hours for CAS and SON. If that number of hours has not been achieved in the combination of the two, students may choose to take any course(s) in the IWU General Education package that they have not already taken. Transfer students should work with their academic advisors to find which course(s) would be best.

Acceptance of STGEC certification is separate from the acceptance of transfer-in courses, credits, and grades, which is governed by separate university policy as detailed in the university catalog. It is conceivable that an incoming student whose completion of the core included courses with grades below a C could bring in certification of the completed core but transfer in fewer than 30 credits of general education courses. Such students will be required to complete the appropriate additional general education requirements as listed in the table above, fulfill all requirements of their chosen major(s), and accumulate the required minimum number of credits for graduation through a combination of general education, major, and elective courses. In addition, completion of the STGEC does not add to, subtract from, or alter any other degree requirements, including major, minor, or certificate requirements. Students must, therefore, work closely with an advisor to determine what relationship, if any, exists between requirements for general education and other degree requirements.

The IWU courses that fulfill the STGEC core are listed in the following table (for students transferring from IWU):

STGEC Outcome	CAS/SON	Credits
Written communication	- ENG-120 - Advanced writing	3-6
Speaking and Listening	- COM-100 - Course(s) specified my major to fulfill COM requirement	3
Quantitative Reasoning	Mathematics or Computer	3
Scientific Ways of Knowing	Lab science	4
Humanistic and Artistic Ways of Knowing	ENG-180	9-12

- HST-180
- MUS-180
- PHL-180
- Advanced literature

Social and Behavioral Ways of Knowing

6-9

- One each from two or three of the following: ECO, HST, POL, PSY, SOC

Total (must be reached to fulfill the STGEC requirements)

31

Graduation Requirements and Procedures

Application for graduation must be made one year before the expected graduation date. Application forms are available in the Registration and Academic Services office and at <https://myiwu.indwes.edu/RAS/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 on these commencement dates as well as the second Friday in October, February, and June. Students who have been conferred on a non-graduation ceremony date may walk at the following ceremony. Notification of participation in ceremonies will need to be made to the Registration and Academic Services office at the time the graduation application is submitted. Only those completing all requirements by August and December are eligible to participate in the August and December commencements, respectively. Undergraduate IWU-Marion residential 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 after all degree requirements have been completed. Students with incompletes are not eligible to participate in any graduation ceremonies.

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.

Students may receive one degree only per commencement. A student who is enrolled in two majors with different degrees may select which major is considered the first major so that the appropriate degree will be awarded at the ceremony. 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.

Academic Honors - CAS and Pre-licensure Undergraduate Candidates

Academic Honors are awarded at commencement to baccalaureate degree candidates with the identified grade point averages listed below. Academic Honors are not awarded to associate's or master's degree students. Academic Honors are based upon the Honors grade point average (GPA). It should be noted that Honors GPA includes transfer grades and as a result may differ from

a student's cumulative GPA. For students enrolled in undergraduate programs at the Marion campus, academic Honors listed in the commencement program are based on all IWU academic work completed one semester prior to the student's final semester and all transfer work. Academic Honors listed on the official transcript and diploma will reflect all applicable academic work at the time of conferral. Academic Honors are awarded based on the following criteria:

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. The student's current Honors GPA, as listed on the student's degree audit, which includes transfer grades.

Baccalaureate degree candidates will be awarded Honors as follows:

1. GPA of 3.5 - 3.69 - "cum laude" (with honors)
2. GPA of 3.7 - 3.89 - "magna cum laude" (with high honors)
3. GPA of 3.9 - 4.0 - "summa cum laude" (with highest honors)

Diplomas - CAS, SON Pre-licensure Nursing

Diplomas are mailed approximately two to four weeks after the conferral of degrees. Diplomas indicate degree earned, date of degree, and academic honors. A student's financial account must be settled in order to receive a transcript or diploma.

Student Life and the Co-curriculum

Purpose

The Indiana Wesleyan University mission statement emphasizes the development of students in character, scholarship, and leadership. The emphasis of the Co-curriculum team is to help students achieve growth in the environment outside of the formal academic setting. We desire to walk alongside students as they discover their life calling, help to guide them on their journey, and develop skills that will help them to fulfill their calling. We recognize that curricular and co-curricular learning must be integrated for transformational learning, and we work to create experiences and an environment in which every student can grow.

Academic, Counseling, Disability and Testing Services

The Center for Student Success (CSS) offers services to guide, equip, and empower students. These services are designed around a Christ-centered student growth model to encourage student success in the classroom and in life. Academic services include training in study skills, organization, and time management. Support is also provided to discuss basic skills necessary for achieving higher levels of academic performance. These services are provided within CSS and The DEN. The DEN is located in the lower level of the Jackson Library. The DEN offers tutoring and walk-in academic support. Tutoring is available in large group or small group formats depending on the course. Walk-in support is provided in content specific areas, and general academic study skills. Tutoring services are not guaranteed in all courses. An attempt is made to provide tutoring 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. Individual appointments for academic study skills and executive functioning skills may be made in CSS.

Testing services in CSS include the ACT, MAT, CLEP, MCCI, testing accommodations (see "Disability Services") and counseling assessments. Tests are scheduled individually.

The CSS also houses a federally funded TRIO SSS program for Residential Campus Undergraduate and SON pre-licensure students that offers a range of services. 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 provided by licensed professional counselors or supervised interns. All counseling is confidential. Personal counseling includes support for psychological and emotional issues, as well as behavioral transitions.

For students with disabilities who are enrolled in any IWU program the CSS works to make programs and facilities available in a non-arbitrary and beneficial manner. The Director of Accessibility and Accommodations 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 accommodation based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing environments, note-taking services, recording lectures, books in alternate format, and adaptive technology.

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 football, soccer, tennis, cross-country, basketball, baseball, golf, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics) and the Crossroads League. Associate membership is held in the NCCAA (National Christian College Athletic Association).

The Wildcat women compete in intercollegiate soccer, tennis, golf, cross-country, volleyball, basketball, softball, track and field, and swimming & diving. Memberships are held in the NAIA (National Association of Intercollegiate Athletics) and the Crossroads League. Associate membership is held in the NCCAA (National Christian College Athletic Association). Our co-ed competitive cheer team is also a member of the NAIA (National Association of Intercollegiate Athletics).

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.

Career Development

The Career Development team at Indiana Wesleyan University celebrates students' God-given uniqueness by holistically developing and equipping them with the resources to make informed career decisions, ultimately enabling them to live a life of purpose and stewardship.

The Career Development team offers innovative and intentional programming to align with students' development. Freshmen are guided in the discovery and defining of their life calling through coaching, assessments (Clifton Strengths, The Strong Interest Inventory, Myers-Briggs Type Indicator), and experiential learning (job shadowing, on-campus employment, informational interviews). The CD team helps sophomore students cultivate experiences that align with their respective passions and connects them with professional networks (internships, networking events, field trips, LinkedIn). Juniors are encouraged to pursue leadership positions in on or off campus employment, student organization, research committee, or other co-curricular involvement, as continued personal discovery and professional development. Seniors work with the CD team's employer relations personnel to navigate post-graduate plans, complete applications, and learn about additional ways that they can secure meaningful work (job fairs, employer recruitment at the Career kiosk, Handshake job board).

The Career Development team serves students in the complex preparation of resumes, interviewing skills, professional dress, branding, and job search. For easy-access help, stop by the Career Kiosk in the Barnes Student Center. To schedule a one-on-one appointment, call the Life Calling and Career office at 765-677-2520.

Commuter Students

Commuter students are recognized as full members of the IWU community. Such status comes with the same privileges and responsibilities expected of all students.

Additionally, commuter students receive the same services and opportunities as other students on campus. IWU also recognizes the unique needs of this student group and there are some additional things the institution has been intentional to provide in efforts to ensure the success and full participation of commuter students. Specifically, the Barnes Student Center has a lounge designed for commuter students with a kitchen, lockers, lounge furniture, and tables for group studying. Finally, the university has designated a staff member as a point of contact for commuter students who have questions or concerns. Questions concerning commuter students may be directed to Life Calling & Integrative Learning Office (Commuters@indwes.edu).

Student Conduct and Community Standards

As part of the Division of Life Calling and Integrative Learning, the Office of Student Conduct & Community Standards aspires to guide, equip, and empower students toward the pursuit of their life calling. We desire for our students to be in the

most advantageous situations to thrive during their college experience. Toward those ends, the Office of Student Conduct helps to create a conducive living and learning environment by upholding the values and standards of the IWU community and encourages students to act with character and integrity in all areas. Community Standards & University Policies, along with an outline of the Student Conduct Process can be found in the Student Handbook located on the IWU Portal.

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:

- National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, 800-662-HELP, 800-662-4357.

Food

You will find a variety of campus dining options located in the Barnes Student Center. The food service contractor provides well-balance meals at reasonable cost. Dietary options are available throughout our facility. Individuals with more serious dietary restrictions may contact the food service for consultation. These students' meals are prepared to the specifications of each student's dietary needs.

A standard meal plan is automatically part of a resident student's room and board contract. Residents may dine in the Baldwin dining room, an all-you-can-eat self-serve buffet. Baldwin offers a variety of food choices for Breakfast, Lunch and Dinner. Featuring cuisines from around the world including traditional Mid-west and American, Asian, Mexican, Soup and Salad, Deli and Spread, Demonstration Made-To-Order, Grill and Pizza, Rotisserie, Desserts, Cereals and Vegan stations. Students also have the option of conversion meals honored in our Wildcat Express Food Court. The food court houses seven restaurants including Chick-fil-A, 42nd Street Deli, Brick Yard Grill, Mexican, Wild Wok, Mario's Pizza and Grinders and Wilbur's Wild Wings. The Wildcat Express also offers a single Grab-n-Go option for our busy students.

Students also have the opportunity to use their meal plan points in our Trader James Convenience store located in the Barnes Student Center. Trader James features a wide variety of food, snacks, beverages and personal items. Trader James also offer a variety of dietary sensitive item such as gluten free products.

Commuter Students are encouraged to eat their meals in Baldwin dining room or the Wildcat Express Food Court. Commuter students are able to purchase meal plans, these are located online through the IWU Housing site. Commuter students may also purchase points, which are applied as a declining balance system to their ID cards for ease of convenience. Commuter students who apply points Purchases of \$100 or more will receive a bonus of 25% to their account. These points may be purchased points from the food service located in the Barnes Student Center office suite 160.

Health Services

All students are required to provide a completed Health Form, including proof of immunity, to the IWU Wildcat Health Clinic by July 15th of their incoming year, or December 1st if beginning the spring semester. See the Wildcat Health Clinic portal page for updated list of required and recommended vaccines. Evidence of immunization is provided through one of the following options:

- Completed and signed Immunization Form by the student's medical provider
- An immunization record from a high school, college, or university
- A copy of local health department immunization record
- An immunization record maintained by the student or parent (cannot be a baby book record)

The IWU Wildcat Health Clinic provides a full range of care and is staffed by registered nurses, a nurse practitioner, and a part-time physician. The Wildcat Health Clinic serves students on a walk-in basis by a registered nurse or by appointment with the nurse practitioner and the physician. There is a fee to see the nurse practitioner and the physician, which can be billed to the student's insurance or paid by students.

IMPORTANT: All students need to provide their own health insurance. Health insurance is strongly encouraged for all students.

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.

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. This is a free service offered to all CAS students. Life Coaching appointments can be made in the Life Calling and Career Office on the second floor of Barnes Student Center by calling 765-677-2520.

New Student Orientation

All entering full-time 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 (PPAC) 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.

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. Life Calling and Integrative Learning provides academic advising to these students.

Through individual appointments, workshops, and the Life Calling course (LFC-150), Life Calling and Integrative Learning 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.

Publications

Staff positions on *The Sojourn* (the student-run campus news outlet) and *GrantCOnnected.net* (the student-run community news outlet) are available for students interested in writing, editing, photography, video, audio, web design, and graphic design. Paid positions are available for students.

The Sojourn and *GrantCOnnected.net* are published online and cover many aspects of campus and community life through accurate and investigative reporting.

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

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, dodgeball, racquetball, inner-tube water polo, soccer, volleyball, basketball, campus golf, disc golf, 5k fun run, and bowling.

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

Residential Learning

The Residential Learning 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 Residential Learning program is administered by the Dean for Residential Learning. 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 challenged and supported through the growth process by the RA who plans regular activities and programs, including spiritual growth opportunities for residents. The Resident Hall Chaplain provides additional spiritual support and guidance for residents.

The Residential Learning program at IWU provides a developmental approach for housing students. Resident students begin their stay on campus in traditional residence halls with more support and accountability. As they grow developmentally and in their independence, upper division students may transition into more independent-style living if qualifications are met.

Traditional Halls: Housing freshman through senior students in a traditional hallway: Beckett Hall (F), Reed Hall (F), Martin Hall (F), Evans Hall (F), Carmin Hall (F), South Hall (M), and Hodson Hall (M).

Upper Division Halls:

Suite Style: Open to sophomores and above, students live in suites of 4 or 8 students. Suites have private lounge space: Scripture Hall (F) and Kem Hall (M).

Apartment Style: Juniors and seniors may apply to live in apartment-style living areas, which have lounges and a kitchenette: Townhouses and Lodges.

Married Housing: University Court offers duplex apartments in a community for married students.

Prospective students interested in attending IWU and living on campus may complete an online housing application after submitting an enrollment deposit as part of the admission process. Room assignments will be made according to the date the enrollment deposit is paid.

Returning students who wish to reserve a room must complete an online Returning Student Application. Students may self-select a room online during housing selection, according to procedures outlined by the Housing Office.

Housing Exemption: Undergraduate students 16-22 years of age are required to live in University undergraduate housing unless they are married, are the legal guardian of a minor, are taking less than 9 onsite (not online) credit hours, or living with a legal guardian within 60 miles of the Marion campus of Indiana Wesleyan University. Students who meet these criteria are eligible for exemption and may complete an Off-Campus Housing Application.

A Housing Exemption Appeal process is available to students desiring to live off-campus for financial reasons, mental/physical/emotional health needs, or other extenuating personal circumstances.

Housing Eligibility: New or readmitted students enrolling in a traditional undergraduate academic program at Indiana Wesleyan University must be under the age of 25 at the time of initial enrollment to qualify to live in University undergraduate housing. New or readmitted students 25 years of age or older who are interested in living in University undergraduate housing may complete an Age Limit Exception Request to apply for eligibility. Returning students who are already living in or

approved to live in University undergraduate housing at the time of their 25th birthday qualify to remain in University undergraduate housing until they graduate from IWU or separate from the University.

Continuous Graduate Housing: Students residing in University undergraduate housing may elect to extend housing eligibility if continuing in a residential graduate program the following semester. Students meeting the continuous enrollment criteria should contact the Director of Housing to inquire about availability.

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. Residential Learning will assist students who are having difficulty securing break housing.

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 integrates 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.

Chapel attendance is expected of all students, and required for all resident students. It is also required for all full-time commuting students under 23 years of age with classes both immediately before AND immediately after the Chapel period. (e.g., if a student has M,W,F classes at 8:55AM and 11:15AM, then that student is required to attend the chapel service offered on those days. Conversely, if the student has a class at 8:55am and their next class is not until 12:20PM, that student is eligible for a chapel exemption). NOTE: no student is automatically exempt from chapel attendance based on age or class schedule; ALL commuter students must complete a Chapel Exemption form for each semester in order to be officially exempted. Excessive absences must be made up. See the *Student Handbook* (<http://www.indwes.edu/Life-At-IWU/IWU-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 Engagement

The Student Engagement office works with both new and continuing students in their pursuit of a successful academic experience, especially by promoting a smooth transition to collegiate life and by coordinating support mechanisms for students. The Associate Dean for Student Engagement also coordinates the campus-wide use of Aviso to connect students to campus resources and services that will enable them to thrive.

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 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), representatives for academic divisions, 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 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, dances, Family Weekend, 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 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 visit Engage at <http://www.indwes.edu/engage>.

Office of Intercultural Learning and Engagement

The mission of the Office of Intercultural Learning and Engagement (OILE) is to nurture a culturally responsive and inclusive learning community for all students, faculty, and staff of Indiana Wesleyan University's residential campus. As we advance our mission by being a purposeful reconciliatory agent building Godly bridges between all university constituents, our work also focuses on cultural enrichment responsiveness across the curricular and co-curricular facets of university life. As such, we intentionally collaborate with partners across campus to inform, inspire, and invite learning opportunities for all. We aspire for Kingdom principles and perspectives to inform university policy on responsiveness to the ways we use pedagogy and praxis in ushering transformational learning outcomes.

Among our many initiatives on campus, we specifically boost efforts in multicultural equity, intercultural promotion and understanding, domestic and international diversity, advocacy for the underrepresented, assessment, and institutional responsiveness. We consult with faculty, staff, and students to facilitate seminars, workshops, conferences, and other experiential learning opportunities that raise awareness regarding many of the aforementioned issues—locally, nationally, and globally. We believe curriculum development via intercultural classroom engagement fosters a campus climate of cultural responsiveness. As such, we collaborate with offices in both academic and student support divisions in order to create spaces of belonging, giving voice for all.

The Office of Intercultural Learning and Engagement operates in three functional ways to serve the Indiana Wesleyan University student, faculty, and staff yet primarily provides a comprehensive “one-stop-shop” for inclusive learning opportunities, multicultural equity and access across the university.

Department of Intercultural Learning and Development

The Department of Intercultural Learning and Development serves the IWU-Marion campus by exploring avenues for curricular responsiveness and professional development of intercultural interest to all students, faculty, and staff. This department also provides intercultural seminars, trainings, and workshops to aid in the overall multicultural enrichment and intercultural proficiency throughout the entire campus. In addition, we collaborate with the CAS General Education Committee by facilitating the *Intercultural Effectiveness Scale (IES)** online assessment for all courses and experiences that satisfy the Intercultural Experience General Education requirement and provide assistance to faculty on how to utilize the *IES* online assessment in their classrooms. For the number of courses and experiences that satisfy the Intercultural Experience General Education requirement, the use of the *IES*, as well as the *Intercultural Experience Rubric* provide systematic ways to measure a student’s capacity to identify her/his own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly as needed.

The *IES* was developed to evaluate the competencies critical to interacting effectively with people who are from cultures other than our own. The competencies assessed by the *IES* are equally applicable to evaluating how well people work effectively with people who are different from them (gender, generation, ethnic group, religious affiliation, and so forth). Focusing on three dimensions of intercultural effectiveness: Continuous Learning; Interpersonal Engagement; and Hardiness, an overall intercultural effectiveness score and report is generated, for the individual that takes it. This report includes analyses of the dimension scores, explanations of scoring profiles, and personal development planning for intercultural effectiveness. Faculty members are responsible for debriefing *IES* reports with their students and for incorporating the *Intercultural Experience Rubric* into their courses/experiences. For more information about the *IES* online assessment, go to: www.kozaigroup.com. Alongside administering the *IES*, some of our initiatives include:

- Council for Inclusive Excellence
- Campus Equity Response Team
- Intercultural Experience Courses/General Education
- Ad Hoc CAS Faculty Committee on Student Retention and Success
- Faculty, Staff and Student C.R. equipping
- Curricular and co-curricular development and collaboration

Department of Multicultural Access Programs (MAP)

The Department of Multicultural Access Programs (MAP) creates initiatives to increase access and positively impact the success of incoming and current underrepresented groups (students of color, first generation college students, and low-income students) at IWU.

MAP coordinates the following initiatives that promote college access and graduation success of underrepresented and underserved groups of students. Some of our initiatives include:

- Pre-College Programming
 - IWU Near You
 - Parent University
 - Multicultural Student Access/Support Programs
 - The Luther Lee Scholas (LLS)
 - Multicultural Endowed Scholars (MES)
 - Ongoing research on Access and Equity for underrepresented and underserved students in higher education

Department of Intercultural Student Engagement

The Department of Intercultural Student Engagement uses a model of Cultural Responsiveness to plan initiatives and programming in order to create a sense of belonging and meet the needs of Indiana Wesleyan University’s diverse student

population while engaging the greater community as a whole with themes of reconciliation, diversity, equity, justice, and inclusion. Some of our initiatives include:

- International Student Association (ISA) – A student organization for missionary kids, third culture kids, and international students that aims to facilitate transition, create spaces of belonging, support, and engagement through informal interactions and formal planned programming such as:
- Transition to American College Living (TACL)
- “Intercultural” Local Field Trips
- Weekly ISA dinners
- Monthly Cultural Dinners
- Semester retreats
- Mentoring Program
- Host Family Initiative
- Intercultural Ambassadors – A student leadership program anchored in the commission given in 2 Corinthians 5:12-21, in which “Christ reconciled us to himself and gave us the ministry of reconciliation.” These student leaders engage reconciliatory community building initiatives centering on themes of diversity, equity, and justice. Annual, semester, and weekly learning opportunities and programming include:
- Workshops on Inclusive Practices
- Coffee Talks
- Passport to Culture
- Love Revolution Week
- Film Festivals
- His & Her Story
- Common Day of Learning: Courageous Conversations

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.

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 2019/2020 school year):

Number of Credit Hours	Cost Per Semester
1	\$579
2	1,158
3	1,737

4	2,317
5	2,896
6	5,855
7	6,831
8	7,806
9	8,782
10	9,758
11	10,734
12 - 17	13,648

Credit hours above 17 per semester will be charged at \$976 per credit hour.

Fees

Art Studio Courses and Graphics	\$75 per course
BIO-396 Fee	\$200 per course
Intercultural Engagement Fee	\$15 per course
Medical Laboratory Technology	\$30 per semester
New Student Orientation Fee	\$210 per new student
PHE-135 Fee	\$98 per course
PSY-150 Fee	\$32 per course
PSY-290 Fee	\$25 per course
PSY-291 Fee	\$125 per course
ADC-291 Fee	\$125 per course
ATR-196 Fee	\$25 per course
PHE-347L	\$300 per course
MUS-342 Fee	\$125 per course
MUS-442 Fee	\$125 per course
Nursing/Clinical Fee	\$40 per credit hour
Nursing/Lab Fee	\$75 per course
Nursing ATI Testing Fee	\$1,329
Testing fees 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	\$175 per semester
Private Lessons - 1 hour	\$300 per semester

Senior Recital	\$200 per course
Student Teaching Fee	\$25 per credit hour
Practicum Fee	\$25 per credit hour
Independent Learning Fee	\$100 per credit hour
Transcript Fee	Varies per request
Music Uniform Fee	\$30 per semester
Cross-cultural Student Teaching Fee	\$300
Athletic Training Program Fee	\$355 total for traditional 4 year student
Annual TB Test	\$10
Physical Examination	\$30
Criminal Background Check	\$30
Audit (Record is made)	\$25 per credit hour
Credits-in-Escrow	\$50 per credit hour (Onsite)
Wildcat Academy	\$150 per credit hour (Online)
Natural Lab Science Fee	Varies by course
Graduate Student Graduation Fee	\$85

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

Room charges for the 2019/2020 school year are \$2,221 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 Life Calling & Integrative Learning Office.

Meal Plan Cost

Full meal charges for the 2019/2020 school year are \$2,163 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 Student Development. All arrangements for meal plans must be made in the Life Calling & Integrative Learning.

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

	2019-2020 Per Semester	2019-2020 Per Academic Year
Tuition (full-time student)	\$13,648	\$27,296
Room (would not apply to commuter students)	2,221	4,442
Board - Full Meal Plan (would not apply to commuter students)	2,163	4,326
Total	\$18,032	\$36,064

(\$13,648 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 2019 must have an approved payment plan in place, or pay their bill in full by **July 31, 2019**. Likewise, students enrolled in Spring Semester 2020 must have an approved payment plan in place, or pay their bill in full by **December 15, 2019**. 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 July 31st or December 15th, *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 July 31st for the fall semester or by December 15th for the spring 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. Please note: Effective July 1, 2014 a 2.5% convenience fee will be assessed with all credit card payments.

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 July 1 for the fall or December 15 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	5/01/2019 to 6/30/2019	6/10/2019
5 month plan	5/01/2019 to 7/31/2019	7/10/2019
4 month plan	5/01/2019 to 9/04/2019	8/10/2019
SPRING		
6 month plan	5/01/2019 to 1/07/2020	12/10/2019
5 month plan	5/01/2019 to 1/07/2020	12/10/2019
4 month plan	5/01/2019 to 1/07/2020	12/10/2019

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 Registration and Academic Services Office to withdraw from classes if they are unable to secure funding for their college expenses. The Registration and Academic Services 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 Registration and Academic Services 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

Board charges are pro-rated each day based on date of total withdrawal. No board refunds will be given after December 1 for the fall semester or April 1 for the spring semester.

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

Appeal Process

A written appeal may be submitted to Student Account Services. The charges being appealed will be reviewed and voted on by the Appeals Committee. Students will receive a written response once the committee has come to a decision.

Financial Aid

General Information - CAS and Pre-licensure Nursing Financial Aid

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

Criteria for Aid: All full-time, admitted students attending Indiana Wesleyan University Marion campus will be considered for institutional aid. Students are not required to file the FAFSA to receive academic scholarships, 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 (as defined by the FAFSA). 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 aid that do not have to be repaid. The term "scholarship" usually is applied to an award that recognizes academic achievement or promise. Grants are typically 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 provisions 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 jobs which are typically on-campus.

Applying for Aid: All students desiring financial aid must submit the Free Application for Federal Student Aid (FAFSA) by April 15th. It is available on the Web at fafsa.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

April 15 - Deadline for all students to file the Free Application for Federal Student Aid (FAFSA).

August 1 - Deadline for financial aid forms, documents, and loan applications.

August 15 - Deadline to make payment arrangements.

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, financial aid can be accurately awarded. All financial forms are thoroughly reviewed, 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 need-based 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.

Institutional financial aid cannot exceed a student's direct cost. This includes academic scholarships, athletic scholarships, endowed scholarships, grants, and awards.

Some forms of Indiana State 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 institutional, federal and state student aid grants, Work Study and loan programs as well as tuition waivers. Some additional grants and scholarships may also use part or all of the SAP standards as minimum criteria for funding eligibility.

REVISED effective September 2017

	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 at the end of each semester. 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 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. We highly encourage students to appeal before the term or semester begins. 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 and Grants

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists are eligible to receive a National Excellence Scholarship award but are not eligible for other IWU academic scholarships. 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.

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 a student loses his or her National Merit award due to academic performance, the semester in which the student did not receive the award is still counted toward the total 8 semesters of eligibility.

Academic Awards

Academic awards 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 2018-2019

\$14,000/yr.*	Heritage's Scholarship
\$12,000/yr.*	President's Scholarship
\$10,000/yr.*	Dean's Scholarship
\$8,000/yr.*	Faculty Scholarship
\$6,000/yr.*	Achievement Award
\$4,000/yr.*	Recognition Award

*Must maintain scholarship-specific GPA requirement for renewal.

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. Credits must be completed by the end of May term each year to count towards the GPA minimum. 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
3.8 - 4.0	\$10,000 Premier Scholars Scholarship (3.2 Renewal)
3.5 - 3.79	\$8,000 Distinguished Scholars Scholarship (3.0 Renewal)
3.25 - 3.49	\$7,000 Prominent Scholars Scholarship (3.0 Renewal)
3.249 - 3.0	\$6,000 Acclaimed Scholars Scholarship (3.0 Renewal)
2.0 - 2.99	\$4,000 University Scholars Scholarship (3.0 Renewal)

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 \$1,000 per undergraduate student attending our residential campus. We will match up to \$1,500 for Wesleyan churches. 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.

IWU Triangle Scholarship

The IWU Triangle Scholarship was developed to ensure select students from Grant, Blackford, Howard, Miami, and Wabash counties have access and added incentive to attend college locally. The amount of this award will vary based on student

demographic information, financial need, and funding available. Eligible students are packaged with this award based on information received from the FAFSA and the admissions application.

Frank O'Bannon State Grant Program - 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 April 15th. Recipients must be full-time students. Awards vary and are dependent on the type of diploma received and state funding. Full renewal requires the student to complete at least 30 credit hours a year. An increased award is available for students who complete at least 39 credit hours per year.

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 April 15th annually. The student must also enroll full-time in an approved Indiana institution. 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 the younger sibling who is a 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 on our residential campus.

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.

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 \$595-\$5,730 for the 2017-2018 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 timely FAFSA and meet eligibility criteria. Amount varies based on student's calculated need, other financial aid received, and funding available.

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 April 15th. 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 supports our relationship to The Wesleyan Church and eagerly seeks to enroll increased numbers of Wesleyan students. The following financial aid programs have been developed to 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.

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.

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 regularly attend 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

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 after the student is enrolled less than part-time. Interest is charged at a fixed rate of 8.75%.

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 typically spread over a period of up to 10 years. Deferments are available if the student meets certain conditions. Dependent 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 4.45 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 4.45 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 July 1 each year.

Typical Repayment of Unsubsidized Direct Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
\$5500	120	\$57.43	\$1391.03	\$6891.03
\$10500	120	\$109.63	\$2655.90	\$13155.90
\$15000	120	\$156.62	\$3793.96	\$18793.96
\$23000	120	\$240.15	\$5817.43	\$28817.43

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 7.00 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

Many 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
- 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.

Additionally, withdrawal from a course may have an impact on completion rate, which can affect SAP standing. Please contact the Financial Aid Office at 765-677-2116 if you have any questions regarding the impact of a withdrawal 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

Pre-declared Studies

John Wesley Honors College

Honors Humanities
Honors Humanities Minor

School of Arts and Humanities

Art

Art Education
Art History Minor
Ceramics Minor
Design for Social Impact
Design for Social Impact Minor
Design Thinking Certificate
Fine Arts Minor
Graphic Design
Graphic Design Minor
Illustration
Illustration Minor
Painting Minor
Photography
Photography Minor
Pre-art Therapy
Printmaking Minor
Studio Arts Major
User Experience Design
Visual Communication Design

Communication and Theatre

Human Communication Studies
Human Communication Studies Minor
Journalism
Journalism Minor
Media Communication
Media Communication Minor
Shakespeare in Performance Minor
Sports Media
Strategic Communication
Strategic Communication Minor
Theatre

Theatre Minor
Theatre Education

Modern Language and Literature

English
English Education
English Minor
Spanish
Spanish Education
Spanish Minor
TESOL (Teaching English to Speakers of Other Languages)
TESOL Certificate
TESOL Education
TESOL Minor
World Languages Minor
Writing
Writing Minor

Music

Applied Music
Church Music
Church Music Minor
Music Composition
Music Education
Music Minor
Music Therapy
Performance
Songwriting
Worship Studies and Music Ministry

School of Theology and Ministry

Practical Theology Division

Adolescent Ministries
Adolescent Ministries Minor
Children's Ministries
Children's Ministries Minor
Christian Education
Christian Education Minor
Christian Ministries
Christian Ministries Minor
Community Development
Community Development Minor
Global Ministries
Global Ministries Minor
Kern Leadership Program
Practical Theology
Spiritual Care
Sports Ministries
Urban Ministries Minor
Worship Arts
Worship Ministries
Worship Studies Minor
Worship Studies and Music Ministry
Youth Ministries
Youth Ministries Minor

Religious and Ministerial Studies Division

Bible Minor
Biblical History and Geography Minor
Biblical and Theological Studies
Biblical Languages Minor
Biblical Literature
Christian Foundations Minor
Christian Theology
Intercultural Studies
Intercultural Studies Minor
Philosophy and Theology
Philosophy Minor
Studies in Israel
Theology Minor

School of Social and Behavioral Sciences and Business

Behavioral Sciences

Addictions Counseling
Addictions Studies Minor
Addictions Studies
Child Advocacy Certificate
Criminal Justice
Criminal Justice Minor
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 and Social Studies Education

Graduate Counseling

Addictions Counseling Certificate
Clinical Addictions Counseling
Clinical Mental Health Counseling
Community Care
Marriage and Family Counseling/Therapy
Post Master's Certificate
Professional Coaching Certificate
School Counseling
Student Development Administration
Student Development Administration Certificate

School of Teacher Education

Elementary Education
Exceptional Needs Education
Secondary Education

School of the Physical and Applied Sciences

Health and Human Performance

Athletic Training
Coaching Education Minor
Exercise Science
Health Promotion and Wellness Minor
Military Leadership Minor
Physical and Health Education
Pre-occupational/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
Physics Minor
Pre-medical Sciences

Mathematics and Computer Information Sciences

Actuarial Science Minor
Computer Information Systems
Computer Science
Computer Science Minor
Mathematics
Mathematics - Interdisciplinary
Mathematics Minor
Mathematics Education
Pre-engineering Program

Statistics Minor

School of Nursing

Pre-licensure Nursing

Nursing

Transition to Nursing (Accelerated, 2nd degree)

Undergraduate Subject Codes

ACC	Accounting
ADC	Addictions Counseling
ADM	Administration
ART	Art
ATR	Athletic Training
BIL	Biblical Literature
BIO	Biology
BUS	Business
CDV	Community Development
CED	Christian Education
CHE	Chemistry
CHI	Mandarin Chinese
CIS	Computer and Information Sciences
COM	Communication
CRJ	Criminal Justice
DES	Design
DNE	Dance
EAR	Earth Science
ECO	Economics
EDS	Special Education
EDU	Education
ENG	English
ENT	Entrepreneurship
ESL	English: A Second Language
FIN	Finance
FRE	French
GEO	Geography

GLM	Global Ministries
GRE	Greek
HBR	Hebrew
HNH	Honors College
HST	History
ICD	International and Community Development
INR	International Relations
INT	Intercultural Studies
LANG	Language
LAT	Latin
LDR	Leadership
LFC	Life Calling
LIT	Literature
MAT	Mathematics
MKG	Marketing
MLT	Medical Laboratory Technology
MNG	Management
MSC	Military Science
MUS	Music
NES	Near Eastern Studies
NUR	Nursing
PAT	Pre-art Therapy
PHE	Physical Education
PHL	Philosophy
PHO	Photography
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
THR	Theatre
TSL	TESOL
UNV	University Studies
WOR	Worship
WRI	Writing
YTH	Youth Ministries

Graduate Subject Codes

BIBL	Bible
CED	Christian Education
CHST	Church History
CNS	Counseling
REL	Religion
SDC	Student Development Counseling
THEO	Theology
WOR	Worship

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. General Studies is unique in that it is a stand-alone major but cannot have additional majors or minors. 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 and is housed within Registration & Academic Services

(RAS). In partnership with faculty from the concentration area, a RAS advisor will be assigned for the General Studies program.

General Studies - B.S.

Requirements for B.S. degree

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

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, DES, or PHO prefixes
Business	courses with ACC, BUS, ENT, FIN, MKG, or MNG prefixes
Communications	courses with COM or THR prefixes
Mathematics and Computer Sciences	courses with CIS or MAT prefixes
Modern Languages and Literature	courses with CHI, ENG, FRE, SPA, TSL, or WRI prefixes
Music	courses with MUS prefixes
Behavioral Sciences	courses with ADC, CNS, CRJ, PSY, SOC, SDC, or SWK prefixes
Social Sciences	courses with ECO, GEO, HST, INR, or POL prefixes
Teacher Education	courses with EDS or EDU prefixes and discipline specific concentrations
Health and Human Performance	courses with ATR, PHE, or REC prefixes
Natural Sciences	courses with BIO, CHE, EAR, PHY, PMD, or SCI prefixes
Nursing	courses with NUR prefixes
Theology and Ministry	courses with BIL, CED, CDV, GRE, HBR, INT, LAT, MIN, PHL, REL, THE, WOR, or 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. 62)

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)

Art	courses with ART, DES, or PHO prefixes
Business	courses with ACC, BUS, ENT, FIN, MKG, or MNG prefixes
Communications	courses with COM or THR prefixes

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

John Wesley Honors College (JWHC)

The John Wesley Honors College (JWHC) is an international community of Christian liberal learning at IWU that seeks to glorify God through the creative pursuit of academic excellence and spiritual formation.

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 JWHC 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, Luther Lee Scholars, or Mary C. Dodd Honors Students. John Wesley and Luther Lee Scholars enter the Honors College as freshmen and pursue an Honors Humanities major (p. 97), which fulfills their general education requirements. Mary C. Dodd Honors Students join the Honors College as sophomores or juniors and pursue an Honors Humanities minor (p. 99), much of which overlaps with their University 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 general education requirements for John Wesley and Luther Lee Scholars. By completing the Honors Humanities major, John Wesley and Luther Lee 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 or Luther Lee Scholars programs. Successful completion of the Honors Humanities major is a requirement for graduation from IWU with honors distinction as a John Wesley or Luther Lee 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-177	LLLC Seminar II: What Is the Good Life?	3
HNR-270	LLLC Seminar III: What Is Humanity?	3
HNR-277	LLLC Seminar IV: What Is Beauty?	3
HNR-375	LLLC Seminar V: Who is our Neighbor?	3
HNR-475	LLLC 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 Practica in Christian Calling (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 in 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

Honors Scholarship Concentration in Major Area of Study (6 hours)

John Wesley Scholars in School of Arts & Humanities; School of Social, Behavioral Science, and Business; School of Theology & Ministry; School of Teacher Education; School of Nursing; Division of Mathematics

HNR-350	Honors Seminar in Faith and Scholarship	1 to 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

John Wesley Scholars in Division of Natural Sciences

HNR-350	Honors Seminar in Faith and Scholarship	1 to 3
BIO-495	Research in Biology	1 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
HNR-499	Honors Scholarship Presentation	0 to 1

The Honors Scholarship Project (Research, Service Learning, Creative) is completed over the course of two semesters. Students decide with their faculty mentors how the 3-credit requirement will be distributed across the two semesters. Students may petition to pursue an HSP of more than 3 credits (up to 6 credits). If a student's disciplinary major includes a research capstone experience, the HSP will overlap with this project. If not, the HSP will still apply as an upper-divisional elective within a student's disciplinary major.

Additional Required 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).

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. Students must maintain a 3.5 cumulative GPA and a 3.0 GPA in their coursework in the Honors Humanities minor.

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	LLLC Capstone: How Then Shall We Live?	3

Choose at least one of the following courses:

HNR-270	LLLC Seminar III: What Is Humanity?	3
HNR-277	LLLC Seminar IV: What Is Beauty?	3
HNR-375	LLLC 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-210	Honors Colloquia	1 to 3
HNR-280	Wisdom, Culture, and Justice Through the Ages I	3
HNR-285	Great Texts in Context I	2
HNR-310	Honors Colloquia	1 to 3
HNR-325	Honors Research Tutorial	3
HNR-380	Wisdom, Culture, and Justice Through the Ages II	3
HNR-385	Great Texts in Context II	2
HNR-410	Honors Colloquia	1 to 3
HNR-480	Advanced Topics in Interdisciplinary Humanities	3

Honors Practica in Christian Calling (0-2 credits)

HNR-130	Honors Practicum in Christian Calling I: Practices of the Faithful - Called to Love	0 to 1
HNR-430	Servant Leadership Capstone	0 to 1

Honors Scholarship Concentration in Major Area of Study (6 hours)

Mary C. Dodd Honors Students in School of Arts & Humanities; School of Social, Behavioral Science, and Business; School of Theology & Ministry; School of Teacher Education; School of Nursing; Division of Mathematics

HNR-350	Honors Seminar in Faith and Scholarship	1 to 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

Mary C. Dodd Honors Students in Division of Natural Sciences

HNR-350	Honors Seminar in Faith and Scholarship	1 to 3
BIO-495	Research in Biology	1 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4

HNR-499 Honors Scholarship Presentation 0 to 1

The Honors Scholarship Project (Research, Service Learning, Creative) is completed over the course of two semesters. Students decide with their faculty mentors how the 3-credit requirement will be distributed across the two semesters. Students may petition to pursue an HSP of more than 3 credits (up to 6 credits). If a student's disciplinary major includes a research capstone experience, the HSP will overlap with this project. If not, the HSP will still apply as an upper-divisional elective within a student's disciplinary major.

School of Arts and Humanities

Vision: The School of Arts and Humanities is an interdisciplinary community devoted to the incarnation of Christ's truth through language and the arts. Our desire is to participate in the reconciliation of all creation to God.

The **mission** of the School 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, modern languages, literature, music, theatre, and communication, as well as helping students to meet writing and public speaking competencies. The School of Arts and Humanities houses the Divisions of Art, Communication & Theatre, Modern Language & Literature, and Music. These four divisions offer 34 majors: these include 27 majors in the disciplines of art, communication, English, foreign language, music, TESOL, theatre; 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.

Division of Art + Design

Purpose

We offer art students a learning environment which blends design, art making, and creativity with career development and Christ centered social engagement.

Mission

The Division of Art + Design is a flourishing Christ centered community of artists, designers, students, and scholars dedicated to serving others. Our art professors are devoted to working alongside students, helping them successfully develop as artists, designers, and followers of Christ.

Programs

- Design for Social Impact BFA (p. 102)
- Photography BFA (p. 103)
- User Experience Design BFA (p. 104)
- Visual Communication Design BFA (p. 105)
- Design for Social Impact (p. 106)
- Graphic Design (p. 107)
- Illustration (p. 108)
- Photography (p. 109)
- Art Education in cooperation with Education Division (p. 111)
- Pre-art Therapy in cooperation with Behavioral Science Division (p. 111) (p. 109)
- Studio Arts - with concentrations in Painting, Printmaking/Drawing, Ceramics, or Sculpture (p. 109)

Also available are the following **minors**:

- Art History (p. 111)
- Ceramics
(p. 112)

- Design for Social Impact (p. 106)
- Fine Arts (p. 112)
- Graphic Design (p. 112)
- Illustration (p. 113)
- Painting (p. 113)
- Photography (p. 113)
- Printmaking (p. 113)

Also available is the following **certificate**:

- Design for Social Impact (p. 114)

Admission to an Art and Design Major

Declaration of Art and Design major(s) is made through the Residential Academic Services 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 successful completion of the mid-point review. For Art Studio Courses and Graphics, a \$75 fee will be assessed.

Mid-Point Review

Permission to continue a specific major(s) in the Division of Art + Design takes place during the second semester of the sophomore year (an exception would be transfer students from another institution or major).

Requirements for transfer students will be considered on an individual basis. Transfer students must make arrangements through the coordinator of their major(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 and Design major(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 the Graphic Design, Illustration, Photography, and/or Studio Art B.A. programs. 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 + Design. 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 Division of Art + Design website for each program.

Design for Social Impact - B.F.A.

Requirements (70 credits)

Art & Design Foundation Courses

ART-101 Ideation/Interpretation 1

ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Art History Requirement

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3

BFA Portfolio Review & Application

DES-257	BFA Portfolio Review	1

Design Core Courses

DES-101	DC1: Fundamentals Design Studio	3
DES-151	DC2: Human Centered Design	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3
DES-203	DC5: History of Design	3

Design for Social Impact Thesis

DES-405	Thesis Design Studio 1	3
DES-455	Thesis Design Studio 2	3

Professional Practicum

ART-491	Senior Portfolio	3
DES-452	Professional Design Internship	3

Required Workshops

DES-100	Workshop Studio 1: Score, Cut, Fold, and Chop	0
DES-150	Workshop Studio 2: Print and Proof	0
DES-200	Workshop Studio 3: Prototyping	0
DES-250	Workshop Studio 4: Portfolio Building	0
DES-300	Workshop Studio 5: Photo for Production	0
DES-350	Workshop Studio 6: Motion	0
DES-400	Workshop Studio 7: Art Direction and Project Management	0
DES-450	Workshop Studio 8: Freelance and Design Marketplace	0

Studios

DES-253	Social Innovation	3
DES-254	Placemaking Design	3
DES-303	Structures	3
DES-304	DSI 3: Advanced Placemaking Design	3
DES-352	Grant Writing and Fundraising	3
DES-353	Sustainable Design	3
DES-402	DSI 7: Environmental Design	3
DES-451	Design for Social Entrepreneurship	3

Photography - B.F.A.**Requirements (70 credits)****Art History + Criticism (15 credits)**

ART-381	Art History I	3
ART-382	Art History II	3
PHO-261	History of Photography	3

ART-286	Critical Theory in Art	3
PHO-461	Contemporary Issues in Photography	3

Foundations (12 credits)

ART-111	OBS/REP 1: Empirical Drawing	3
ART-101	Ideation/Interpretation 1	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Major Elective (3 credits)

ART-478	Art Internship	3 to 9
	or	
ART-492	Interior Design Portfolio and Professional Practices	3

Photo Core (40 credits)

PHO-110	Photo I	3
ART-245	Composition and Storyboarding	3
PHO-220	Photo Tech I	3
PHO-290	Photo Midpoint Review	1
PHO-270	Documentary Photography	3
PHO-310	Photo II	3
PHO-360	Motion I	3
PHO-320	Photo Tech II	3
PHO-370	Alternative Photographic Processes	3
PHO-460	Motion II	3
PHO-470	Concept-Based Photography	3
PHO-480	Business Practices for Photographers	3
PHO-490	Senior Thesis Project	3

Workshops (0 credits)

PHO	Photo Workshop	

Must repeat 6 times.

User Experience Design - B.F.A.

Requirements (70 credits)**Art & Design Foundation Courses**

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Art History Requirement

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3

BFA Portfolio Review & Application

DES-257	BFA Portfolio Review	1

Design Core Courses

DES-101	DC1: Fundamentals Design Studio	3
DES-151	DC2: Human Centered Design	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3
DES-203	DC5: History of Design	3

Other Courses

CIS-122	Introduction to Web Programming	3

Professional Practicum

ART-491	Senior Portfolio	3
DES-452	Professional Design Internship	3

Required Workshops

DES-100	Workshop Studio 1: Score, Cut, Fold, and Chop	0
DES-150	Workshop Studio 2: Print and Proof	0
DES-200	Workshop Studio 3: Prototyping	0
DES-250	Workshop Studio 4: Portfolio Building	0
DES-300	Workshop Studio 5: Photo for Production	0
DES-350	Workshop Studio 6: Motion	0
DES-400	Workshop Studio 7: Art Direction and Project Management	0
DES-450	Workshop Studio 8: Freelance and Design Marketplace	0

Studios

DES-255	User Research Methods	3
DES-256	Information Architecture	3
DES-302	Identity Design Studio	3
DES-305	Interface Design	3
DES-354	Interaction Design	3
DES-355	Advanced Web Programming	3
DES-403	Product Design	3
DES-451	Design for Social Entrepreneurship	3

User Experience Design Thesis

DES-405	Thesis Design Studio 1	3
DES-455	Thesis Design Studio 2	3

Visual Communication Design - B.F.A.

Requirements (70 credits)

Art & Design Foundation Courses

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Art History Requirement

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3

BFA Portfolio Review & Application

DES-257	BFA Portfolio Review	1

Design Core Courses

DES-101	DC1: Fundamentals Design Studio	3
DES-151	DC2: Human Centered Design	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3
DES-203	DC5: History of Design	3

Other Courses

CIS-122	Introduction to Web Programming	3

Professional Practicum

ART-491	Senior Portfolio	3
DES-452	Professional Design Internship	3

Required Workshops

DES-100	Workshop Studio 1: Score, Cut, Fold, and Chop	0
DES-150	Workshop Studio 2: Print and Proof	0
DES-200	Workshop Studio 3: Prototyping	0
DES-250	Workshop Studio 4: Portfolio Building	0
DES-300	Workshop Studio 5: Photo for Production	0
DES-350	Workshop Studio 6: Motion	0
DES-400	Workshop Studio 7: Art Direction and Project Management	0
DES-450	Workshop Studio 8: Freelance and Design Marketplace	0

Studios

DES-251	Making Meaning	3
DES-252	Advanced Typography Studio	3
DES-301	Form and Function Studio	3
DES-302	Identity Design Studio	3
DES-305	Interface Design	3
DES-351	Service and Research Design	3
DES-401	Information and Visualization Design	3
DES-451	Design for Social Entrepreneurship	3

Visual Communication Design Thesis

DES-405	Thesis Design Studio 1	3
DES-455	Thesis Design Studio 2	3

Design for Social Impact - B.A.

Requirements (48 credits)

Required Courses (48 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
ART-311	Critical Theory in Art	3
ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-201	Human Centered Design 1	3
ART-240	Placemaking Design	3
ART-301	Structures	3
ART-265	Sustainable Design	3
ART-205	Social Innovation	3
ART-340	Grant Writing and Fundraising	3
ART-365	Design and Community Development	3

ART-471	Senior Project 1	3
ART-472	Senior Project 2	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level (three hours of which will satisfy the intercultural competency requirement). The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Graphic Design - B.A.

Requirements (51-53 credits)

Required Courses (45-47 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
PHO-110	Photo I	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-375	Typography	3
PHO-310	Photo II	3
ART-436	Computer Illustration	3
ART-473	Advanced Graphics	3
ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

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

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Nineteenth Century Art	3
ART-387	Art of Modern Europe	3
ART-476	Art Enrichment	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level (three hours of which will satisfy the intercultural competency requirement). The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Illustration - B.A.

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
ART-245	Composition and Storyboarding	3
PHO-110	Photo I	3
ART-273	Introduction to Computer Graphics	3
ART-331	Representational Painting	3
ART-380	The History of American Illustration	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

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

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Nineteenth Century Art	3
ART-387	Art of Modern Europe	3
ART-476	Art Enrichment	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level (three hours of which will satisfy the intercultural competency requirement). The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.

- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Photography - B.A.

Requirements (58 credits)

Foundations (12 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Art History + Criticism (12 credits):

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-311	Critical Theory in Art	3
PHO-261	History of Photography	3

Photo Core (34 credits)

PHO-110	Photo I	3
ART-245	Composition and Storyboarding	3
PHO-220	Photo Tech I	3
PHO-290	Photo Midpoint Review	1
PHO-270	Documentary Photography	3
PHO-310	Photo II	3
PHO-320	Photo Tech II	3
PHO-360	Motion I	3
PHO-370	Alternative Photographic Processes	3
PHO-470	Concept-Based Photography	3
PHO-480	Business Practices for Photographers	3
PHO-490	Senior Thesis Project	3

Workshops (0 credits)

Photo Workshop (Take 4 times)

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level (three hours of which will satisfy the intercultural competency requirement). The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Studio Arts - B.A.

Common Core (48 credit hours)

Foundations Classes (24 Credit Hours)

ART-101	Ideation/Interpretation 1	3

ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-311	Critical Theory in Art	3
ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-387	Art of Modern Europe	3

Concentrations (12 credits)

12 unduplicated hours within a specific art studio concentration: Ceramics, painting, printmaking/drawing, or sculpture.

Ceramics Concentration

Requirements List

ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3
	or	
ART-251	Sculpture I	3

Painting Concentration

Requirements List

ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-346	Painting From Life	3
ART-431	Contemporary Painting	3

Printmaking/Drawing Concentration

Requirements List

ART-266	Printmaking I	3
ART-366	Printmaking II	3
ART-331	Representational Painting	3
ART-466	Printmaking III	3

Sculpture Concentration

Requirements List

ART-251	Sculpture I	3
ART-351	Sculpture II	3
ART-228	Metalsmithing I	3
ART-241	Ceramics I	3

Studio Art Classes (12 credits)

4 unduplicated Studio Art classes from the following.

5 of the 12 hours must be from ART-490 Senior Exhibit and ART-491 Senior Portfolio.

Requirements List

ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3
ART-251	Sculpture I	3
ART-351	Sculpture II	3

ART-230	Stained Glass I	3
ART-228	Metalsmithing I	3
ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-346	Painting From Life	3
ART-431	Contemporary Painting	3
ART-266	Printmaking I	3
ART-366	Printmaking II	3
ART-466	Printmaking III	3
ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level (three hours of which will satisfy the intercultural competency requirement). The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Art Education Major

See the education section of the catalog for a list of specific courses required for Art Education.

Pre-art Therapy Major

See the behavioral sciences section of the catalog for a list of specific courses required for Pre-art Therapy (p. 164).

Theatre Education Major

See the education section of the catalog for a list of specific courses required for Theatre Education.

Art History Minor

Requirements (24 hours)

Choose any one course from the following:

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

Choose six art history courses from the following:

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Nineteenth Century Art	3

ART-387	Art of Modern Europe	3
ART-390	The Arts and Christian Worship	3
ART-476	Art Enrichment	3

Required Course

MUS-180	Humanities Fine Arts	3

Ceramics Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-131	Ideation/Interpretation 2	3
ART-241	Ceramics I	3
ART-343	Ceramics II	3

Select 2 unduplicated courses for a total of 6 hours from the following courses

ART-228	Metalsmithing I	3
ART-230	Stained Glass I	3
ART-251	Sculpture I	3
ART-351	Sculpture II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3

Design for Social Impact Minor

Requirements 24 hours

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-201	Human Centered Design 1	3
ART-205	Social Innovation	3
ART-240	Placemaking Design	3
ART-265	Sustainable Design	3
ART-301	Structures	3
ART-340	Grant Writing and Fundraising	3

Fine Arts Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3

Select any 4 unduplicated courses with an ART prefix at the 200, 300, or 400 level for a total of 12 credits

Graphic Design Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-273	Introduction to Computer Graphics	3
ART-260	Web Design I	3
ART-280	Visual Communications--Graphic	3

	Design	
ART-281	Commercial Layout and Design	3
ART-375	Typography	3

Illustration Minor

Requirements (18 hours)

Required Courses

ART-111	OBS/REP 1: Empirical Drawing	3
ART-245	Composition and Storyboarding	3
ART-374	Illustration I	3
ART-474	Illustration II	3

Select two unduplicated courses for a total of 6 hours from the following courses

ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-380	The History of American Illustration	3
ART-133	Color	3
ART-477	Thematic Illustration III	3

Painting Minor

Requirements (18 hours)

Required Courses

ART-111	OBS/REP 1: Empirical Drawing	3
ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-346	Painting From Life	3

Select any 2 unduplicated courses with an ART prefix at the 200, 300, or 400 level for a total of 6 credits.

Photography Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation I	3
PHO-110	Photo I	3
PHO-310	Photo II	3

Select three unduplicated courses for a total of 9 hours from the following courses

PHO-270	Documentary Photography	3
PHO-370	Alternative Photographic Processes	3
PHO-320	Photo Tech II	3
PHO-220	Photo Tech I	3
PHO-470	Concept-Based Photography	3

Printmaking Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation I	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-266	Printmaking I	3

ART-366	Printmaking II	3
ART-331	Representational Painting	3
ART-466	Printmaking III	3

Design Thinking Certificate

Requirements

Requirements List

ART-101	Ideation/Interpretation I	3
ART-201	Human Centered Design I	3
ART-205	Social Innovation	3
ART-240	Placemaking Design	3

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. 116), Journalism (p. 120), Media Communication (p. 124), Strategic Communication (p. 128) and Theatre (p. 132). A new Shakespeare in Performance minor (p. 134) is also offered in an effort to provide students with theoretical knowledge, practical experience, and professional relationships necessary to influence the professional theatre culture. 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:** 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 *Freud's Last Session: Love, Marriage, and a Baby Carriage*; *The Pirates of Penzance*; *The 39 Steps*; *Macbeth*; *Trumbo*; and *Into the Woods*.
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 fully accredited 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 College 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.
8. **GrantConnected.net** is a digital news site focused on Grant County news and information. Student journalists report on stories of interest to the broader community and present their work through online platforms and in multimedia forms including photos, audio, and video.

9. **Hoosier Shakes:** An emerging professional theatre in Marion, Hoosier Shakes presents annual seasons of Shakespeare plays with acting and production apprenticeships available for IWU students, who work alongside seasoned professionals and alumni.
10. **American Shakespeare Center Consortium:** Students benefit from an extraordinary partnership with the American Shakespeare Center in Staunton, Virginia, for professional, on-campus residences, productions and workshops, training and networking on-site in Staunton, and through a variety of other ASC people and resources meant to help bridge the gap between academic study and professional work.

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.

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.

Human Communication Studies - B.A.

Requirements (46 credits)

Cognate (6 credits)

Choose 6 units at 200 level or above from SOC, PSY, or POL with Division approval.

Division Core (12 credits)

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

Choose one Communication Lab

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

Each section of COM-116 may be repeated up to 8 times.

Electives (12 credits)

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

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 to 2

COM-300 may be repeated up to 8 times.

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 (19 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (12 credits)

COM-209	Small Group Communication	3
	or	
COM-352	Interpersonal Communication	3
COM-227	Research Methods in Communication	3
COM-321	Persuasion	3
	or	
COM-370	Symbols and Imaging	3
COM-326	Conflict Communication	3
	or	
COM-366	Organizational Communication	3

Sports Media - B.S.

Requirements

Division Core

COM-105	Communication in Context	1
COM-116	Communication in Action Practicum	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Major Core

COM-201	Public Relations Practicum	1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3
COM-233	Principles of Public Relations	3

COM-363	Media Law and Ethics	3
COM-356	Sports TV Production	3
COM-445	Communication Internship	3

COM 201 Assigned to work PR for IWU Athletics

Media Tools

4 credit hours, choose 2 of the following:

COM-112	Introduction to Multimedia Storytelling	2
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3

Media Practicums

1 credit hour from the following options:

COM-200	Journalism Practicum	1
COM-220	Radio Practicum	1
COM-240	Television Practicum	1 to 2

Media Electives

9 credit hours, choose 3 of the following:

COM-223	Digital Media Arts	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3
COM-373	Digital Journalism	3
COM-422	Television News	3

Sports Cognate

6 credit hours, choose 2 of the following:

PHE-350	Ethics and Character Development in Sport	3
PHE-352	Sport Law and Risk Management	3
PHE-354	Sports Management	3
PHE-420	Sports Marketing, Promotion, and Fund Raising	3

Journalism - B.A.

The 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 twelve credit hours in one of three concentrations based on their area of interest:

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

Digital: 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.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

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

Requirements (47 credits)

Division Core (12 credits)

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

Choose one Communication Lab:

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

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-200	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	Digital Journalism	3
COM-445	Communication Internship	3

COM-200: Must be taken 3 times and may be repeated up to 8 times.

Concentrations (Choose one) (14-15 credits)

Broadcast

Required (12 credits)

COM-113	Introduction to Video	3
COM-200	Journalism Practicum	1
COM-220	Radio Practicum	1
COM-240	Television Practicum	1 to 2
COM-322	Broadcast Journalism	3
COM-422	Television News	3

COM-200 must be taken twice.

Electives (3 credits)

Choose 3 units from:

COM-214	Radio Production	3
COM-223	Digital Media Arts	3
COM-250	Media Scriptwriting	3
COM-365	Broadcast Performance	3
POL-200	State and Local Government and Politics	3

Digital

Required (9 credits)

COM-200	Journalism Practicum	1
COM-483	Advanced Newswriting and Reporting	3
DES-101	DC1: Fundamentals Design Studio	3

COM-200 can be taken 3 times and may be repeated up to 8 times

Electives (6 credits)

Choose 6 units from:

COM-233	Principles of Public Relations	3
COM-321	Persuasion	3
WRI-353	Magazine Writing	3
POL-200	State and Local Government and Politics	3

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Journalism - B.S.

The 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 twelve credit hours in one of three concentrations based on their area of interest:

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

Digital: 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.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

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

Requirements (47 credits)

Division Core (12 credits)

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

Choose one Communication Lab:

COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1

COM-116T Communication Lab-Theatre 1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-200	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	Digital Journalism	3
COM-445	Communication Internship	3

COM-200: Must be taken 3 times and may be repeated up to 8 times.

Concentrations (Choose one) (14-15 credits)

Broadcast

Required (12 credits)

COM-113	Introduction to Video	3
COM-200	Journalism Practicum	1
COM-220	Radio Practicum	1
COM-240	Television Practicum	1 to 2
COM-322	Broadcast Journalism	3
COM-422	Television News	3

COM-200 must be taken twice.

Electives (3 credits)

Choose 3 units from:

COM-214	Radio Production	3
COM-223	Digital Media Arts	3
COM-250	Media Scriptwriting	3
COM-365	Broadcast Performance	3
POL-200	State and Local Government and Politics	3

Digital

Required (9 credits)

COM-200	Journalism Practicum	1
COM-483	Advanced Newswriting and Reporting	3
DES-101	DC1: Fundamentals Design Studio	3

COM-200 can be taken 3 times and may be repeated up to 8 times

Electives (6 credits)

Choose 6 units from:

COM-233	Principles of Public Relations	3
COM-321	Persuasion	3
WRI-353	Magazine Writing	3
POL-200	State and Local Government and Politics	3

Journalism Minor

Requirements (19 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (9 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-200	Journalism Practicum	1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3

COM-200 may be repeated up to 8 times.

Electives - Choose 3 units from: (3 credits)

COM-223	Digital Media Arts	3
COM-322	Broadcast Journalism	3
COM-363	Media Law and Ethics	3
COM-373	Digital Journalism	3
COM-422	Television News	3
COM-483	Advanced Newswriting and Reporting	3

Media Communication - B.A.

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 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.

Film: This concentration allows the student to focus on the media skills and practices of the entertainment industry through the Los Angeles Film Studies Center of the Council for Christian Colleges and Universities. The student must be accepted into the competitive LAFSC program and complete the concentration in residence at the center.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (48-49 credits)

Division Core (12 credits)

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

Choose one Communication Lab:

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

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (18 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3
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
THR-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
THR-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-240	Television Practicum	1 to 2
THR-272	Stagecraft	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-364	Field Production	3
COM-422	Television News	3
DES-101	DC1: Fundamentals Design Studio	3

COM-220 must be taken twice for credit and may be repeated up to 8 times.

Performance

Choose 9 units from:

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

COM-220 must be taken twice for credit and may be repeated up to 8 times.

Film* - 10 credits****Required**

FSC-450CC	Hollywood Production Workshop	4
FSC-451CC	Faith and Artistic Development In Film	3
FSC-452CC	Internship: Inside Hollywood	6

Electives* (Choose one)**

FSC-453CC	Narrative Storytelling	3
FSC-454CC	Professional Screenwriting	3
FSC-455CC	Professional Acting for the Camera	3
FSC-456CC	Independent Film Study	3

*Film concentration requires acceptance to Los Angeles Film Studies Center (LAFSC).

**Film studies concentration students complete LAFSC Internship (6) instead of COM-445 (reduces net -3)

***LAFSC elective will count for one division elective and reduce total hours required for major (reduces net - 3)

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

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- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

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 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.

Film: This concentration allows the student to focus on the media skills and practices of the entertainment industry through the Los Angeles Film Studies Center of the Council for Christian Colleges and Universities. The student must be accepted into the competitive LAFSC program and complete the concentration in residence at the center.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (48-49 credits)

Division Core (12 credits)

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

Choose one Communication Lab:

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

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (18 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3
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-240	Television Practicum	1 to 2
THR-272	Stagecraft	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-364	Field Production	3
COM-422	Television News	3
DES-101	DC1: Fundamentals Design Studio	3

COM-220 must be taken twice for credit and may be repeated up to 8 times.

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
THR-252	Beginning Acting	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3
COM-422	Television News	3

COM-220 must be taken twice for credit and may be repeated up to 8 times.

Film* - 10 credits****Required**

FSC-450CC	Hollywood Production Workshop	4
FSC-451CC	Faith and Artistic Development In Film	3
FSC-452CC	Internship: Inside Hollywood	6

Electives* (Choose one)**

FSC-453CC	Narrative Storytelling	3
FSC-454CC	Professional Screenwriting	3
FSC-455CC	Professional Acting for the Camera	3
FSC-456CC	Independent Film Study	3

*Film concentration requires acceptance to Los Angeles Film Studies Center (LAFSC).

**Film studies concentration students complete LAFSC Internship (6) instead of COM-445 (reduces net -3)

***LAFSC elective will count for one division elective and reduce total hours required for major (reduces net - 3)

Media Communication Minor**Requirements (20 credits)****Division Core (7 credits)**

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (10 credits)

Choose 2 (4 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3

Required (6 credits)

COM-211	Introduction to Mass Communication	3
COM-250	Media Scriptwriting	3

Electives (Choose one) (3 credits)

COM-214	Radio Production	3
COM-223	Digital Media Arts	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3
COM-373	Digital Journalism	3

COM-422	Television News	3
COM-464	Media Management	3

Strategic Communication - B.A.

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.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (46 credits)

Division Core (12 credits)

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

Choose one Communication Lab:

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

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 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

COM-201 must be taken two times but may be repeated up to 8 times.

COM-300 may each be repeated up to 8 times.

Concentrations (Choose one)

Public Relations Concentration (15 credits)

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

COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3
DES-101	DC1: Fundamentals Design Studio	3

COM-201 may be repeated up to 8 times.

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

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

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.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (46 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3

COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Choose one Communication Lab:

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

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 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

COM-201 must be taken 2 times but may be repeated up to 8 times.

COM-300 may each be repeated up to 8 times.

Concentrations (Choose one)**Public Relations Concentration (15 credits)**

COM-112	Introduction to Multimedia Storytelling	2
COM-201	Public Relations Practicum	1
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3
DES-101	DC1: Fundamentals Design Studio	3

COM-201 may be repeated up to 8 times.

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

Strategic Communication Minor**Requirements (20 credits)****Division Core (7 credits)**

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (13 credits)

COM-201	Public Relations Practicum	1
COM-326	Conflict Communication	3

	or	
COM-321	Persuasion	3
COM-233	Principles of Public Relations	3
COM-331	Public Relations Writing and Publicity	3
COM-366	Organizational Communication	3

COM-201 may be repeated up to 8 times.

Theatre - B.A.

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.

Concentrations:

Performance: Students in the performance concentration will be exposed to a wide variety of traditional and contemporary acting methods and directing practices. Artists in the performance concentration will culminate their work with a senior performance or directing assignment.

Technical: Students in the production concentration will be exposed to the fundamental principles of stage design (sets, lights, costumes, props, hair/makeup, and sound), technical production, and stage management. Artists in the production concentration will culminate their work with a senior project in either stage management, design (sets, costumes, lights, makeup/hair, or sound), or technical direction.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (53-55 credits)

Division Core (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
THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (32-34 credits)

THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-301	Theatre Practicum	1 to 3

ENG-360	Modern Drama	3
	or	
ENG-361	Shakespeare	3
THR-445	Communication Internship	3

THR-301 must be taken twice but may be repeated up to 8 times.

Concentrations (Choose one) (9 credits)

Performance

Required (6 credits)

THR-226	Voice and Movement	3
THR-355	Advanced Acting	3

Electives (3 credits)

Choose one:

MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
THR-310	Stage Design for Theatre I	3
THR-362	Scriptwriting	3
COM-365	Broadcast Performance	3

*MUS 100 - Complete 3 semesters

**MUS 114 - Complete 3 credits

Technical

Required (6 credits)

THR-310	Stage Design for Theatre I	3
ART-111	OBS/REP 1: Empirical Drawing	3
	or	
ART-101	Ideation/Interpretation 1	3

Electives (3 credits)

Choose one:

COM-214	Radio Production	3
THR-226	Voice and Movement	3
THR-355	Advanced Acting	3
THR-362	Scriptwriting	3

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

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.

Concentrations:

Performance: Students in the performance concentration will be exposed to a wide variety of traditional and contemporary acting methods and directing practices. Artists in the performance concentration will culminate their work with a senior performance or directing assignment.

Technical: Students in the production concentration will be exposed to the fundamental principles of stage design (sets, lights, costumes, props, hair/makeup, and sound), technical production, and stage management. Artists in the production concentration will culminate their work with a senior project in either stage management, design (sets, costumes, lights, makeup/hair, or sound), or technical direction.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (53-55 credits)

Division Core (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
THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (32-34 credits)

THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-301	Theatre Practicum	1 to 3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-445	Communication Internship	3
ENG-360	Modern Drama	3
	or	
ENG-361	Shakespeare	3

THR-301 must be taken twice but may be repeated up to 8 times.

Concentrations (Choose one) (9 credits)

Performance

Required (6 credits)

THR-226	Voice and Movement	3
THR-355	Advanced Acting	3

Electives (3 credits)

Choose one:

MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
THR-310	Stage Design for Theatre I	3
THR-362	Scriptwriting	3
COM-365	Broadcast Performance	3

*MUS 100 - Complete 3 semesters

**MUS 114 - Complete 3 credits

Technical

Required (6 credits)

THR-310	Stage Design for Theatre I	3
ART-111	OBS/REP 1: Empirical Drawing	3
	or	
ART-101	Ideation/Interpretation 1	3

Electives (3 credits)

Choose one:

COM-214	Radio Production	3
THR-226	Voice and Movement	3
THR-355	Advanced Acting	3
THR-362	Scriptwriting	3

Theatre Minor

Requirements (20 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-370	Symbols and Imaging	3
	or	
COM-340	Communication Theory	3

Minor Requirements (7 credits)

THR-301	Theatre Practicum	1 to 3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3

THR-301 may be repeated up to 8 times.

Electives (6 credits)

Choose two

THR-226	Voice and Movement	3
THR-251	Principles of Script Analysis	3
THR-310	Stage Design for Theatre I	3
THR-317	Theatre History and Dramatic Literature I	3

THR-318	Theatre History and Dramatic Literature II	3
COM-336	Special Topics in Communication and Theatre	0 to 3
THR-355	Advanced Acting	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3

Shakespeare in Performance Minor

Requirements (19 hours)

Required Courses

THR-355	Advanced Acting	3
ENG-361	Shakespeare	3
HST-312	Medieval Civilization	3
	or	
HST-341	History of England to 1688	3
THR-367	Stage Design for Theatre II	3
COM-379	Shakespeare in Performance	1 to 2
THR-301	Theatre Practicum	1 to 3

COM-379: Requires course fee at American Shakespeare Center Academia

THR-301: Two consecutive classes taken in May term for 3 credits each

Modern Language and Literature Division

The Division of Modern Language and Literature is devoted to the incarnation of God's truth through language, literature, and culture. Our desire is to cultivate the study of language in all its varied forms as active participants in the reconciliation of all creation to God.

The faculty members in the division are 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. 134), English Education (p. 136), Spanish (p. 138), Spanish Education (p. 141), TESOL (p. 142) (Teaching English to Speakers of Other Languages), TESOL Education (p. 145) and Writing (p. 146). The division also offers five minors: English (p. 136), Writing (p. 148), TESOL (p. 145), Spanish, and World Languages (p. 142) (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. 216) of the catalog).

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Achieve a score of 3 on the College Board Advanced Placement examination - to earn 3 credits for Beginning 1 and take Beginning 2, Intermediate 1, and Intermediate 2; achieve a score of 4 on the College Board Advanced Placement Examination to earn 6 credits for Beginning 1 and Beginning 2, and take Intermediate 1 and Intermediate 2; or achieve a score of 5 on the College Board Advanced Placement examination to earn 9 credits for Beginning 1, Beginning 2, and Intermediate 1, and take Intermediate 2.
2. Achieve a score of 5, 6, or 7 on an International Baccalaureate Higher Education Level foreign language exam (equivalent to 12 credit hours)¹;
3. Take the placement test in a language previously studied (Chinese, French, or Spanish) in order to *place into* the highest-level language course at IWU for which the student is qualified. The student will take the placement test within the first two years of study at IWU²; and continue language study; subsequent courses will vary, depending on the level of language placement. The basic requirement is four courses in a given language through the FL 238 level or a single advanced (300-)³ level course (please see specific details as listed below);
4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take Intermediate II (238) level course⁴ prior to the first semester of junior year or prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.⁵ Students may not take the exam in a language once they have begun to study the language at the university level. (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁶;
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam at the B1 level (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.⁷ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁸;
7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);
8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;
9. Students with a documented learning disability which affects his or her ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language and Literature for the Requirement Pathways for Language Courses at IWU.

¹ For further information regarding Advanced Placement Credit, please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-ap-2016-2017.pdf

² By the fall semester of junior year.

³ 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

⁴ For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-clep-test-2016-2017.pdf

⁵ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁶ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁷ Please review links for specific dates and exam fees.

⁸ Fees vary depending on exam.

Requirements (40-52 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
ENG-315	Literary Theory and Criticism	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Linguistics (3 credits)

ENG-352	History of English Language	3

Literature in Context Courses (9 credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (3 Credits)

ENG-490	Literature in Cultural Diversity	3
	or	
ENG-495	Literature in Gender Diversity	3

Seminar Electives in English (6 Credits at the 310-400 level)

English, Writing, Education, TESOL electives (7 credits at 165 level or higher, with exception of ENG-180)

English Minor

Requirements (24 credits)

Required Courses (24 credits)

ENG-220	Approaches to Literary Analysis	3
	Four ENG courses at 300/400 level	12
	Electives (ENG and/or WRI courses above ENG 120, except ENG 180)	9

English Education Major

See the education section of the catalog for a list of specific requirements for the English Education (p. 216) major.

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Achieve a score of 3 on the College Board Advanced Placement examination to earn 3 credits for Beginning 1, and take Beginning 2, Intermediate 1, and Intermediate 2; achieve a score of 4 on the College Board Advanced Placement Examination to earn 6 credits for Beginning 1 and Beginning 2, and take Intermediate 1 and Intermediate 2; or achieve a score of 5 on the College Board Advanced Placement examination to earn 9 credits for Beginning 1, Beginning 2, and Intermediate 1, and take Intermediate 2.

2. Achieve a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)¹;
3. Take the placement test in a language previously studied (Chinese, French, or Spanish) in order to *place into* the highest-level language course at IWU for which the student is qualified. The student will take the placement test within the first two years of study at IWU² and continue language study and; subsequent courses will vary, depending on the level of language placement. The basic requirement is four courses in a given language through the FL 238 level or a single advanced (300-)³ level course (please see specific details as listed below);
4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238) level course⁴ prior to the first semester of junior year or prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.⁵ Students may not take the exam in a language once they have begun to study the language at the university level - (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁶;
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam at the B1 level (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.⁷ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁸;
7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);
8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;
9. Students with a documented learning disability which affects his or her ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

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² By the fall semester of junior year.

³ 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

⁴ For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-clep-test-2016-2017.pdf

⁵ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁶ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁷ Please review links for specific dates and exam fees.

⁸ Fees vary depending on exam.

English Courses (39-51 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Young Adult Literature (3 credits)

EDU-265	Young Adult Literature	3

Literature in Context Courses (9 Credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (9 credits)

ENG-490	Literature in Cultural Diversity	3
	or	
ENG-495	Literature in Gender Diversity	3
	Seminar Electives in English (6 credits at the 310-400 level)	6

Linguistics (6 credits)

ENG-241	Studies in English Grammar	3
ENG-352	History of English Language	3

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. 226) of the catalog).

Requirements (42-47 credits)

Language (15-18 credits)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	3
SPA-349	Advanced Spanish II	3

Students are required to pass SPA-349 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

The foreign language coordinator or the division chair may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

Students may not elect to take SPA-117, SPA-118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level course, but may pursue CLEP credit prior to completing SPA-349.

CLEP Policy

Students may CLEP SPA-117, SPA-118, or SPA-237 for credit. However, students must CLEP these courses prior to completing SPA-349 or with approval of the foreign language coordinator to receive credit for their major or minor.

AP Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 3 will receive credit for SPA-117. Students who pass the AP Spanish Language Exam with a minimum score of 4 will be awarded credit for SPA-117 and SPA-118. Students who pass the AP Spanish Language Exam with a score of 5 will be awarded credit for SPA-117, SPA-118, and SPA-237. AP credit for these courses will not meet intercultural competency.

Spanish Electives (9-12 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	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

Foreign Study Experience

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. Courses must be taught in Spanish and be from an approved, accredited program.

If a student decides not to pursue CLEP credit prior to completing SPA-349, he or she must study abroad in Seville, Spain, for one semester in order to earn the remaining credits and graduate in 4 years.

All Spanish Majors and Minors are strongly encouraged to study abroad through IWU-sponsored or IWU-approved programs during their junior year.

Students should consult with the Foreign Language Coordinator, the Global Engagement Office, as well as their faculty advisor before taking courses abroad to ensure that they are appropriate.

Prerequisite: SPA-349, junior standing, and approval from the Foreign Language Coordinator.

Senior Seminar (3 credit)

SPA-470	Spanish Capstone	3

Prerequisite: SPA 349, junior standing and approval from the Foreign Language Coordinator.

Cognate (12 credits)

Choose from one of the following fields:

Second Foreign Language

History

Religion

Intercultural Studies

Or another field approved by the division such as TESOL, Business, Education (Elementary, Secondary, Special, etc.), Political Science, Pre-law, Criminal Justice, Social Work, Art, or Nursing.

Spanish Minor

Spanish Language Option Requirements (18-21 credits)

Hispanic Studies Option Requirements (18 to 24 Credits): Language and Culture (6-12 credits in Spanish language, 6-12 credits in culture)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	3
SPA-349	Advanced Spanish II	3

Students are required to pass SPA-349 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

The foreign coordinator or the division chair may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

Students may not elect to take SPA-117, SPA-118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level courses, but may pursue CLEP credit prior to completing SPA-349.

CLEP Policy

Students may CLEP SPA-117, SPA-118, or SPA-237 for credit. However, students must CLEP these courses prior to completing SPA-349 or with approval of the foreign language coordinator to receive credit for their major or minor.

AP Credits Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 3 will receive credit for SPA-117. Students who pass the AP Spanish Language Exam with a minimum score of 4 will be awarded credit for SPA-117 and SPA-118. Students who pass the AP Spanish Language Exam with a score of 5 will be awarded credit for SPA-117, SPA-118, and SPA-237. AP credit for these courses will not meet intercultural competency.

INT-322 Prerequisite

INT-322 course is an option for Intercultural Studies majors only, because they will have completed all other prerequisites needed in order to take INT-322. In order for students to enroll in INT-322, they must have also completed SPA-347. Students will be placed in a Spanish speaking country for at least 3 weeks. Placement will be approved by the Foreign Language Coordinator and cooperating faculty member from Intercultural Studies.

Foreign Study Experience Policy

If a student decides not to pursue CLEP credit prior to completing SPA-349, he or she must study abroad in Seville, Spain, for one semester in order to earn the remaining credits and graduate in 4 years.

All Spanish Majors and Minors are strongly encouraged to study abroad through IWU-sponsored or IWU-approved programs during their junior year.

Students should consult with the Foreign Language Coordinator, the Global Engagement Office, as well as their faculty advisor before taking courses abroad to ensure that they are appropriate.

Prerequisite: SPA-349, junior standing, and approval from the Foreign Language Coordinator.

Spanish Language Courses

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	3

SPA-349	Advanced Spanish II	3
INT-322	Intercultural Internship	3 to 9

Spanish Language (18-21 credits)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	3
SPA-349	Advanced Spanish II	3
	or	
INT-322	Intercultural Internship	3 to 9

Students are required to pass SPA-349 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

The foreign coordinator or the division chair may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

Students may not elect to take SPA-117, SPA-118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level courses, but may pursue CLEP credit prior to completing SPA-349.

CLEP Policy

Students may CLEP SPA-117, SPA-118, or SPA-237 for credit. However, students must CLEP these courses prior to completing SPA-349 or with approval of the foreign language coordinator to receive credit for their major or minor.

AP Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 3 will receive credit for SPA-117. Students who pass the AP Spanish Language Exam with a minimum score of 4 will be awarded credit for SPA-117 and SPA-118. Students who pass the AP Spanish Language Exam with a score of 5 will be awarded credit for SPA 117, SPA 118, and SPA 237. AP credit for these courses will not meet intercultural competency.

In order for students to enroll in INT-322, they must have completed SPA-347. Students will be placed in a Spanish speaking country for at least 3 weeks. Placement will be approved by the Foreign Language Coordinator and cooperating faculty member from Intercultural Studies.

Spanish Electives (6-12 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	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

Spanish Education Major

See the education section of the catalog for a list of specific requirements for the Spanish Education (p. 226) 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
CDV-240	Urban Anthropology	3
INT-315	Christianity in Intercultural Contexts	3
INT-402	Contemporary Global Issues	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1

* 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 those they received credit for from AP, CLEP, or transfer.

***Students can take CHI-365 up to 9 credits.

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

(Options include CHI-347 and CHI-365)

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, TESL/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 TESOL Education (p. 228) of the catalog).

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Achieve a score of 3 on the College Board Advanced Placement examination to earn 3 credits for Beginning 1, and take Beginning 2, Intermediate 1, and Intermediate 2; achieve a score of 4 on the College Board Advanced Placement Examination to earn 6 credits for Beginning 1 and Beginning 2, and take Intermediate 1 and Intermediate 2; or achieve a score of 5 on the College Board Advanced Placement examination to earn 9 credits for Beginning 1, Beginning 2, and Intermediate 1, and take Intermediate 2.

2. Achieve a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)¹;
3. Take the placement test in a language previously studied (Chinese, French, or Spanish) in order to *place into* the highest-level language course at IWU for which the student is qualified. The student will take the placement test within the first two years of study at IWU², and continue language study, subsequent courses will vary, depending on the level of language placement. The basic requirement is four courses in a given language through the FL 238 level or a single advanced (300-)³ level course (please see specific details as listed below);
4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238) level course⁴ prior to the first semester of junior year or prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.⁵ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁶;
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam at the B1 level (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.⁷ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁸;
7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);
8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;
9. Students with a documented learning disability which affects his or her ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language and Literature for the Requirement Pathways for Language Courses at IWU.

¹ For further information regarding Advanced Placement Credit, please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-ap-2016-2017.pdf

² By the fall semester of junior year.

³ 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

⁴ For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-clep-test-2016-2017.pdf

⁵ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁶ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁷ Please review links for specific dates and exam fees.

⁸ Fees vary depending on exam.

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-450	English Grammar Pedagogy	2
TSL-471	Research Seminar	2
TSL-481	TESOL Capstone	1

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 to 4
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 three of the following areas below.)

Language Studies

ENG-352	History of English Language	3
TSL-368	Special Topics in TESOL	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

Other Courses

TSL-260	TESOL Internship	1 to 3

Global Studies

INT-315	Christianity in Intercultural Contexts	3
INT-350	Transformational Development Principles	3
INT-302	Contemporary Global Issues	3
CDV-240	Urban Anthropology	3
PHL-248	Religions of the World	3
SOC-225	Cultural Anthropology	3

Communication

COM-112	Introduction to Multimedia Storytelling	2
THR-226	Voice and Movement	3
COM-280	Intercultural Communication	3
COM-326	Conflict Communication	3
THR-362	Scriptwriting	3
COM-370	Symbols and Imaging	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 to 4
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. 228) major.

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Achieve a score of 3 on the College Board Advanced Placement examination to earn 3 credits for Beginning 1, and take Beginning 2, Intermediate 1, and Intermediate 2; achieve a score of 4 on the College Board Advanced Placement Examination to earn 6 credits for Beginning 1 and Beginning 2, and take Intermediate 1 and Intermediate 2; or achieve a score of 5 on the College Board Advanced Placement examination to earn 9 credits for Beginning 1, Beginning 2, and Intermediate 1, and take Intermediate 2.
2. Achieve a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)¹;
3. Take the placement test in a language previously studied (Chinese, French, or Spanish) in order to *place into* the highest-level language course at IWU for which the student is qualified. The student will take the placement test within the first two years of study at IWU² and continue language study; subsequent courses will vary, depending on the level of language placement. The basic requirement is four courses in a given language through the FL 238 level or a single advanced (300-)³ level course (please see specific details as listed below);
4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238) level course⁴ prior to the first semester of junior year or prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign

Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.⁵ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁶;

6. Pass the DELE Spanish proficiency exam at the B1 level

(http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam at the B1 level (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.⁷ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁸;

7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;

9. Students with a documented learning disability which affects his or her ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language and Literature for the Requirement Pathways for Language Courses at IWU.

¹ For further information regarding Advanced Placement Credit, please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-ap-2016-2017.pdf

² By the fall semester of junior year.

³ 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

⁴ For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-clep-test-2016-2017.pdf

⁵ Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁶ Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁷ Please review links for specific dates and exam fees.

⁸ Fees vary depending on exam.

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 (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Achieve a score of 3 on the College Board Advanced Placement examination to earn 3 credits for Beginning 1 and take Beginning 2, Intermediate 1 and Intermediate 2; achieve a score of 4 on the College Board Advanced Placement Examination to earn 6 credits for Beginning 1 and Beginning 2, and take Intermediate 1 and Intermediate 2; or achieve a score of 5 on the College Board Advanced Placement examination to earn 9 credits for Beginning 1, Beginning 2, and Intermediate 1, and take Intermediate 2.
2. Achieve a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)¹;
3. Take the placement test in a language previously studied (Chinese, French, or Spanish) in order to *place into* the highest-level language course at IWU for which the student is qualified. The student will take the placement test within the first two years of study at IWU² and continue language study; subsequent courses will vary, depending on the level of language placement. The basic requirement is four courses in a given language through the FL 238 level or a single advanced (300-)³ level course (please see specific details as listed below);
4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take and Intermediate II (238) level course⁴ prior to the first semester of junior year or prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.⁵ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁶;
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam at the B1 level (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during his or her first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.⁷ Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. There are fees associated with each exam and students will be responsible for paying all fees⁸;
7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);
8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;
9. Students with a documented learning disability which affects his or her ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language and Literature for the Requirement Pathways for Language Courses at IWU.

¹ For further information regarding Advanced Placement Credit, please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-ap-2016-2017.pdf

² By the fall semester of junior year.

³ 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

⁴ For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: https://www.indwes.edu/undergraduate/admissions/transfer-students/_files/iwu-clep-test-2016-2017.pdf

⁵ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁶ Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

⁷ Please review links for specific dates and exam fees.

⁸ Fees vary depending on exam.

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	Digital Media Arts	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
THR-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) (9 credits)

Writing Elective (at 300 or higher)	3

One Writing Elective (at 300 or higher) (3 credits)

Electives in WRI-200 (or above) or the following COM courses: (6 credits)

COM-223	Digital Media Arts	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
THR-362	Scriptwriting	3
COM-483	Advanced Newswriting and Reporting	3
COM	COM course by divisional permission	3

Writing Minor

Requirements (30 credits)

Required Courses (30 credits)

WRI-235	Creative Writing	3

WRI-234	Advanced Writing	3
	or	
WRI-281	Art of Argument	3
	or	
WRI-282	Writing in the Workplace	3
	Two WRI courses at 300/400 level	6
	Electives (ENG and/or WRI courses above ENG-120, except ENG-180)	12
	and/or	
	COM courses listed in the Writing	
	A.B. major	

TESOL Certificate

Gainful Employment

Requirements

The TESOL Certificate is available for current IWU undergraduates who are not TESOL majors, TESOL Education Majors, TESOL minors, or Elementary Education majors with TESOL concentration.

Earning the certificate requires completion of the following courses and internship.

Practicum Experience

TSL-260	TESOL Internship	1 to 3

Required Courses

ENG-170	Introduction to Linguistics	3
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 to 4

EDU-382TE must be taken for 4 credits.

Writing Center

The Ink Well, the university 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 Ink Well 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.

Language Lab

The Language Link, the university language lab, offers Rosetta Stone online tutorial services in both Spanish and French. Along with this service, students can request tutoring help from a student tutor in Spanish, French, and Mandarin Chinese.

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.
5. Music Therapy majors are required to go through an interview process as there are a limited number of Music Therapy majors accepted in the program each year.

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 large ensemble each semester)
- Upper Divisional Hearing
- Young Performer Series Recital (see requirements)
- Departmental Recital Participation (varies with different programs)

Applied Music - A.B.

The major in Music with an emphasis in Applied Music 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 (50-58 credits)

Required Core Courses (40-44 credits)

MUS-101-401	Applied Music	7
MUS-160	Introduction to Music Theory (Prerequisite for Music Theory I)	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-248	Keyboard Literature	2
MUS-119	Keyboard Skills	2

Additional Required Core Course for Instrumental Emphasis Only

MUS-375	Symphonic Literature	2

Electives selected from the following (8 credits):

Instrumental Emphasis (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
MUS-186	Chamber Music	0 to 1
MUS-248	Keyboard Literature	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1
MUS-366	Song Literature	2

MUS-100 may be repeated up to two credits.

Vocal Emphasis (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-167	Opera Workshop	0 to 3
MUS-225	Diction for Singers 2	2
MUS-248	Keyboard Literature	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
MUS-375	Symphonic Literature	2

MUS-100 may be repeated up to two credits.

Piano Emphasis (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-186	Chamber Music	0 to 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-375	Symphonic Literature	2

MUS-100 and MUS-186 may be repeated up to two credits.

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-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-175	Chapel Ensemble	0 to 1
MUS-261	Music Theory II	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-254	Music Ministry Leadership and Administration	3
MUS-354	Music Ministry Philosophy and Practice	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
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-325	Centuries of Song	3

Electives selected from the following (6 credits):

MUS-124	Guitar Techniques	1
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
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
(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	Music Ministry Leadership and Administration	3
MUS-285	Beginning Conducting	2
MUS-354	Music Ministry Philosophy and Practice	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
 MUS 111-211: 3 semesters

MUS-200: 4 semesters

Large Ensemble Participation: 2 semesters

MUS-175: 2 semesters

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 (83 credits)

Required Core Courses (46 credits)

MUS-102P	Applied Study Perfor-Level 1	2
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	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-275	Introduction to Computer Applications in Music	1
MUS-302P	Applied Study Perfor Level 3	2
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
MUS-342P	Junior Recital	2

Supportive Courses in Music (37 credits)

Required Courses (16 credits)

MUS-105	Class Piano Level I	2
MUS-165	Class Piano II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2
MUS-119	Keyboard Skills	2
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

Music Education Major

See the education section of the catalog for a list of specific courses required for Music Education (p. 219) major.

Music Therapy - A.B.

Music therapy is an evidenced based 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 (95 credits)

Studies in Music (48-59 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-184	World Music Ensemble	0 to 1
MUS-200	Recital Attendance	0
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-275	Introduction to Computer Applications in Music	1
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
	Required Large Ensembles	4

Applied Studies in voice, piano, and guitar:

MUS-101	Applied Study - Level I (majors)	1
MUS-201	Applied Study- Level II (majors)	1
MUS-301	Applied Study-Level III (majors)	1
MUS-342P	Junior Recital	2

If applied instrument is Voice:

MUS-305	Class Piano Level IV	2
MUS-283	Percussion Techniques	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

If applied instrument is Piano:

MUS-114	Class Voice	1
MUS-119	Keyboard Skills	2
MUS-283	Percussion Techniques	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

If applied instrument is Brass, Woodwind, String, Percussion, or Guitar:

MUS-114	Class Voice	1
MUS-305	Class Piano Level IV	2
MUS-283	Percussion Techniques	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

Studies in Music Therapy and Clinical Foundations (39 credits)

MUS-104	Foundation and Principles of Music Therapy	3
MUS-206	Music Therapy Methods and Techniques	3
MUS-207	Music Therapy With Various Populations	3
MUS-209	Assessment and Evaluation Techniques For Music Therapy	2
MUS-219	Music Therapy Practicum I	1
PSY-250	Developmental Psychology	3
PSY-276	Psychology of the Exceptional Learner	3
MUS-307	Influence of Music on Behavior	2
MUS-308	Psychology of Music	2
MUS-319	Music Therapy Practicum II	1

MUS-329	Music Therapy Practicum III	1
PSY-366	Psychology of Abnormal Behavior	3
MUS-405	Internship in Music Therapy	3
MUS-406	Research in Music Therapy	2
MUS-419	Music Therapy Practicum IV	1
PSY-485	Theories of Counseling	3
PSY-487	Techniques of Counseling	3

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	2
MUS-202P	Applied Study Perfor- Level 2	2
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-186	Chamber Music	0 to 1
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2

For Voice Majors:

MUS-125	Diction for Singers 1	2
MUS-225	Diction for Singers 2	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 and Musical 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-186	Chamber Music	0 to 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-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

For Voice Majors:

MUS-366	Song Literature	2

For Other Instrument Majors:

MUS-375	Symphonic Literature	2

Piano Proficiency (2-8 credits)

For Piano Majors (2 credits):

MUS-119	Keyboard Skills	2

For Vocal Majors (8 credits):

MUS-105	Class Piano Level I	2
MUS-165	Class Piano 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 II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2

Songwriting - A.B.

Requirements

Electives Chosen From

MUS-265	Form and Analysis	2
MUS-285	Beginning Conducting	2

MUS-275	Introduction to Computer Applications in Music	1
MUS-300	Arranging	1
WOR-325	Centuries of Song	3
	Piano/Guitar Proficiency	2-8

Studies in Music

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
WRI-235	Creative Writing	3
ENG-242	Literature and Ideas	3
	or	
LIT-242	Literature and Ideas	3
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-134	Songwriting 1	3
MUS-230	Theology of Lyric	2
MUS-234	Songwriting 2	3
MUS-102S	Songwriting Lab 1	2
MUS-202S	Songwriting Lab 2	2
MUS-302S	Songwriting Lab 3	2
MUS-402S	Songwriting Lab 4	2
WRI-358	Poetry	3
ENG-374	American Poetry	3
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3
MUS-490	Senior Seminar	2
MUS-200	Recital Attendance	0

Worship Studies and Music Ministry - A.B.**Requirements (32 credits)****Church Music (12 credits)**

MUS-254	Music Ministry Leadership and Administration	3
MUS-354	Music Ministry Philosophy and Practice	3
MUS-450	Church Music Practicum	2
MUS-175	Chapel Ensemble	0 to 1
WOR-325	Centuries of Song	3

Music Theory and Practice (20 credits)

MUS-101-201	Major Applied Studies	4
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-285	Beginning Conducting	2
MUS-305	Class Piano Level IV	2

Subtotal: 63

Double Major (30 credits)

Worship Arts majors are required to double major in Music Ministry.

Worship Arts Requirements (30 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL-333	Biblical Foundations of Worship	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

WOR-235	Worship and	2
WOR-235P	Worship Practicum	1
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Discipling Worshipers	2

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

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-458	Addiction Programs and Professional Development	3
ADC-461	Addictions Counseling Practicum I	2 to 3
ADC-462	Addictions Counseling Practicum II	3
ADC-463	Addictions Counseling Practicum III	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	Intergroup Relations	3

Select 3 courses

ADC-411	Addictions Seminar-Prevention	1
ADC-412	Addictions Seminar-Eating Disorders	1
ADC-413	Addictns Seminar-Sexual Addictions	1
ADC-414	Addictions Seminar-Pathological Gambling	1

3 + 2 Option**Required Courses**

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3

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	Intergroup 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 Addictions Studies Minor (p. 163). 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 (20 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-485	Practicum in Criminal Justice	3
CRJ-490	Criminal Justice Senior Seminar	1

Criminal Justice Electives (21 credits)

Any other courses with a CRJ prefix. A minor in CRJ consists of 24 credit hours in selected CRJ courses.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

A double major or minor is recommended. Recommended majors/minors include: Spanish, Addictions, Psychology, Social Work, Leadership.

Criminal Justice Minor

Requirements (18-24 credits)

Course subject codes of CRJ must be used to meet the 18-24 requirements for this minor. 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.

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-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	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	Nineteenth Century Art	3
ART-387	Art of Modern Europe	3
ART-476	Art Enrichment	3

Additional art courses recommended:

ART-133	Color	3
ART-281	Commercial Layout and Design	3
ART-351	Sculpture II	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 (39-40 credits)

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-225	Learning and Motivation	3
	or	
PSY-327	Learning and Cognition	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-493	Integration of Psychology and Christianity	3

PSY-250: Strongly recommended.

MAT-305: Counts as general education MAT requirement for Psychology majors.

Electives (9 credits)

PSY Elective	3
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-495	History and Systems of Psychology	3

Requirements for Double Majors (42-43 credits)

Required Core (39-40 credits)

Psychology Electives (3 credits)

Psychology Minor

The Psychology minor (or teaching minor public school certification) may be earned by meeting the following requirements:

Minor Requirements (24 credits)

Child Life Specialization

This specialization will require a Psychology or Social Work major and the following elective courses.

Psychology majors have many elective options to take with their major. This concentration in Child Life requires the following electives to their major. Many PSY majors take these classes on a regular basis as electives but in this specialization, these will be 5 of their electives.

- Per the Child Life Council, students wishing to sit for the Child Life Specialist Certification Examination after January 2019 and before 2022 must fulfill the following requirements:
- Hold a minimum of a bachelor's degree in any field of study

- Complete 10 college courses in the following areas with the minimum number of courses for each category listed in the parenthesis:
 - Child Life (1)
 - Child Development (2)
 - Family Systems (1)
 - Therapeutic Benefits of Play (1)
 - Loss/Bereavement of Death/Dying (1)
 - Research (1)
 - Additional courses in Child Life or related content area (3)

Requirements

One of these courses

PSY-250	Developmental Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3

Required

PSY-315	Child Life	3
PSY-371	Family Systems Therapy	3
SOC-410	Sociology Seminar	3
PSY-335	Introduction to Play Therapy	3

Required Practicum

PSY-385	Psychology Practicum	2 to 3

Social Work - B.S.W.

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.
- Demonstrate ethical and professional behavior.
- Engage in diversity and difference in social practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage, Assess, Intervene, Evaluate with individuals, families, groups and organizations.

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	Introduction to Sociology	3
SOC-152	Social Problems	3
SOC-210	Intergroup 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 to 6
SWK-370	Social Work Field Placement Seminar I	3
SWK-466	Social Work Field Placement II	6 to 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. The student will then be interviewed by the Social Work Admissions Committee made up of Social Work Faculty and Community Advisory Board

members. Based on the 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. Students will be 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)

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. 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.

Required Courses (12 credits)

SOC-150	Introduction to 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	Intergroup Relations	3
SOC-246	Criminology	3
CED-354	Working With Children	3
COM-352	Interpersonal Communication	3
SOC-360	Social Psychology	3

Electives that also comprise the Child Advocacy Studies Certificate

SWK-205	Child Maltreatment	3
SWK-250	Global Child Advocacy Issues	3
SWK-340	Sociology of Child Poverty	3
CRJ-452	Interpersonal Violence	3

Other classes to be approved by Sociology Director and Division Chair.

Child Advocacy Studies Certificate

Program Description

The Child Advocacy Studies certificate is designed as a supplemental certificate program sponsored within the Behavioral Sciences Division to provide students with education specifically focused on developing knowledge to respond to child maltreatment. The certificate focuses on developing students' understanding of the numerous factors that lead to child maltreatment, and of existing responses to incidents of child maltreatment, in order that they may work more effectively within systems and institutions that respond to these incidents. The certificate will prepare students studying to become social workers, law enforcement professionals, nurses, educators, pastors, and youth leaders who work with maltreated children to understand and respond with knowledge to the issues surrounding child maltreatment. The systematic training will also support and enhance the education that is required for these various professionals. This interdisciplinary, ethical, and culturally sensitive content provides "professionals in training" working with children a common knowledge base for responding to child maltreatment. This certificate will also become a resume enhancement as students enter the helping professions.

Requirements (12 credits)

Required Courses

SWK-250	Global Child Advocacy Issues	3
SWK-340	Sociology of Child Poverty	3
SWK-205	Child Maltreatment	3
CRJ-452	Interpersonal Violence	3
	or	
SWK-452	Interpersonal Violence	3

DeVoe Division of Business

Mission

The mission of the DeVoe 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 Arts

The four-year Bachelor of Arts (B.A.) degree is available in six majors: Accounting (p. 173), Business Administration (p. 174), Entrepreneurship (p. 176), Finance (p. 176), Management (p. 177) and Marketing (p. 177).

The Bachelor of Arts degree offered by the DeVoe Division of Business includes a foreign language requirement. All students will be required to take 6 hours of a foreign language at the college level. The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Only students who do not have a major in the DeVoe Division of Business may select a minor in Accounting or Business Administration.

Associate of Science

The two-year Associate of Science (A.S.) degree is available in Accounting (p. 174) and Business Administration (p. 175). 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 DeVoe Division of Business must complete a minimum of 66 unique DeVoe 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 DeVoe Division of Business, the requirement to have 12 hours of 300-400 level courses within the DeVoe 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 DeVoe 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 DeVoe 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 DeVoe Division of Business.
4. Have a minimum grade of "C" in all courses required for a major and minor degree.
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 (an essay prompt is provided by the division).
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 DeVoe 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 DeVoe Division of Business to be admitted to the division. The same holds true for IWU students with a major outside the DeVoe Division of Business who add or change their major to one that is offered in the division.

To continue in the DeVoe 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 for a major and minor degree. 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 DeVoe 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 DeVoe Division of Business. 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 DeVoe 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 DeVoe Division of Business will not accept 100-200 level courses taken at other institutions to satisfy IWU DeVoe Division of Business upper level course requirements.
3. The DeVoe 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.A. degree in one of the six majors in the DeVoe Division of Business must complete a minimum of 18 credit hours from the IWU DeVoe 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 DeVoe Division of Business.

General Education Competencies

Students in the DeVoe Division of Business must meet the general education competencies by taking the approved standard courses. In regards to courses offered in the DeVoe Division of Business, the intercultural experience requirement may be met by successfully completing either ACC-390 or BUS-390.

Accounting - B.A.

Requirements (60-75 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 and Reporting I	3
ACC-312	Intermediate Financial Accounting And Reporting 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 (3-15 credits)

Choose one of the following:

ACC-381	Accounting Internship	1 to 3
ACC-490	Accounting Full-Time Internship	9 to 15

Note: If the student chooses ACC381, three credit hours must be completed. The student may take ACC381 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Accounting Minor

*A minor in Accounting is available by completing the same requirements as for the two-year associate degree, Accounting - A.S. (p. 174)

Transfer students must complete a minimum of 9 credit hours from the IWU Division of Business.

Only students who do not have a major in the Division of Business may select a minor in Accounting.

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 and Reporting I	3
ACC-312	Intermediate Financial Accounting And Reporting 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.A.

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 and Business Administration is the student's only major in 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)

BUS-382	Business Administration Internship	1 to 3

Note: The student may take BUS382 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

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. 175)

Transfer students must complete a minimum of 9 credit hours from the DeVoe Division of Business.

Only students who do not have a major in the DeVoe Division of Business may select a minor in Business Administration.

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.A.

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)

ENT-483	Entrepreneurship Internship	1 to 3

Note: The student may take ENT483 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Finance - B.A.

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-430	Investment Management	3

FIN-450	Investment Services: Series 7	3
ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting And Reporting 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
ECO-444	Money and Banking	3

Experiential Application (3 credits)

FIN-384	Finance Internship	1 to 3

Note: The student may take FIN384 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Management - B.A.

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)

MNG-385	Management Internship	1 to 3

Note: The student may take MNG385 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Marketing - B.A.

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)

MKG-386	Marketing Internship	1 to 3

Note: The student may take MKG386 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

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. 180); History (p. 181); International Relations (p. 184); Political Science (p. 186); Political Science Pre-Law (p. 189); Social Studies (p. 191); and Social Studies Education (p. 224). Minors in Economics (p. 181), History (p. 183), International Relations (p. 186), and Political Science (p. 188) are also offered.

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 credit hours of credit in each of two specific areas with a minimum of 51 unduplicated credit 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 COM-100, Principles of Communication to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: Economics 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). International Relations majors are required to complete POL-232. Political Science, Political Science Pre-Law, Social Studies Education and Social Studies majors are required to complete GEO-202. History majors are required to complete three credit 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 credit hours of any lab science and three credit 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 credits hours of a lab science and three additional credit 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.

Advanced Placement

Students majoring in Economics, History, International Relations, Political Science, Political Science Pre-Law, Social Studies, or Social Studies Education can receive Advanced Placement Credit for courses as follows:

Advanced Credit Exam	Minimum Score	Semester Hours	IWU Equivalent
Comparative Government & Politics	4	3	POL232
Comparative Government & Politics	3	3	UNDI
Human Geography	4	3	GEO202
Government & Politics - United States	4	3	POL100
Government & Politics - United States	3	3	UNDI
History - European	3	3	UNDI
History - United States	4	3	HIST211 or HIST212
History - United States	3	3	UNDI

Macroeconomics	4	3	ECO213
Microeconomics	4	3	ECO212
Psychology	4	3	PSY150
Statistics	4	3	MAT112

UNDI - credit is not assigned to a specific course but does count toward the overall college degree as an elective.

Economics - B.S.

Purpose

The Department of Economics has designed the Economics major to prepare students for careers in business, financial services, government or teaching, and for students planning to pursue a graduate degree in Economics or a related discipline. 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.)

The Economics major often serves as a companion double major with Business, Finance, Marketing, Political Science, Pre-Law, History, International Relations, Social Studies Education or Mathematics.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 178).

Requirements

A major in Economics includes 30 credit hours of economics and a cognate area of 10 credit 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, entrepreneurship, finance, history, management, marketing, mathematics, political science, psychology, social work, or other majors as accepted and approved 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-350	Law and Economics	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-350	Law and Economics	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. 178) 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-credit hour History minor (p. 183).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 178).

Requirements

A major in History includes 33 credit hours of History and a cognate area of 9 credit 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 credit 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. 191).

Requirements (42 credits)

Required Courses (12 credits)

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	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	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
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 North 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 credit hours in history may be transferred toward the major.

History Minor

Requirements (24 credits)

Required Courses (9 credits)

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	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 governance, international political economy, and international peace and conflict. The department also offers a 21-credit hour International Relations minor (p. 186).

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 should consider complementing their preparation with another major or minor in Business, Communication Studies, Economics, History, Intercultural Studies, International and Community Development, Criminal Justice, Philosophy and Theology, TESOL, or Writing.

General Education

Students majoring in International Relations will complete the following General Education requirements and competencies with the listed courses. Where no course is specified, students are free to choose courses that meet the university requirements.

Communication Competency: COM-100 (division requirement)

Intercultural Competency: POL-232 (core requirement)

Math Requirement: MAT-112 or equivalent (pre-requisite for Research Methods)

Social Sciences: POL-100 (pre-requisite for some upper division POL and HST courses), ECO-213 (core requirement)

Overview

The International Relations major requires a core program of 33 credit hours and a 12 credit hour cognate. The core of the program consists of required courses focusing on International Relations concepts and skill formation. The cognate can be a group of courses from a second major or a minor. Otherwise, the cognate credit hours must be completed from major electives, selected by students for professional preparation or personal enrichment. Depending on their career goals, students are encouraged to consider gaining proficiency in a foreign language at the intermediate level.

Requirements (45 credits)

Common Core (15 credits)

Courses listed at the 100 or 200 level should be taken in the freshman/sophomore years. Courses 300 and above should be taken in the junior/senior years.

POL-100	American Government	3
POL-215	Foundations of Political Science	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science/International Relations Capstone	3

Lower-Division Courses (6 credits)

POL-230	World Politics	3
POL-232	Comparative Politics	3

Upper-Division Courses (12 credits)

A minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department, and selected from the following:

ECO-454	International Economics	3

HST-301	American Foreign Relations	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
POL-354	Foreign Governments	3

Cognate or Major Electives (12 credits)

Twelve credit hour cognate (group of courses from a second major or a minor) OR any courses listed below not previously taken. If the student does not have a second area of study, the major electives must be completed from the courses below.

Major Electives for International Relations Majors only:

CRJ-322	Terrorism and Counter-Terrorism	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 North Africa	3
HST-381	History of East Asia	3
HST-442	World War II	3
FRE-117	Beginning French I	3
FRE-118	Beginning French II	3
FRE-237	Intermediate French I	3
FRE-238	Intermediate French II	3
CHI-117	Beginning Mandarin Chinese I	3
CHI-118	Beginning Mandarin Chinese II	3
CHI-237	Intermediate Mandarin Chinese I	3
CHI-238	Intermediate Mandarin Chinese II	3
SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3

Major Electives for all International Relations, Political Science and Political Science Pre-Law Majors, unless already part of required courses:

ECO-270	Comparative Economic Systems	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
GEO-202	Political and Cultural Geography	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-400	American Constitutional History	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-305	Statistics for Social Sciences	3

POL-200	State and Local Government and Politics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-399H	Honors College Thesis-Political Science	3
POL-401	Political Science Travel Seminar	3
POL-475	Independent Learning in Political Science	1 to 3

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 Residential Academic Services Office. Students majoring in International Relations should strive to maintain a 3.0 or higher cumulative GPA.

International Relations Minor

The International Relations minor enables students with an interest in global engagement 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 international relation in their major course of study. Students interested in graduate study should consider a full major in the discipline.

Requirements (21 credits)

Common Core: (6 credits)

POL-100	American Government	3
POL-215	Foundations of Political Science	3

Lower-Division Courses: (6 credits)

POL-230	World Politics	3
POL-232	Comparative Politics	3

Upper-Division Courses (9 credits)

A minimum of 9 credit hours of upper-division courses (numbered 300 or higher) offered by the department, and selected from the following:

ECO-454	International Economics	3
HST-301	American Foreign Relations	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
POL-354	Foreign Governments	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 domestic 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. 189) 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, Mathematics, Psychology, Philosophy and Theology, Social Studies, Social Work, or Writing.

General Education Competencies

Students majoring in Political Science will complete the following General Education requirements and competencies with the listed courses. Where no course is specified, students are free to choose courses that meet the university requirements.

Communication Competency: COM-100 (division requirement)

Intercultural Competency: GEO-202 (core requirement)

Math Requirement: MAT-112 or equivalent (pre-requisite for Research Methods)

Social Sciences: POL-100 (pre-requisite for some upper division POL and HST courses), ECO-213 (core requirement)

Overview

The Political Science major consists of 33 credit hours in political science and a cognate area of 12 credit hours. The core of the program consists of required courses focusing on fundamental political science concepts and skill formation. The cognate can be a group of courses from a second major or a minor. Otherwise, the cognate credit hours must be completed from major electives, selected by students for professional preparation or personal enrichment.

Requirements (45 credits)

Common Core (15 credits)

Courses listed at the 100 or 200 level should be taken in the freshman/sophomore years. Courses 300 and above should be taken in the junior/senior years.

POL-100	American Government	3
POL-215	Foundations of Political Science	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science/International Relations Capstone	3

Lower-Division Courses (6 credits)

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3

Upper-Division Courses (12 credits)

A minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3

Cognate or Major Electives (12 credits)

Twelve credit hour cognate (group of courses from a second major or a minor) OR any courses listed below not previously taken. If the student does not have a second area of study, the major elective must be completed from the courses below:

Major Electives for all International Relations, Political Science and Political Science Pre-Law Majors, unless already part of required courses:

ECO-270	Comparative Economic Systems	3
ECO-315	Urban Economics and Policy	3

ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
GEO-202	Political and Cultural Geography	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-400	American Constitutional History	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-305	Statistics for Social Sciences	3
POL-200	State and Local Government and Politics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-399H	Honors College Thesis-Political Science	3
POL-401	Political Science Travel Seminar	3
POL-475	Independent Learning in Political Science	1 to 3

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 domestic 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 should consider a full major in the discipline.

Requirements (21 credits)

Common Core (6 credits)

POL-100	American Government	3
POL-215	Foundations of Political Science	3

Lower-Division Courses (6 credits)

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3

Upper-Division Courses (9 credits)

A minimum of 9 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	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

Students majoring in 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 are designed to prepare students for specializations in legal studies. Additionally, students majoring in Political Science Pre-Law are encouraged to take a second major. The following companion majors are frequently chosen by Pre-Law students: Business, Criminal Justice, Economics, English, History, Psychology, Philosophy and Theology, Social Work, and Writing.

General Education

Students majoring in Political Science Pre-Law will complete the following General Education requirements and competencies with the listed courses. Where no course is specified, students are free to choose courses that meet the university requirements.

Communication Competency: COM-100 (division requirement)

Intercultural Competency: GEO-202 (core requirement)

Math Requirement: MAT-112 or equivalent (pre-requisite for Research Methods)

Social Sciences: POL-100 (pre-requisite for some upper division POL and HST courses), ECO-213 (core requirement)

Overview

The Political Science Pre-Law major consists of 36 credit hours in political science and related fields and a cognate of 12 credit hours. The core of the program consists of required courses focusing on fundamental political and legal concepts and skill formation. The cognate can be a group of courses from a second major or a minor. Otherwise, the cognate credit hours must be completed from major electives, selected by students for professional and LSAT preparation or personal enrichment.

Requirements (48 credits)

Common Core (15 credits)

Courses listed at the 100 or 200 level should be taken in the freshman/sophomore years. Courses 300 and above should be taken in the junior/senior years.

POL-100	American Government	3
POL-215	Foundations of Political Science	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science/International Relations Capstone	3

Lower-Division Courses (9 credits)

POL-291	Introduction to Law	3
GEO-202	Political and Cultural Geography	3
POL-200	State and Local Government and	3

Politics

Upper-Division Courses (12 credits)

A minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3

Cognate or Major Electives (12 credits)

Twelve credit hour cognate (group of courses from a second major or a minor) OR any courses listed below not previously taken. If the student does not have a second area of study, the major elective must be completed from the courses below:

Major Electives for Pre-Law Majors only:

BUS-210	Business Law	3
BUS-311	Advanced Business Law	3
CRJ-358	Criminal Law	3
CRJ-472	Court Procedures	3
PHL-285	Logic	3
POL-275	Pre-Law Tutorial Study	0 to 1

Students majoring in Political Science Pre-Law must sign up for POL-275 for 0 credits each semester. They may opt to take the tutorial for 1 credit in the semester the Law School Admission Test (LSAT) is completed.

Major Electives for all International Relations, Political Science and Political Science Pre-Law Majors, unless already part of required courses:

ECO-270	Comparative Economic Systems	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
GEO-202	Political and Cultural Geography	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-400	American Constitutional History	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-305	Statistics for Social Sciences	3
POL-200	State and Local Government and Politics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3

POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-399H	Honors College Thesis-Political Science	3
POL-401	Political Science Travel Seminar	3
POL-475	Independent Learning in Political Science	1 to 3

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 Residential Academic Services 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. Students desiring certified teaching credentials need to declare a Social Studies Education (SSE) major. (See also the Education (p. 224) 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 students 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 School of Teacher Education (if SSE) and in reference to the general education requirements and competencies section under the Division of Social Sciences (p. 178).

Major Requirements

The Social Studies Education (SSE) major is 51-57 credit hours and the non-teaching Social Studies (SOS) major is 48 credit 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 world history survey (rather than HST 180), one year of regional history survey, and three credit hours of upper-level history electives; American Government, Comparative Politics or World Politics, and six credit hours of political science electives, at least three credit hours of which must be upper-level. Students majoring in SOS will take nine credit hours in one of the following areas: Economics, Sociology, or Psychology as listed below. In order to meet teacher certification requirements, students majoring in SSE will follow a three-discipline or four discipline plan as listed in the Education section of the catalog. SSE majors are required to take an upper-division scholarship quality elective under both the *Historical Perspective* requirement (or HST290 may meet this requirement) and the *Government* requirement. Both the HST and POL upper-division scholarship quality courses will be determined by the SSE content supervisor in coordination with the School of Teacher Education.

Requirements for the Social Studies (non-education) major (48 credits)

Foundation Course (3 credits)

MAT-112	General Statistics	3
	General Education	52
	Social Studies Courses	36
	Social Studies Electives	12
	Electives	24
	TOTAL:	124

Electives

Depending on program configuration, take 3-4 upper-division classes from chosen disciplines.

Required (27 credits)**Historical Perspectives (12 credits)**

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
	HST Elective (300 or 400 level)	3

Choose any two of the following four courses:

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

Government (12 credits)

POL-100	American Government	3
POL-232	Comparative Politics	3
	or	
POL-230	World Politics	3
POL-322	Research Design and Methods in Political Science and Economics	3
	or	
ECO-322	Research Design and Methods in Political Science and Economics	3
POL	Elective	3
	POL Elective (300 or 400 level)	3

Geography (3 credits)

GEO-202	Political and Cultural Geography	3

Choose ONE of the following (Economics, Sociology, or Psychology) (9 credits):**Economics (9 credits)**

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
	ECO Elective (300 or 400 level)	3

Sociology (9 credits)

SOC-150	Introduction to Sociology	3
SOC-210	Intergroup Relations	3
	SOC Elective	3
	SOC Elective	3
	SOC Elective (300 or 400 level)	3

Psychology (9 credits)

PSY-150	General Psychology	3
	PSY Elective	3
	PSY Elective	3
	PSY Elective (300 or 400 level)	3

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 School of Teacher 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.

See the Education section of the catalog for a list of specific courses required for the Social Studies Education Major.

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 following statements reflect the outcomes of the specific program offered by the Indiana Wesleyan University Division of Graduate Counseling:

1. Students will demonstrate mastery in each of the core areas of counseling competency:
 - a. Professional Counseling Orientation and Ethical Practice
 - b. Social and Cultural Diversity
 - c. Human Growth and Development
 - d. Career Development
 - e. Counseling and Helping Relationships
 - f. Group Counseling and Group Work
 - g. Assessment and Testing
 - h. Research and Program Evaluation
2. Students will display professional dispositions suitable for the counseling profession and their particular specialization.
3. Students will demonstrate an ability to integrate faith with the practice of their profession.
4. Students will demonstrate proficiency in oral and written communication skills.
5. Students will demonstrate competency in their specific program of specialization. Please see program descriptions below for specific outcomes.

The 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. The Marriage and Family Counseling/Therapy program is also accredited through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The School Counseling program is accredited by the National Council of Accreditation for Teacher Education (NCATE). The Clinical Mental Health Counseling is offered in traditional onsite, online, and blended formats. School Counseling is offered online and blended. Marriage and Family Counseling/Therapy is offered onsite only.

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. Each of these majors require a supervised practicum and internships. These programs are designed to fulfill the academic requirements for licensure in all 50 states. Students are responsible to insure that their specific program of study meets the requirements for the specific state for which they plan to seek licensure.

The Division of Graduate Counseling also offers majors in Community Care (p. 197), Clinical Addictions Counseling (p. 196) and Student Development Administration (p. 201). The Master of Arts with a major in Community Care is a 36-hour, non-

licensure track counseling-related degree that prepares nonprofessional people helpers to work with persons seeking assistance non-clinical life circumstance concerns, holistic wellness, and prevention within communities. The purpose and goal of the Clinical Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This 48-hour major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program is accredited by the National Addiction Studies Accreditation Commission (NASAC). 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) licensure.

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. This 36-hour 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 Division of Graduate Counseling through Certificate programs or, in some cases, admission as an Unclassified student. See Certificate Programs (p. 202). Those interested in this option should call 765-677-2970 or 866-468-6498 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 Division of Graduate Counseling.
Students who lack prerequisite undergraduate coursework may be admitted on a conditional basis. All prerequisites must be completed within the first twelve hours of coursework.
5. The Graduate Record Exam (GRE) is required for those applicants with undergraduate cumulative GPAs of less than 3.25. The test must have been 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. A criminal background check.
8. Three recommendations – at least one from a professor and one from a supervisor/professional.
9. 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.

Student Progression Policy for the Division of Graduate Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, 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 prior to the beginning 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. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

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. Furthermore, all course grades must be "C" or above. 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, practicum 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, practicum or internships is considered cause for disciplinary action, which may include educative advisory or warning, development and implementation of a remedial plan, or dismissal from the program. Once admitted to the program, non-academic cause for disciplinary action 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), American School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) 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 (eg. offenses involving possession, sale or consumption of a controlled substance, sexual transgression).
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Blended Program Policy

The Online Course Policy for Onsite Students, unless otherwise specified by the program of study, does not allow onsite students to integrate online courses into their program of study. This is in accordance with accreditation and online seat availability.

The Onsite Course Policy for Online Students allows the blending of onsite coursework for online students.

Program Change Policy

It is rare that a student will begin a specific degree program and then request to switch to another. Furthermore, these types of requests are often discouraged from being done mid-semester. However, if a student believes an extraordinary circumstance exists that require the immediate change in program, the following steps outline the Program Change Policy.

1. The student must inquire about such changes through the student's advisor in writing.
2. The student must provide appropriate documentation outlining the reason for the request. Students are advised to review the requirements for the new program (i.e. length of program, transfer of courses, course offerings, etc.) prior to contacting the new advisor.
3. The student's advisor will provide all documentation to the Division of Graduate Counseling for review. Please allow 30 days after submission of all documents to hear back from your current advisor about the Division's decision. Please note

these requests are still under the discretion of the Division of Graduate Counseling. A number of factors may be considered in the approval process, such as nature of the request, i.e. extenuating circumstances, program availability, etc.

Please be advised COAMFTE Accreditation Standards does not allow MFT students to take more than two non-core courses online. Additionally, at this time Marriage and Family Therapy program does not have an online component.

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 (preferred) or Abnormal 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 of Developmental Psychology (preferred) or Abnormal Psychology.
2. Six semester hours in Bible (Old and New Testament), or passage of the Departmental Bible exam.

Clinical Addictions Counseling

Mission Statement

The Graduate Clinical Addictions Counseling program endeavors to train entry level practitioners in understanding and healing the destructive nature of various addictions. Through academic rigor, using related healing arts and sciences, with integrated Christian thought, is dedicated to bring forth addiction professionals with knowledge and application of healing skills to reclaim, redeem, restore, and repurpose healthy individuals and families in body, mind, and soul to one another and God.

Requirements (48 credits)

A student who has completed the Clinical Addictions Counseling program should, with graduate-level competency, be able to:

1. Students will articulate a clear, accurate understanding of Addiction counselor professional identity.
2. Students will demonstrate knowledge of the fundamental domains in addiction counseling (i.e., foundations; theories of counseling, prevention, and intervention, advocacy; assessment; research & evaluation; and diagnosis).
3. Students will demonstrate skills and practices of addiction counseling in the delivery of behavioral health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
4. Students will deliver addiction counseling services with multicultural competence and sensitivity.
5. Students will demonstrate ability to apply relevant research and evaluation models in practice of addiction counseling.

6. Students will demonstrate ability to integrate faith with addiction counseling practice in clinically appropriate, sensitive, and ethical manner.

Core Courses

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 and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3
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

Clinical Experiences

CNS-550D	Supervised Practicum - Addictions Counseling	3
CNS-551D	Supervised Internship - Addictions Counseling and	3
CNS-552D	Supervised Internship - Addictions Counseling	3
	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-524.

Community Care

Mission Statement

The mission of the M.A. in Community Care program is to provide a Christ-centered, academic community that enhances the services provided by students in diverse vocational contexts.

Requirements (36 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-507	Research and Evaluation of Methods and Practice	3
CNS-509	Integration of Christian Faith in Professional Counseling	3
CNS-511	Issues in Addiction Recovery	3
CNS-524	Ecological Counseling and Prevention	3

CNS-541	Foundations of Marriage and Family Therapy	3
	Electives	6

Clinical Mental Health Counseling

Mission Statement

It is the mission of the M.A. in Clinical Mental Health Counseling program to provide a Christ-centered academic community that facilitates the professional and personal development of students to become competent providers of exceptional clinical mental health services to individuals and their related systems within relevant ecological contexts.

Requirements (60 credits)

A student who has completed the Clinical Mental Health program should, with graduate-level competency, be able to:

1. Students will articulate a clear, accurate understanding of CMHC professional identity.
2. Students will demonstrate knowledge of the fundamental domains in clinical mental health counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis).
3. Students will demonstrate skills and practices of clinical mental health counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
4. Students will deliver mental health services with multicultural competence and sensitivity.
5. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical mental health counseling.
6. Students will demonstrate ability to integrate faith with clinical mental health counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

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 and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550A	Supervised Practicum - Clinical Mental Health Counseling	3
CNS-551A	Supervised Internship - Clinical Counseling	3
CNS-552A	Supervised Internship - Clinical Counseling	3

CNS-554 is no longer required by CACREP or the Indiana CMHC Licensure Board. Students are permitted to select a course from a list of suggested course alternatives as a substitute. The program advisor will assist students in identifying a suitable alternative course.

Specialization Courses

CNS-511	Issues in Addiction Recovery	3

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Assessment and Intervention in Clinical Mental Health	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives (9)	9

Marriage and Family Counseling/Therapy

Mission Statement

The MFC/T Program is committed to training entry level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity, and sensitivity to diverse populations of individuals, couples, and families.

Requirements (60 credits)

A student who has completed the MFC/T program should, with graduate-level competency, be able to:

1. Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.
2. Students will demonstrate skills and practices of individual, couple, and family therapy.
3. Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.
4. Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.
5. Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.
6. Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.

Minimum length 2 1/2 years; Maximum length 6 years

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 and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551M	Supervised Internship - Marriage and Family Therapy	3
CNS-552M	Supervised Internship - Marriage and Family Therapy	3
CNS-554M	Advanced Supervised Internship Marriage and Family Therapy	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
	Elective	3

School Counseling

Mission Statement

Indiana Wesleyan University Graduate School Counseling Program prepares future professional school counselors in knowledge, skills, and best practices of school counseling, with Christ-like servant leadership to effectively work with culturally diverse students, faculty, and families.

Requirements (48 credits)

A student who has completed the School Counseling program should, with graduate-level competency, be able to:

1. Students will demonstrate knowledge of the foundations of school counseling.
2. Students will evaluate comprehensive school counseling programs with the use of appropriate data.
3. Students will demonstrate comprehensive school counseling by synthesizing professional skills and interactions.
4. Students will integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice.

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 and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550S	Supervised Practicum - School Counseling	3
CNS-551S	Supervised Internship - School Counseling	3
CNS-552S	Supervised Internship - School Counseling	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
	Elective	3

Elective

Choose 1 Divisional Course, including the six new courses to be written or rewritten

CNS-538	Theory and Practice of Play Therapy	3
SDC-530	Social Justice in Action	3
CNS-555	Academic Counseling and Classroom Management	3
CNS-556	P-12 College, Career, and Life Preparedness	3
CNS-557	Mental Health Issues in School Counseling P-12	3
CNS-558	Trauma and Grief in Counseling	3

Student Development Administration

Mission Statement

The SDA Program is committed to providing students with knowledge in the theory and practice of student development as well as critical counseling-related skills to effectively serve, understand, and communicate with college students.

Requirements (36 credits)

A student who has completed the Student Development Administration program should, with graduate-level competency, be able to:

1. Students will articulate a clear, accurate understanding of the Student Development profession.
2. Students will demonstrate knowledge of the ethical and legal considerations specifically related to the practice of student development.
3. Students will understand the knowledge, skills, and attitudes that connect the history, philosophy, and values to one's professional practice.
4. Students will gain awareness of student development theories as they relate to the formative needs of college and university students.
5. Students will demonstrate knowledge of the challenges and opportunities of working with diverse populations.
6. Students will explore the concepts of organizational culture, budgeting, and finance in higher education.
7. Students will demonstrate competence in counseling and coaching group formation skills and systems techniques.
8. Students will develop the ability to use, design, conduct, and analyze qualitative and quantitative assessment, evaluation, or research projects.

Counseling Core Classes (12 credits)

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-507	Research and Evaluation of Methods and Practice	3

Electives (5 credits)

SDC-520	Foundations of Professional Coaching	3

SDC-525	Special Topics in Student Life Administration	0 to 3
SDC-532	Life Calling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-520	Sexuality, Intimacy and Gender	3
CNS-544	Graduate Capstone Project	3
CNS-559	Thesis Project	3

Student Development Core Classes (19 credits)

SDC-501	History of Higher Education	2
SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-515	Career Counseling for Student Development	3
SDC-518	Legal and Ethical Issues in Student Development	2
SDC-551	Supervised Internship - Student Development	3
SDC-552	Supervised Internship - Student Development	3

Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in Addictions Counseling, Student Development Administration, and Professional Coaching, 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. Gainful Employment Disclosure

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

Graduate Certificate in Student Development Administration

Gainful Employment

Requirements

Graduate Certificate in Student Development Administration

SDC-501	History of Higher Education	2
SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-515	Career Counseling for Student Development	3
SDC-518	Legal and Ethical Issues in Student Development	2
SDC-525	Special Topics in Student Life Administration	0 to 3
SDC-551	Supervised Internship - Student Development	3

SDC-525 must be taken for 2 credits.

Professional Coaching

Gainful Employment

Requirements (18 credits)

Professional Coaching Certificate

CNS-503	Theory and Techniques in the Helping Relationship	3
SDC-515	Career Counseling for Student Development	3
SDC-520	Foundations of Professional Coaching	3
SDC-522	Coaching and Self	3
SDC-524	Coaching and Systems	3
SDC-526	Coaching Applications - Experiential Methods	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. Gainful Employment

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 from which at least 30 semester hours were completed.
3. A completed application form and all required documents for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. A letter of intent 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 (typically 15-18 credit hours) for any license/certification process is the responsibility of the applicant.
6. Students seeking licensure for Clinical Mental Health Counseling, Marriage & Family Therapy/Counseling, and Addictions Counseling, need to submit an application for licensure to the Professional Licensing Agency or respective state licensing board, and provide the letter received from the board specifying content area deficiencies.
7. If clinical hours (practicum and/or internship) are needed, the student must demonstrate evidence of entry-level proficiency in the delivery of counseling services. This is accomplished by presenting a recorded sample of the applicant's direct service to a client and a reference from a qualified supervisor. This tape and reference will be reviewed by the Graduate Counseling Director of Clinical Training and be considered in the admission process.

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 Council for Accreditation of Educator Preparation (CAEP) 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. 206)

Elementary Education/Exceptional Needs Education (p. 208)

Secondary Education (P-12 Certification)

Music Education: Choral

(p. 219)

Music Education: Instrumental

(p. 219)

Music Education: Choral, General, and Instrumental

(p. 219)

Physical and Health Education (p. 221)
 Spanish Education (p. 226)
 TESOL Education (p. 228)
 Theatre Education (p. 230)
 Visual Arts Education (p. 231)

Secondary Education (5-12 Certification)

Biology Education (p. 222)
 Chemistry Education (p. 222)
 English Education (p. 216)
 Mathematics Education (p. 218)
 Physical and Health Education (p. 221)
 Social Studies Education (p. 224)
 Science Education (Biology/Chemistry)
 (p. 222)
 Visual Arts Education (p. 231)

Exceptional Needs Education

Exceptional Needs: P-12 (p. 232)

The Intense Interventions Certification course sequence may be added to either the EXN major or the ELE/EXN double major.

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 the completion of EDU-130 American Education. 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. Dispositions, Attitudes and Proficiencies interview; reading and writing on demand assessments.

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 Teacher Education Office 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 Teacher Education Office). The following documents must accompany the student teaching application.
3. Revised autobiography.
4. Revised philosophy of education.
5. Current degree audit and transcript.
6. Assessment of candidate readiness.
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. The summary pass rate for all IWU program completers in 2017-2018 was 96%.

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 TESOL major, 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

THE-101	Theology of Christian Life	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	Introduction to 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 (64-70 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-295	Elementary School Observation/Participation (k-6)	1 to 3
EDU-245	Foundations of Literacy	3
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
Gray Block		
EDU-301	Management in the 21st Century Classroom	1
EDU-292	Fine Arts for Elementary Teacher	3
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDU-373	Elementary Field Experience - Gray	1 to 2
EDU-386	Assessment in Elementary Education	3

EDU-386P	Assessment in Elementary Education Practicum	0 to 1

Red Block

EDU-302	ELL in the 21st Century Classroom	1
EDU-306	Mathematics Methods and Materials	3
EDU-354	Literacy Methods	3
EDU-356	Science Methods	3
EDU-391	Elementary Field Experience - Red Clinical	1 to 2

Student-Teaching:

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 (p. 210)
- Mathematics Minor for Elementary Education (p. 211)
- Science Minor for Elementary Education (p. 211)
- World Language and Culture Minor for Elementary Education (p. 212)
- Exceptional Needs Minor for Elementary Education (p. 210)
- Mathematics Concentration (p. 213)
- Science Concentration (p. 213)
- Social Studies Concentration (p. 214)
- World Language and Culture Concentration (p. 215)
- Language Arts Concentration (p. 215)
- TESOL Concentration (p. 216)

Elementary Education/Exceptional Needs Double Major

General Education (43-46 credits)

Required Courses

THE-101	Theology of Christian Life	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	Introduction to 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 (79-82 credits)

Gray Block

EDU-301	Management in the 21st Century Classroom	1
EDU-292	Fine Arts for Elementary Teacher	3
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDU-373	Elementary Field Experience - Gray	1 to 2

Red Block

EDU-302	ELL in the 21st Century Classroom	1
EDU-306	Mathematics Methods and Materials	3
EDU-354	Literacy Methods	3
EDU-356	Science Methods	3
EDU-391	Elementary Field Experience - Red Clinical	1 to 2
EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-245	Foundations of Literacy	3
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
EDS-350	Assessment in Special Education	3
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-382	Methods for Teaching Adolescents With Exceptional Needs	3
EDS-385	Special Education Practicum I	2
EDS-386	Special Education Practicum II	1

Student Teaching		
EDU-491	Supervised Student Teaching in Elementary School (K-6)	15
EDU-495	Student Teaching Seminar	1

The Intense Intervention Certification course sequence may be added to the ELE/EXN double major.

Elementary Minors

Exceptional Needs Minor

Exceptional Needs Minor

Required Courses (20-21 credits)

EDS-215	Teaching and Learning in Inclusive Settings	3
EDS-350	Assessment in Special Education	3
EDS-350P	Assessment in Special Education Practicum	0 to 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-382	Methods for Teaching Adolescents With Exceptional Needs	3
EDS-385	Special Education Practicum I	2

Language Arts Minor for Elementary Education (21 credits)

Required Courses (18 credits)

EDU-265	Young Adult Literature	3
ENG-170	Introduction to Linguistics	3
ENG-220	Approaches to Literary Analysis	3
ENG-241	Studies in English Grammar	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
	or	
ENG-307	American Literature II - 1865 to Present	3

WRI-234	Advanced Writing	3
	or	
WRI-235	Creative Writing	3

Choose one additional course above ENG-200 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 (22-25 credits)

Required Courses (9 credits)

MAT-111	Mathematics for Elementary Teachers	3
MAT-211	Mathematics for Elementary Teachers II	3
MAT-204	Applied Statistics I	3
	or	
MAT-112	General Statistics	3

Choose one of the following: (3-4 credits)

MAT-120	College Algebra/Trigonometry	4
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4

Choose one of the following: (3-4 credits)

CIS-121	Introduction to Programming	3
CIS-122	Introduction to Web Programming	3
CIS-125	Introduction to Computer Sciences I	4

Math Electives (6-8 credits)

Math electives should be selected to bring the total to at least 22 credits. Electives may be any course numbered above MAT-200.

Science Minor for Elementary Education (19-21 credits)

Required Courses (4 credits)

PHY-120	Physical Science	4
	and	
PHY-120L	Physical Science Lab	0

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
	and	
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

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	3
SPA-118	Beginning Spanish II	3

Required Courses (3-9 credits)

SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	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 to 9
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 (15-17 credits)

Required Courses (6 credits)

MAT-211	Mathematics for Elementary Teachers	3
	II	
MAT-204	Applied Statistics I	3

Suggested courses: MAT 204; one of the following: MAT 130, MAT 223, MAT 253; one of the following: CIS 121, CIS 122, CIS 125; Elective above MAT 200.

Choose one of the following: (3-4 credits)

MAT-130	Applied Calculus	3
MAT-223	Introduction to Mathematics Via	3
	Discrete Processes	
MAT-253	Calculus I	4

Choose one of the following: (3-4 credits)

CIS-121	Introduction to Programming	3
CIS-122	Introduction to Web Programming	3
CIS-125	Introduction to Computer Sciences I	4

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	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
	and	
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 and	4
BIO-105L	Heredity and Disease Lab	0
BIO-106	Environment and Society and	4
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 and	4
CHE-104L	Chemistry and Artists' Colors Lab	0
CHE-105	Exploring Chemistry and	4
CHE-105L	Exploring Chemistry Lab	0
CHE-120	Introduction to Organic and Biological Chemistry and	4
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 and	3
PHY-140L	Astronomy Lab	1

Social Studies Concentration (15 credits)

Political Science (3 credits)

Choose one of the following:

POL-100	American Government	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-232	Comparative Politics	3

Sociology (3 credits)

Choose one of the following:

SOC-210	Intergroup Relations	3
SOC-225	Cultural Anthropology	3

History (3 credits)

Choose one of the following:

HST-103	Recent History and Politics	3
HST-190	World History 1500 to Present	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3

Economics (3 credits)

Choose one of the following:

ECO-211	Introduction to Economics	3
ECO-212	Microeconomics	3

ECO-213	Macroeconomics	3

Geography (3 credits)

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	3

SPA-118	Beginning Spanish II	3

Required Courses (3-9 credits)

SPA-237	Intermediate Spanish I	3

SPA-238	Intermediate Spanish II	3

SPA-347	Advanced Spanish I Conversation I	3

Choose one of the following: (3 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

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-220	Approaches to Literary Analysis	3

ENG-306	American Literature I - Pre-Columbian to 1865	3

or

ENG-307	American Literature II - 1865 to Present	3

ENG-241	Studies in English Grammar	3

WRI-234	Advanced Writing	3

or

WRI-235	Creative Writing	3

EDU-265	Young Adult Literature	3

Suggested courses: EDU 265, ENG 220, ENG 241

TESOL Concentration

TESOL Concentration (15 credits)

Requirement Courses

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

Suggested courses: ENG 170, ENG 241, TSL 203, TSL 305 or TSL 350

Secondary Education (5-12, P-12 Certification)

Secondary Education - B.S.

General Education (42-48 credits)

Required Courses

THE-101	Theology of Christian Life	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	Introduction to Sociology	3
	or	
SOC-210	Intergroup 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 (0-6 credits)

Writing Competency	0-3
Speech Competency	0
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 (35-36 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	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 (39-51 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Young Adult Literature (3 credits)

EDU-265	Young Adult Literature	3

Literature in Context Courses (9 Credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre- Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (9 credits)

ENG-490	Literature in Cultural Diversity or	3
ENG-495	Literature in Gender Diversity Seminar Electives in English (6 credits at the 310-400 level)	6

Linguistics (6 credits)

ENG-241	Studies in English Grammar	3
ENG-352	History of English Language	3

Foreign Language (0-12 credits)

Intermediate Competency in modern or ancient foreign language

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 (37-38 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	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 (49-52 credits)**Required Courses (39 credits)**

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-231	Mathematics for Middle School Teachers	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-282	Transition to Advanced Mathematics	4
MAT-322	Mathematical Modeling I	3
MAT-333	Modern Geometry	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: (3-4 credits)

MAT-204	Applied Statistics I	3
MAT-363	Mathematical Statistics I	4

Supporting Course (3-4 credits)

CIS-121	Introduction to Programming	3
	or	
CIS-125	Introduction to Computer Sciences I	4

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 (36-37 credits)**

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382MU	Methods of Teaching Senior High/Junior High/Middle School Music	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
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 (45-52 credits)**

MUS-101-401	Applied Music	7
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

MUS-160 requirement may be met by competency test.

Piano (6-8 credits)

Competency through:

Instrumental: Class Piano Level III	6
Choral and General: Class Piano Level IV	8

Specialty Course (one of the following) (2 credits)

MUS-125	Diction for Singers I	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 -38 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	Disciplinary Literacy	3
EDU-382HE	Methods of Teaching Senior High/Junior High/Middle School Health Education	2 to 3
EDU-382PE	Methods of Teaching Sr High/Jr High/ Middle School Physical Education	2 to 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
	or	
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
	and	
EDU-495	Student Teaching Seminar	1

EDU-382HE and EDU-382PE must be taken for 2 hours.

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	CPR and First Aid	2
	or	
	Certification proof	
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 Physical 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	1 to 2
	or	
EDU-200	Educational Technology	1 to 2

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-322	Elementary Physical Education	3
PHE-322P	Elementary Physical Education Practicum	1

Science Education (5-12 Certification)**Education Courses (38-39 credits)**

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382SC	Methods of Teaching Senior	3

	High/Junior High/Middle School Science	
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)

All Science Education Majors:

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
	or	
CHE-490	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 (20-23 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 4

Social Studies Education (5-12 Certification)

Education Courses (38-39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	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

Foundation Courses

MAT-112	General Statistics	3

Required:

Historical Perspectives (12 credits)

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
	HST Elective (300 or 400 level)	3

Government (12 credits)

POL-100	American Government	3
POL-232	Comparative Politics	3
	or	
POL-230	World Politics	3
POL-200	State and Local Government and Politics	3
POL	Elective (300-400 level): see "Scholarship List" requirement below	3

Geography

GEO-202	Political and Cultural Geography	3

Content areas

Choose one of the following:

Economics (12 credits)

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
	Elective	3
ECO	Elective (300-400 level)	3

Sociology (12 credits)

	SOC Elective	3
	SOC Elective	3
	SOC Elective	3
SOC	Elective (300-400 level)	3

Psychology (12 credits)

	PSY Elective	3
	PSY Elective	3
	PSY Elective	3
PSY	Elective (300-400 level)	3

Scholarship List Requirement: SSE majors are required to take an upper-division scholarship quality elective under both the Historical Perspectives requirement and the Government requirement. Both the HST and POL upper-division scholarship quality courses will be determined by the SSE content advisor in coordination with the School of Teacher Education.

Advanced Placement

Students majoring in Social Studies Education can receive Advanced Placement Credit for courses as follows:

Advanced Credit Exam	Minimum Score	Semester Hours	IWU Equivalent

Comparative Government & Politics	4	3	POL232
Comparative Government & Politics	3	3	UNDI
Human Geography	4	3	GEO202
Government & Politics-United States	4	3	POL100
Government & Politics-United States	3	3	UNDI
History-European	3	3	UNDI
History-United States	4	3	HST211
History-United States	4	3	HST212
History-United States	3	3	UNDI
Macroeconomics	4	3	ECO213
Microeconomics	4	3	ECO212
Psychology	4	3	PSY150
Statistics	4	3	MAT112

UNDI - credit is not assigned to a specific course but does count toward the overall college degree as an elective

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 (38-40 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/	1 to 2

	Participation	
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382	Methods of Teaching Senior High/Junior High/Middle School Subjects	3
EDU-382TE	or Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3 to 4
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)

Language Courses (18-21 credits)

ENG-170	Introduction to Linguistics	3
SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Advanced Spanish I Conversation I	3
SPA-349	Advanced Spanish II	3

Students are required to pass SPA-117, SPA-118, SPA-237, SPA-238, and SPA-347 with a minimum grade of "C" before advancing to the next level.

The foreign language coordinator may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

CLEP Policy

Students may not elect to take SPA- 117, SPA- 118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level course, but may pursue CLEP credit prior to completing SPA-349 or with the approval of the foreign language coordinator.

Students may CLEP SPA 117, SPA 118, or SPA 237 for credit. However, students must CLEP these courses prior to completing SPA 349 or with the approval of the foreign language coordinator to receive credit for their major or minor.

AP Policy

Incoming freshmen 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 competency.

All Spanish Education majors must do the following prior to taking advanced level classes:

- Have a minimum cumulative GPA of 2.75 and a minimum GPA of 3.0 in the major.
- Take and pass the basic skills competency exam.

- Successfully complete the DAP interview.
- Successfully complete a "reading on demand" and "writing on demand" in Spanish.

Spanish Electives (18 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	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

Senior Seminar (3 credits)

SPA-470	Spanish Capstone	3

Foreign Study Experience

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 for credit. Must be taught in Spanish and must be from an approved, accredited program.

If a student decides not to pursue CLEP credit prior to completing SPA 349, he or she must study abroad in Seville, Spain, for one semester in order to earn the remaining credits and graduate in 4 years. Students are highly encouraged to study abroad.

All Spanish Majors and Minors are strongly encouraged to study abroad through IWU-sponsored or IWU -approved programs during their junior year.

Students should consult with the Foreign Language Coordinator, the Global Engagement Office, as well as their faculty advisor before taking courses abroad to ensure that they are appropriate.

Prerequisite: SPA 349, junior standing, and approval from the Foreign Language Coordinator.

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 (41-42 credits)

EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-250	Principles of Teaching	3
EDU-354	Literacy Methods	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching	3 to 4

	English to Speakers of Other Languages	
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3

EDU-382TE must be taken for 4 credits.

TESOL Courses (35-47 credits)

Intercultural (3 credits)

INT-220	Intercultural Relationships	3

English/TESOL (20 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-450	English Grammar Pedagogy	2
TSL-471	Research Seminar	2
TSL-481	TESOL Capstone	1

Foreign Language (0-12 credits)

Foreign Language
or
demonstration of intermediate-level competency

Electives (12 credits)

Choose one from each of the first three areas and one from any of the remaining four areas:

Linguistics

ENG-352	History of English Language	3
TSL-368	Special Topics in TESOL	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

Global Studies

ICD-240	Urban Anthropology	3
INT-315	Christianity in Intercultural Contexts	3
INT-350	Transformational Development Principles	3
INT-402	Contemporary Global Issues	3
PHL-248	Religions of the World	3
SOC-225	Cultural Anthropology	3

Communication

COM-112	Introduction to Multimedia	2

	Storytelling	
COM-226	Voice and Movement	3
COM-280	Intercultural Communication	3
COM-326	Conflict Communication	3
COM-352	Interpersonal Communication	3
COM-362	Scriptwriting	3

Other Courses

TSL-260	TESOL Internship	1 to 3

Theatre Education (P-12)

Education Courses (38 credits)

Education Courses

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
EDU-324	Disciplinary Literacy	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-382TH	Methods of Teaching Senior High/Junior High/Middle School Theatre	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

Theatre Courses

Division Core

THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Major Requirements

THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-301	Theatre Practicum	1 to 3
ENG-360	Modern Drama	3
ENG-361	Shakespeare	3
THR-226	Voice and Movement	3

THR-355	Advanced Acting	3
THR-310	Stage Design for Theatre I	3

Visual Arts Education (5-12, P-12 Certification)

Education Courses (36-37 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	1 to 2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	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
	or	
EDU-492	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-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
PHO-110	Photo I	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-331	Representational Painting	3

ART-101, ART-120 or ART-122, and ART-238: required prior to "mid-point review"

Three-Dimensional Design (9 credits)

ART-131	Ideation/Interpretation 2	3
ART-241	Ceramics I	3
ART-251	Sculpture I	3

ART-131 and ART-251: 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 (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).

A Severe and Profound program may be added to the Exceptional Needs major.

General Education (42-48 credits)

Required Courses

THE-101	Theology of Christian Life	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	Introduction to Sociology	3

or

SOC-210	Intergroup 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 (0-6 credits)

	Writing Competency	0-3

	Speech Competency	0

	Intercultural Competency	0-3

Professional Core (38-39 credits)

EDU-130	American Education	3

EDU-200	Educational Technology	1 to 2

EDU-245	Foundations of Literacy	3

EDS-215	Teaching and Learning in Inclusive Settings	3

EDS-350	Assessment in Special Education	3

EDS-350P	Assessment in Special Education Practicum	0 to 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

P-12 Exceptional Needs Major (19 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	Literacy Methods	4

EDS-381	Methods for Teaching Children With Exceptional Needs	3

EDS-382	Methods for Teaching Adolescents With Exceptional Needs	3

Intense Intervention (9 credits)

The Intense Intervention Concentration may be added to the EXN 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 Physical and Applied Sciences

The School of 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. 234)

Natural Sciences Division (p. 247)

Mathematics and Computer Information Sciences Division (p. 259)

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

Majors

Athletic Training (p. 235)

Exercise Science (p. 238)

Physical and Health Education (p. 239)

Sports Management (p. 241)

Sports Ministries (p. 241)

Minors

Health Promotion & Wellness (p. 235)

Coaching Education (p. 245)

Military Leadership (p. 247)

Recreation and Camp Administration (p. **Error! Bookmark not defined.**)

Programs

Pre-Occupational Therapy (p. 242)

Pre-Physical Therapy (p. 242)

ROTC (p. 246)

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.

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.

Health Promotion and Wellness Minor

Requirements (24 credits)

Required Courses

BIO-111	Anatomy and Physiology I	4
PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-230	CPR and First Aid	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 program. IWU's athletic training program (ATP) 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 professional program. The application process to this program is a two-term process. For a traditional student the application process should be started in the fall of the first year of declaring the major, with formal application being due on April 1 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 1 of the second term. A spring to fall term applicant will have their application due December 1 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. The Athletic Training major received re-accreditation for 10 years by CAATE on November 8, 2017.

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, additional semesters of study may be necessary to satisfy the educational and clinical requirements for CAATE as well as IWU's Athletic Training Program. A transfer student may apply certain athletic training courses from another university/college

toward our major if the course is acceptable to the ATP director (e.g., course content, credit hours, and description) and meets all transfer requirements by the Registrar's Office.

Athletic Training Program Application Procedure

All students applying to the IWU ATP must meet the technical standards of the program. 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 ATP 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 program as an athletic training student:

1. A formal cover 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 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 2.75 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 Athletic Training Program is desirable but not required.

Athletic Training Program Retention Policy

To remain in the Athletic Training 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 2.75 cumulative GPA (B-).
3. Be in good standing with the university (e.g., no citizenship probation).
4. Participate in FERPA, OSHA, HIPAA and blood-borne pathogen training each academic year.
5. Complete a criminal background check through IWU prior to required clinical rotations.
6. Maintain BLS CPR-PR/AED certification while enrolled at IWU.
7. Show progress through clinical instruction and learning over time.
8. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Athletic Training 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 program as identified in the ATP 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 (university or program) 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 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 ATP, their pre-participation physical is acceptable for this requirement.

Requirements (69 credits)

Pre-Professional phase - PATH (Pre-Athletic Training) Prerequisites to the Athletic Training Program (11 credits)

BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4
PHE-101	Concepts of Health and Wellness	1
PHE-230	CPR and First Aid	2

Professional phase - ATH (Athletic Training) Core Curriculum of the Athletic Training 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 Measurement	3
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 and Therapeutic Medications	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 and Physics of Human Movement	3
PHE-374	Physiology of Exercise	3

Athletic Training Major Requirements for Graduation

1. Athletic training students must complete, at a minimum, 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 BLS 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 program, mediated by CoAES (Committee on Accreditation for the Exercise Sciences) and accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs), 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 Certified Exercise Physiologist (EP-C) and other certifications by the American College of Sports Medicine (ACSM) or National Strength and Conditioning Association (NSCA). The Exercise Science major received re-accreditation for 10 years by CAAHEP on March 16, 2018.

Admission requirements to Exercise Science Program:

1. First time freshman
 - a. Complete PHE 170, BIO 111/111L, BIO 112/112L, PHE 101
 - b. Achieve sophomore status
 - c. Minimum major GPA 2.50, cumulative GPA 2.50
2. Transfer and all other students
 - a. Enroll and complete 7 credits in IWU exercise science major
 - b. Achieve sophomore status
 - c. Minimum major GPA 2.75, cumulative GPA 2.50

Once a student is admitted to the Exercise Science Program a \$300 program fee will be assessed in PHE-374L.

Continuation in Exercise Science Program:

1. Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.
2. Maximum number of semesters as a pre-exercise science major is 4 semesters.
3. Major GPA requirements: 2.75 in the major and 2.50 cumulative.

Exercise Science majors must take PHE-134 as their General Education activity course before PHE-379.

Requirements (53-57 credits)

Required Courses

ATR-431	Evaluation/Recognition of Injuries/Cond Athletic Injuries	2
ATR-440	Pharmacology and Therapeutic Medications	2
BIO-112	Anatomy and Physiology II and	4
BIO-112L	Anatomy and Physiology II Lab	0
CHE-120	Introduction to Organic and Biological Chemistry and	4
CHE-120L	Introduction to Organic and Biological Chemistry Lab or	0
CHE-125	General Chemistry I and	5
CHE-125L	General Chemistry I Lab	0
PHE-170	Introduction to Exercise Science	3
PHE-225	Psychology of Sport and Exercise	3
PHE-286	Kinesiology	4
PHE-352	Sport Law and Risk Management	3
PHE-365	Public and Community Health	3
PHE-370	Biomechanics and Physics of Human Movement	3
PHE-370L	Biomechanics and Physics of Human Movement Lab	1
PHE-374	Physiology of Exercise	3
PHE-374L	Physiology of Exercise Lab	1
PHE-379	Principles of Fitness Assessment	3
PHE-380	Principles of Exercise Prescription	2
PHE-383	Professional Experience I	1
PHE-413	Health Promotion and Wellness Management	3
PHE-415	Nutrition for Sport and Performance	4
PHE-483	Exercise Science Internship	1 to 4
PHE-485	Senior Research Seminar I	2
PHE-486	Senior Research Seminar II	1
PHE-487	Culminating Senior Experience	0

Physical and Health Education (5-12, P-12 Certification)

The Physical and Health Education major at Indiana Wesleyan University is designed to prepare students to influence the lives of children and adolescents in the pre-K – 12 grade educational environments. While the psychomotor domain represents the primary focus, its relationship with the cognitive, affective, and spiritual domains are emphasized, as well. This is accomplished through a combination of theoretical knowledge and practical experiences.

Please see School of Teacher Education-Teacher Education Program for admission criteria.

Education Courses (35 credits)

EDU-130	American Education	3
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional	3

	Learner	
EDU-324	Disciplinary Literacy	3
EDU-382HE	Methods of Teaching Senior High/Junior High/Middle School Health Education	2 to 3
EDU-382PE	Methods of Teaching Sr High/Jr High/ Middle School Physical Education	2 to 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
	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-230	CPR and First Aid	2
	or	
	Certification proof	
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 Physical 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	1 to 2
	or	
EDU-200	Educational Technology	1 to 2

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-322	Elementary Physical Education	3
PHE-322P	Elementary Physical Education Practicum	1

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-230	CPR and First Aid	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

PHE-210 must be taken for 2 credits.

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)

Ministry Core (15 credits)

BIL-202	Inductive Bible Study	3

THE-233	Christian Theology I	3
REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL	300/400 Advanced OT/NT	3

Practical Theology (PRT) (15 credits)

YTH-230	Programming Youth and Family Ministries and	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
YTH-380	Advanced Studies in Youth and Culture	2
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2
REL-340	Models of Sports Ministry	3
CED-240	Teaching the Bible to Youth and Adults	3
	or	
REL-365	Homiletics I	3
REL-370	Introduction to Pastoral Care and Counseling	2

Health and Human Performance (HHP) (18 credits)

PHE-122	Active Recreation Games	1
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-350	Ethics and Character Development in Sport	3
	or	
PHE-354	Sports Management	3
	or	
PHE-371	Administration of Physical Education and Athletics	3
PHE-470	Sports Ministry Internship	3
REC-260	Recreation Leadership and Programming	3
	or	
REC-380	Camp Management	3
	or	
YTH-240	Camp and Retreat Ministries	3

Pre-Occupational/Physical Therapy Programs

The Health and Human Performance (HHP) division is one entry point for those students interested in Physical or Occupational Therapy. The Pre-OT and PT programs consist of a combination of courses taken in conjunction with the course requirements for any other university major. Common major choices include Exercise Science, Applied Health and Fitness, Biology, Psychology or Athletic Training. These programs are designed to prepare students for application to a professional OT or PT program. It should be noted that these pre-programs do not meet all requirement for all PT or OT programs. Some schools may require different coursework; therefore as a student narrows their choice of graduate programs, it is imperative that the students identify the appropriate prerequisite requirements necessary. Students should work with their academic advisors to ensure they have met all of the necessary admissions requirements. The coursework for these two pre-professional programs is listed below.

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/Physical Therapy programs. Upon completion of the sophomore year, students interested in the Pre-Occupational/Physical Therapy programs must have a minimum GPA of 3.0 and interview with the Pre-Occupational/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 Pre-OT/PT designation will be dropped from the degree audit. If the student is graduating in that semester, the Pre-OT/PT 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/PT Committee.

Transfer Students

Transfer students wishing to enter the Pre-OT/PT 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/PT program will be based on IWU courses only.

Requirements Pre-Physical Therapy Core (36 credits)

Requirements Pre-Physical Therapy Core (36 credits)

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-204	Applied Statistics I or	3
MAT-305	Statistics for Social Sciences	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
SOC-150	Introduction to Sociology	3
PSY-250	Developmental Psychology	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

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 Rehabilitation II	2
PHE-286	Kinesiology	4
MAT-113	College Algebra With Modeling	3
MAT-120	College Algebra/Trigonometry	4

Requirements Pre-Occupational Therapy Core (39-40 credits)

Pre-Occupational Therapy Core

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
PHE-190	Medical Terminology	3
MAT-204	Applied Statistics I or	3
MAT-305	Statistics for Social Sciences	3
PHY-211	General Physics I and	4
PHY-211L	General Physics Lab	0
SOC-150	Introduction to Sociology or	3
SOC-210	Intergroup Relations	3
PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
	Research Methods Course (2-3)	2-3

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

PHE-286	Kinesiology	4
CHE-120	Introduction to Organic and	4

PHE-370	Biological Chemistry Biomechanics and Physics of Human Movement	3
PHE-370L	Biomechanics and Physics of Human Movement Lab	1

Coaching Education Minor

Requirements (22 credits)

Choose at least 1 of the following:

(Sport Management majors MUST take PHE-385 or PHE-423)

PHE-225	Psychology of Sport and Exercise	3
PHE-264	Principles of Strength and Conditioning	3
PHE-352	Sport Law and Risk Management	3
PHE-385	Psychology of Motor Learning	3
PHE-423	Adapted Physical Activity	3

Required Courses (15 credits)

PHE-165	Principles/Problems of Coaching	3
PHE-230	CPR and First Aid	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-255	Scientific Aspects of Physical Education and Coaching	3
PHE-282	Motor Development	2
PHE-350	Ethics and Character Development in Sport	3

Choose two courses from the following (4 credits):

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, course may only be taken during his or her sport's primary season of competition.

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)

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

Choose one of the following: (3 credits)

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	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. 248)
- Biology Minor (p. 250)
- Biology - A.S. (p. 250)
- Biology Education (p. 250)
- Medical Technology - B.S. (p. 250)

Chemistry Programs

- Biochemistry - B.S. (p. 252)
- Chemistry - B.S. (p. 253)
- Chemistry Minor (p. 254)
- Chemistry - A.S. (p. 254)
- Chemistry - A.B. (p. 254)
- Chemistry Education (p. 255)

Physics Programs

- Physics Major - B.S. (p. 255)
- Physics Minor (p. 256)

Pre-Engineering Program

See the Mathematics section of the catalog for specific information regarding the Pre-Engineering program (p. 266).

Pre-Medical Science Programs

- Pre-Dentistry (p. 257)
- Pre-Medicine (Allopath/Osteopath)
(p. 257)
- Pre-Optometry (p. 257)
- Pre-Pharmacy (p. 257)
- Pre-Physician Assisting (p. 257)

Pre-Podiatry (p. 257)
 Pre-Public Health (p. 257)
 Pre-Speech Pathology/Audiology
 (p. 257)
 Pre-Veterinary Medicine (p. 257)

(p. 257)
 Pre-Chiropractic Medicine (p. 257)
 See the Health and Human Performance section for Pre-Chiropractic Medicine requirements or additional information listed in the Pre-Medical Science Program information under the Natural Sciences Division.

(p. 242)
 Pre-Occupational Therapy (p. 242)
 See the Health and Human Performance section for Pre-Occupational Therapy requirements.

(p. 242)
 Pre-Physical Therapy (p. 242)
 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.

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 480 or above (or MAT-120)
 ACT Math score of 21 or above (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** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

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 RSAT Math (510 or above); or ACT Math (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 4
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

(All prerequisite courses require a grade of "C" or better.)

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. 250).

Biochemistry Major

The Indiana Wesleyan University Chemistry Department offers a Bachelor of Science degree in Biochemistry (p. 252).

Biology Education Major

See the education section of the catalog for specific requirements for the Biology Education (p. 222) 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** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

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 RSAT Math (510 or above); or ACT Math (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 System, 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-100, Principles of 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 Sciences. 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** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

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 RSAT Math (510 or above); or ACT Math (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 4

	or	
CHE-495	Research in Chemistry	1 to 4
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 RSAT Math (510 or above); or ACT Math (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 4

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 - 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 RSAT Math (510 or above); or ACT Math (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 - A.S.

The Associate of Science degree requirements are the same as the Chemistry Minor (p. 254).

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 minor. 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 RSAT Math (510 or above); or ACT Math (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 Education Major

See the education section of the catalog for specific requirements for a Science Education (p. 222) major.

Physics Programs

Physics Major - B.S.

The B.S. degree in Physics is intended for those entering graduate or professional schools in engineering and medicine. It is also excellent preparation for entry-level careers in physics, engineering and other allied fields. The Physics Major program will prepare students for employment in a wide variety of jobs in the field of STEM (Science, Technology, Engineering and Math). The program gives students a broad and deep level of physical insight, critical and analytical thinking, mathematical and computational facility, and experimental ability. This major may be combined with other programs such as Pre-Med or education for those students intending on a career in the medical profession or teaching.

B.S. Degree Requirements: A total of 58 credit hours of physics, mathematics, and chemistry are required. A minimum of 38 credit hours must be in physics. In addition, 20 credit hours are required in selected mathematics and chemistry courses. At the discretion of the Physics Department, a student's four-year plan of study may include taking upper level physics coursework in conjunction with Taylor University classes. Access to these courses will be available either through internet-based technology or personal transportation. Taylor University is approximately 20 minutes away by car. Due to differences in academic calendars between IWU and Taylor University, fall semester courses will be preferentially (but not exclusively) selected and will require physics majors to start Taylor courses approximately one week earlier than their corresponding IWU courses. Taylor U. courses will not be transcribed as transfer courses but as IWU courses at Taylor U.; therefore, these courses will not represent a challenge to the policy requiring the last 30 hours must be taken at IWU. Students are responsible for any additional fees and/or transportation costs to and from Taylor U.

Plan of Study:

Physics Core Required Courses (38 credits)

PHY-221	University Physics I	4
	and	
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
	and	
PHY-222L	University Physics II Lab	0
PHY-230	Electronics	4
PHY-270	Modern Physics	3
PHY-311	Analytical Mechanics	3
PHY-321	Thermodynamics/Statistical Mechanics	3
PHY-325	Mathematical Methods of Physics	3
PHY-331	Electromagnetism I	3
PHY-351	Quantum Mechanics I	3
PHY-385	Advanced Physics Laboratory/Measurements	4

PHY-490	Physics Senior Seminar	1
PHY-495	Research in Physics	1 to 4

PHY 321 may be taught together with IWU CHE 440 Physical Chemistry I.

PHY 490 taken with CHE 490 Chemistry Senior Seminar.

Note: Only two credits of Research in Physics may count toward the B.S. degree.

Physics Electives (0-13 credits)

The courses below are not part of the 58 hours required in the major; however, they will be offered to allow students further specialization of their degree program.

PHY-361	Introduction to Health and Medical Physics	3
PHY-341	Waves and Optics	3
PHY-440	Astrophysics	3
PHY-488	Special Topics in Physics	1 to 4
PHY-475	Independent Learning-Physics	0 to 1

Recommended Courses (0-5 credits)

CHE-126	General Chemistry II and	5
CHE-126L	General Chemistry II Lab	0

Required Courses in Chemistry and Mathematics (20 credits)

CHE-125	General Chemistry I and	5
CHE-125L	General Chemistry I Lab	0
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-353	Differential Equations	3

Physics Minor

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 4

Pre-Engineering Program

See the Mathematics section of the catalog for specific information regarding the Pre-Engineering Program (p. 266).

Pre-Medical Science Programs

- Pre-Chiropractic Medicine*
- Pre-Dentistry
- Pre-Medicine (Allopath/Osteopath)
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physician Assisting
- Pre-Podiatry
- Pre-Public Health
- Pre-Speech Pathology/Audiology
- Pre-Veterinary Medicine

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 non-nursing health professional schools. Some professional schools may require additional coursework and/or observation experiences. Therefore, it is imperative that the students obtain the appropriate prerequisite requirements and related information from potential professional schools in a timely manner to allow them to work with their advisors to include these in their schedule. Also important to understand is that some types of professional schools (e.g. occupational therapy, physical therapy, physician assistant, and public health schools) do not require all of the pre-medical science core courses that IWU requires to meet the Pre-Med Program designation on IWU degree audits and diplomas. However, the IWU pre-medical core meets the rigorous standards of nearly all medical, dental, and veterinary medical schools in the United States.

Program Requirements

Because high academic achievement is required for admission to health professional schools, the Division of Natural Sciences has developed minimum criteria for the Pre-Med Program designation on IWU degree audits and diplomas. Upon completion of the freshman year, students interested in maintaining the Pre-Med designation must achieve 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 (Preparing the Christian Health Professional, completed by the student in the spring of his or her freshman year). Students whose Pre-Med Core course or cumulative GPA drops below 3.2 are encouraged to investigate, with the help of their academic advisor, alternative career paths. If the student does not eventually achieve the minimum Pre-Med Core course as well as the cumulative GPAs, the Residential Academic Services Office will drop the Pre-Med designation from the degree audit and diploma on graduation.

Transfer Students

Transfer students wishing to have the Pre-Med Program designation on their degree audit and diploma 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 should 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 (45 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
	and	
PHY-212	General Physics II	4
	or	
PHY-221	University Physics I	4
	and	
PHY-222	University Physics II	5
CHE-430	Biological Chemistry I	3
PMD-110	Preparing the Christian Health Professional	1
PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
PMD-310	Perspectives in Scientific Reasoning	1

Check with the advisor on program-specific course requirements.

Strongly Recommended:

Strongly recommended Biology Core courses include BIO-201 Animal Biology, BIO-311 Mammalian Anatomy, BIO-312 General Physiology, BIO-351 Cellular Biology, and BIO-412 Genetics (totaling 18 credit hours).

CHE-432	Biological Chemistry II	4
	and	
CHE-432L	Biological Chemistry II Lab	0
MAT-204	Applied Statistics I	3
MAT-253	Calculus I	4
BIO-495	Research in Biology	1 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
CHE-350	Analytical Chemistry	4
	and	
CHE-350L	Analytical Chemistry Lab	0
BUS-100	Foundations of Business	3

Pre-Chiropractic Medicine

See the Health and Human Performance Section for more information. Students can pursue Pre-Chiropractic Medicine as Exercise Science or as Athletic Training majors.

Pre-Occupational Therapy

See the Health and Human Performance section for Pre-Occupational Therapy (p. 242) requirements.

Pre-Physical Therapy

See the Health and Human Performance section for Pre-Physical Therapy (p. 242) 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. 260)
- Computer Science - B.S. (p. 261)
- Computer Science - A.S. (p. 262)
- Computer Science Minor (p. 261)

Mathematics Programs

- Mathematics - B.S. (p. 263)
- Mathematics Minor (p. 264)
- Actuarial Science Minor (p. 265)
- Statistics Minor (p. 265)
- Mathematics Interdisciplinary - B.S. (p. 262)
- Mathematics Education (p. 262)

Pre-engineering Program (p. 266)

Computer and Information Sciences Programs

- Computer Information Systems – B.S. (p. 260)
- Computer Science – A.S., B.S. (p. 261)

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.

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. 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 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 (51-56 credits)

Required Courses (33-35 credits)

CIS-125	Introduction to Computer Sciences I	4
CIS-126	Introduction to Computer Sciences II	4
CIS-221	Data Structures	4
CIS-222	Object Oriented Programming	4
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
CIS-497	Practicum in Computer Information Sciences	1 to 3
MAT-223	Introduction to Mathematics Via Discrete Processes	3

Electives (6 credits)

CIS courses one class 200 and above
CIS courses other class 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-329	Media and Society	3
COM-352	Interpersonal Communication	3
COM	Two courses 200 or above	3

Graphics Design Track Required Courses

ART-101	Ideation/Interpretation 1	3
DES-101	DC1: Fundamentals Design Studio	3
DES-201	DC3: User Experience Design	3
DES-305	Interface Design	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
DES-201	DC3: User Experience Design	3
DES-305	Interface Design	3

Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Computer Science - B.S.

Requirements for CSC

The CSC major is designed as an advanced major. Each student majoring in CSC takes a core of common courses, plus approved elective courses. Additionally, each student completes supporting courses in mathematics. The CSC major requires a greater depth of mathematics skill for the entering student.

Requirements (60 credits)

Required Core Courses (38 credits)

CIS-125	Introduction to Computer Sciences I	4
CIS-126	Introduction to Computer Sciences II	4
CIS-221	Data Structures	4
CIS-222	Object Oriented Programming	4
CIS-320	Introduction to Software Engineering	3
CIS-325	Analysis of Algorithms	3
CIS-336	Programming Languages	3
CIS-342	Computer Network Fundamentals	3
CIS-363	Concurrent Programming	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2
CIS-497	Practicum in Computer Information Sciences	1 to 3

Electives (9 credits)

CIS courses one class 200 and above
CIS courses other classes 300 and above

CSC Cognate Courses (13 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	3

Computer Science Minor

Requirements for CSC

A minor in computer science requires the courses listed below plus approved elective courses numbered 200 and above. A student may not take a CSC minor along with another computer major.

Requirements (24 credits)

Required Courses (15 credits)

CIS-125	Introduction to Computer Sciences I	4
CIS-126	Introduction to Computer Sciences II	4
CIS-221	Data Structures	4
	or	
CIS-222	Object Oriented Programming	4
CIS-225	Systems Analysis	3

Approved Electives numbered 200 or above (9 credits)

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. 261).

Mathematics Programs**Mathematics Education Major**

See the education section of the catalog for specific requirements for the Mathematics Education (p. 218) 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 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 (51-55 credits)

Required courses (37 credits)

MAT-204	Applied Statistics I	3
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-282	Transition to Advanced Mathematics	4
MAT-322	Mathematical Modeling I	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	4
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: 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 one additional MAT elective above MAT-315 from the following: (3-4 credits)

MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	3
MAT-351	Financial Mathematics I	3
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 (7-8 credits)

CIS-121	Introduction to Programming	3
	or	
CIS-125	Introduction to Computer Sciences I	4
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 (55-57 credits)

Required Courses (40 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-282	Transition to Advanced Mathematics	4
MAT-344	Modern Abstract Algebra	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	4
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-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Choose one additional MAT elective from the following: (3-4 credits)

MAT-204	Applied Statistics I	3
MAT-322	Mathematical Modeling I	3
MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	3
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 (7-8 credits)

CIS-121	Introduction to Programming	3
	or	
CIS-125	Introduction to Computer Sciences I	4
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.

Courses (23-25 credits)**Core Courses (17 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	3

Electives (6-8 credits)

Two MAT courses numbered 204 or
above 253

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 (20-28 credits)

Core Courses (8-10 credits)

MAT-351	Financial Mathematics I	3
MAT-363	Mathematical Statistics I	4
MAT-485	Mathematics Internship	1 to 3

Electives (12-18 credits)

Choose four electives from the following:

ACC-201	Accounting Principles I	3
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
MAT-404	Introduction to Statistical Learning With R	3
MAT-364	Mathematical Statistics II	3
MAT-404	Introduction to Statistical Learning With R	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 the following courses.

Courses (21-24 credits)

Choose one of the following: (3 credits)

BUS-320	Business Statistics	3
MAT-204	Applied Statistics I	3
MAT-305	Statistics for Social Sciences	3
	or	
PSY-354	Statistics for Social Sciences	3
	or	
SWK-354	Statistics for Social Sciences	3

Choose one of the following: (3 credits)

ECO-322	Research Design and Methods in Political Science and Economics	3
	or	
POL-322	Research Design and Methods in Political Science and Economics	3
PSY-355	Research Methods for the Behavioral Sciences	3
	or	
SOC-355	Research Methods for the Behavioral Sciences	3
MAT-370	Statistical Research Design I	3
MAT-404	Introduction to Statistical Learning With R	3

Choose one of the following tracks:**Mathematics Major Track: (10-11 credits)**

MAT-363	Mathematical Statistics I	4
MAT-364	Mathematical Statistics II	3

Choose one of the following electives:

CIS-126	Introduction to Computer Sciences II	4
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
FIN-210	Managerial Finance	3
MAT-324	Mathematical Modeling II	4

Non-mathematics Major Track: (9-12 credits)**Choose one of the following: (3-4 credits)**

CIS-121	Introduction to Programming	3
CIS-125	Introduction to Computer Sciences I	4

Choose one of the following: (3-4 credits)

MAT-130	Applied Calculus	3
MAT-253	Calculus I	4

Choose one of the following: (3-4 credits)

CIS-126	Introduction to Computer Sciences II	4
MAT-223	Introduction to Mathematics Via Discrete Processes	3

Core Courses (6 credits)

MAT-304	Applied Statistics II	3
MAT-322	Mathematical Modeling I	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.

Students who complete the IWU pre-engineering program 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 16 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. Ministerial programs include Children's Ministries (p. 274), Christian Education (p. 276), Christian Ministries (p. 277), Worship Arts (p. 280), Worship Studies-Music Ministry (p. 282), Worship Ministries (p. 282), Global Ministries (p. 286), Community Development (p. 284), Sports Ministries (p. 241), Pastoral Ministries (p. 273), Bible (p. 295), and Youth Ministries (p. 289). Programs in religious studies include Biblical and Theological Studies (p. 293), Biblical Literature (p. 294), Intercultural Studies (p. 297), and Philosophy and Theology (p. 300). Minors are also available in Adolescent Ministries (p. 274), Biblical History and Geography (p. 296), Biblical Languages (p. 297), Bible (p. 296), Children's Ministries (p. 275), Christian Education (p. 277), Christian Ministries (p. 279), Christian Foundations (p. 297), Worship Studies (p. 283), Global Ministries (p. 287), Community Development (p. 285), Intercultural Studies (p. 300), Philosophy (p. 301), Theology (p. 302), Urban Ministries (p. 286) and Youth Ministries Minor (p. 290). Special programs include the Kern Ministry Program (p. 269) which offers both a bachelor's and a master's degree in Christian Ministries in five years, the Summer in Israel Program (p. 296) 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 majors within the Division of Practical Theology may require a formal screening process separate from the initial declaration of intent. The process includes the successful completion of the prescribed courses designated by each major. 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 designated courses in his or her respective majors. 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 elective courses. The Christian Ministries and Pastoral 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 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 appropriate 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 at Indiana Wesleyan University for both graduate and undergraduate requirements.

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and practical theology, and who enroll in the relevant graduate programs of the School of Theology and Ministry may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit may not exceed 25% of the total hours in the program. Advanced credit may be granted for the courses listed below under the following conditions:

1. The courses were taken at a regionally accredited or ABHE accredited institution. The School of Theology and Ministry reserves the right to determine whether or not courses are equivalent.
2. A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 or 400 level and no course below the 200 level, and
3. 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 School of Theology and Ministry.

Required Undergrad Courses

BIL 510 Biblical Hermeneutics (3)

Two of the Following: BIL 202 Inductive Bible Study
 BIL 301 Pentateuch
 BIL 302 Historical Books
 BIL 305 Poetic Books
 BIL 307 Minor Prophets
 BIL 312 Johannine Literature
 BIL 314 Paul's Earlier Epistles
 BIL 315 Paul's Later Epistles
 BIL 317 Hebrews and General Epistles
 BIL 320 The Apocalyptic Literature
 BIL 434 Luke-Acts
 Any BIL 400 level book study

THE 500 Christian Doctrine (3)

Two of the following: THE 233 Theology I
 THE 310 Christology
 THE 311 Ecclesiology
 THE 333 Theology II: Salvation/Holiness
 THE 420 The Life and Legacy of Augustine of Hippo
 THE 428 The Theology of John Wesley
 REL 431 Wesleyan Church History/Discipline

REL 510 History of the Global Christian Church (3)

Two of the following: GLM 380 History of Christian Missions and Contextualization
 REL 382 History of the Christian Church
 REL 384 History of the Christian Church in the Middle East
 REL 392 History of Protestantism

REL 525 Spiritual Care and Counseling (3)

Two of the following: REL 229 The Christian Life: Sustaining Spiritual Vibrancy throughout Life
 YTH 471 Pastoral Care and Counseling I: Children to Adulthood
 REL 472 Pastoral Care and Counseling II: Through the Aging Process

Practical Theology Division

Kern Leadership Program - B.S./A.B. to MPTh/MA

The Kern Leadership Program is designed to better equip persons for a lifetime of ministry.

- Graduate with two degrees in five years, and to do so with less debt.
- Participate in programs and events designed for spiritual formation and leadership development.
- Receive additional coaching and mentoring in regards to your church placement and your 1st year in ministry.

Approved undergraduate programs for the Kern Leadership Program include the following majors/combination of majors:

- Children's Ministries + Pastoral Ministries (double major)
- Christian Education + Pastoral Ministries (double major)
- Christian Ministries (B.S. or A.B.)
- Community Development (Pastoral Ministry specialization) + Pastoral Ministries (double major)
- Global Ministries + Pastoral Ministries (double major)
- Youth Ministries + Pastoral Ministries (double major)
- Worship Ministries + Pastoral Ministries (double major)

Scholarships:

Students accepted to the program at the undergraduate level may be eligible to receive yearly, GPA-based loan-grant monies from IWU. Loans become grants as the graduate portion of the program is completed. Scholarships are also available to graduate students each semester.

Master of Practical Theology - MPTh

Entry Requirements

Required Undergraduate GPA: 2.75

Ministerial competencies in the nine areas of study listed below:

- Bible
- Theology and Philosophy
- Discipleship Ministries
- Christian Education
- Contextualized Ministry
- Christian Worship
- Pastoral Care and Counseling
- Homiletics
- Church Leadership

Students are required to satisfy all nine competencies in the MPTh Christian Ministries program. Competencies are satisfied by completing the designated undergraduate course(s) with a grade of C or higher - see chart below. Competencies not satisfied by undergraduate courses may be fulfilled by taking the designated graduate class. Students may not choose the graduate pathway to fulfill the competency requirements in more than two disciplines.

Competency	Undergraduate Pathway (C or higher)	Graduate Pathway	Program course(s) that requires competency to be fulfilled
Bible	BIL 101 Old Testament Survey (3) BIL 102 New Testament Survey (3)	BIL 500 Survey of the Bible (3)	BIL 510 Biblical Hermeneutics (3) THE 500 Christian

Theology and Philosophy	THE 101 Theology of Christian Life (3) PHL 180 Humanities Philosophy (3)	REL 500 Philosophy and Christian Thought (3)	Doctrine (3) REL 590 Philosophy for Ministry (2)
Discipleship Ministries	REL 270 Evangelism and Discipleship (3)	REL 521 Discipleship Ministries (2)	REL 575 Mentoring, Spiritual Direction, and Discipleship (3) REL 625 Corporate Spiritual Formation (2)
Christian Education	CED 255 Local Church Education (2)	CED 550 Educational Ministries (1)	CED 630 Christian Education of Children and Families (3) CED 635 Christian Education of Youth and Families (3)
Contextualized Ministry	REL 240 Ministry in Context (3)	REL 545 Contextualized Ministry (2)	REL 640 Multi-ethnic Ministry (2)
Christian Worship	WOR 235 Worship (2) WOR 436 Church Rituals (1)	WOR 530 Worship Pastor (2)	WOR 535 Leading Worship Renewal (3)
Pastoral Care & Counseling	REL 370 Pastoral Care & Counseling (2)	REL 520 Congregational Care (1)	REL 570 Strategic Pastoral Counseling (3)
Homiletics	REL 365 Homiletics I (3) REL 355 Homiletics 2 (2)/YTH 366 Preaching to Youth (2) REL 366P Preaching Practicum (1)	REL 565 Homiletics (3)	REL 665 Advanced Homiletics (3)
Church Leadership	REL 468 Church Leadership (3) OR CED 490 Leading Christian Education (3) OR CED 491 Leading a Children's Ministry in a Local Church (3)	REL 560 Leading a Church (2)	REL 680 Pastoral Leadership (3)

Degree Requirements (72-78 hours)

Practical Theology (PRT) (44 hours)

REL-501	Formation in Christian Practices	1
REL-502	Formation through Spiritual Direction	1
REL-555	Practical Theology of Ministry	3
WOR-535	Leading Worship Renewal: Moving	3

	from Passive to Participatory Worship	
REL-570	Strategic Pastoral Counseling	3
REL-575	Mentoring, Spiritual Direction, and Discipleship	3
CED-630	Christian Education of Children and Families	3
CED-635	Christian Education of Youth and Families	3
REL-601	Transition from Academy to Church	2
REL-602	Coached Ministry Apprenticeship 1	1 to 3
REL-603	Coached Ministry Apprenticeship 2	1 to 3
REL-625	Corporate Spiritual Formation	2
REL-640	Multi-Ethnic Ministry	2
REL-665	Advanced Homiletics	3
REL-670	Pastoral Care	3
REL-675	Mission and Church Health	2
REL-680	Pastoral Leadership	3
REL-695	Ministry Masters Capstone	1

*REL-602 and REL-603 should be taken for 1 credit hour in both the fall and spring semesters.

Religions and Ministerial Studies (RMS) (28 hours)

BIL-510	Biblical Hermeneutics	3
BIL-520	Hermeneutics for Ministry	3
BIL-525	Theologies of the Old and New Testament	3
BIL	Bible Elective	3
REL-510	History of the Global Christian Church	3
REL-531	American Christianity	2
REL-590	Philosophy for Ministry	2
THE-500	Christian Doctrine	3
THE	Historical Theology/Church History Elective	3
THE	Systematic Theology Elective	3

Spiritual Care - M.A.

Entry Requirements

Required Undergraduate GPA: 2.75

Required ministerial competencies in the four areas of study listed below:

- Bible
- Theology and Philosophy
- Discipleship Ministries
- Pastoral Care and Counseling

Students are required to satisfy all four competencies in the MA Spiritual Care program. Competencies are satisfied by completing the designated undergraduate course(s) with a grade of C or higher - see chart below. Competencies not satisfied by undergraduate courses may be fulfilled by taking the designated graduate class. Students may not choose the graduate pathway to fulfill the competency requirements in more than two disciplines.

*Pastoral Counseling requirement:

Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.

Competency	Undergraduate Pathway (C or Higher)	Graduate Pathway	Program Course that requires competency to be fulfilled
Bible	BIL 101 Old Testament Survey (3) BIL 102 New Testament (3)	BIL 500 Survey of the Bible (3)	BIL 510 Biblical Hermeneutics (3)
Theology and Philosophy	THE 101 Theology of Christian Life (3) PHL 180 Humanities Philosophy (3)	REL 500 Survey of Christian Thought (3)	THE 500 Christian Doctrine (3)
Discipleship Ministries	REL 270 Evangelism and Discipleship (3)	REL 521 Discipleship Ministries (2)	REL 575 Mentoring, Spiritual Direction, and Discipleship (3) REL 625 Corporate Spiritual Formation (2)
Pastoral Care & Counseling	REL 370 Pastoral Care & Counseling (2)	REL 520 Congregational Care (1)	REL 570 Strategic Pastoral Counseling (3)
Additional Ministerial competencies for the Congregational Formation Specialization:			
Christian Education (Required)	CED 255 Local Church Education (2)	CED 550 Educational Ministries (1)	CED 630 Christian Education of Children and Families (3) CED 635 Christian Education of Youth and Families (3)
Christian Worship (Optional)	WOR 235 Worship (2) WOR 436 Church Rituals (1)	WOR 530 Worship Pastor (2)	WOR 535 Leading Worship Renewal (3)

Requirements (36-42 credits)

Core (24 credits)

Ministerial Studies

BIL-510	Biblical Hermeneutics	3
THE-500	Christian Doctrine	3
REL-555	Practical Theology of Ministry	3
REL-695	Ministry Masters Capstone	1

Spiritual Care

REL-501	Formation in Christian Practices	1
REL-502	Formation through Spiritual Direction	1
REL-525	Spiritual Care and Counseling	3
REL-570	Strategic Pastoral Counseling	3
REL-575	Mentoring, Spiritual Direction, and Discipleship	3
REL-670	Pastoral Care	3

Specializations (12 credits)

Pastoral Counseling

CNS-504	Theory and Techniques in Group Counseling	3

CNS-506	Appraisal of Individuals and Families	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-522	Foundations in Clinical Mental Health Counseling	3

Congregational Formation

REL-602	Coached Ministry Apprenticeship 1	1 to 3
REL-603	Coached Ministry Apprenticeship 2	1 to 3
REL-625	Corporate Spiritual Formation	2
REL-675	Mission and Church Health	2

REL-602 and REL-603 should be taken for 1 credit hour in both the fall and spring semesters.

Choose 2 of 3

CED-630	Christian Education of Children and Families	3
CED-635	Christian Education of Youth and Families	3
WOR-535	Leading Worship Renewal: Moving from Passive to Participatory Worship	3

Pastoral Ministries 2nd Major

The pastoral ministries major must be taken with another ministry major offered by the School of Theology and Ministry. The following double major combinations are approved tracks for both Wesleyan ordination and the Kern Leadership Program.

- Children's Ministries + Pastoral Ministries
- Christian Education + Pastoral Ministries
- Community Development (Pastoral Ministry specialization) + Pastoral Ministries
- Global Ministries + Pastoral Ministries
- Youth Ministries + Pastoral Ministries
- Worship Ministries + Pastoral Ministries

Requirements (40-41 hours)

Practical Theology (PRT)

REL-240	Ministry in Context	3
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
	or	
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
REL-365	Homiletics I	3
REL-366	Homiletics II	2
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Care and Counseling	2
WOR-436	Church Rituals	1

Prescribed General Education

Choose 1:

PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
PSY-251	Child Development	3

PSY-252	Adolescent Growth and Development	3
Religious and Ministerial Studies (RMS)		
REL-380	History of Christian Missions	3
	or	
REL-382	History of the Christian Church	2
	or	
REL-384	History of the Christian Church in the Middle East	3
REL-392	History of Protestantism	2
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
BIL	Bible Elective	3
THE-333	Theology II: Salvation/Holiness	3
Choose 1:		
PHL	Any PHL course except for 180	3
THE	Any THE course except for 233 or 333	3
REL-281	Jerusalem and Its People	1 to 3
REL-307	Race, Class, and Gender: Church and Society	3
REL-312	Hope and Suffering	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.

Adolescent Ministries Minor

A minor in Adolescent Ministries consists of the following 18 credit hours of carefully selected courses.

Requirements (18 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT)

CED-240	Teaching the Bible to Youth and Adults	3
YTH-230	Programming Youth and Family Ministries	2
	and	
YTH-230P	Programming Youth and Family Ministries Practicum	1
YTH-380	Advanced Studies in Youth and Culture	2

Choose two Youth Ministry electives

PHE-350	Ethics and Character Development in Sport	3
REL-340	Models of Sports Ministry	3
YTH-240	Camp and Retreat Ministries	3
	An approved elective	3

Children's Ministries - B.S.

Purpose

The Children's Ministries major is designed to prepare a student to serve in a church staff position such as a director of children's ministry. The Children's Ministries 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. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTh must double major in Pastoral Ministries.

General Education Requirements

Students in this major meet the general education requirements by taking REL-240.

Requirements (45 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-354	Working With Children	3
CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1
CED-455	Christian Education in the Family	2
CED-491	Leading a Children's Ministry in a Local Church	3
REL-240	Ministry in Context	3
YTH-330	Theological Foundations of Youth and Family Ministries	3
REL-370	Introduction to Pastoral Care and Counseling	2
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2

Religious and Ministerial Studies

BIL	300/400 Advanced NT	3

Children's Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration.

Children's Ministries Minor

A minor in Children's Ministries consists of 18 credit hours of carefully selected courses.

Requirements (18 credits)

Ministry Core

REL-200	Introduction to Ministry	1

Practical Theology (PRT)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-354	Working With Children	3
CED-360	Curriculum Theory and Development	3
CED-455	Christian Education in the Family	2
CED-491	Leading a Children's Ministry in a Local Church	3

Christian Education - B.S

Purpose

The Christian Education major consists of a program of 44 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 REL-240 and PSY-250.

Requirements (44 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	Elective	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-240	Teaching the Bible to Youth and Adults	3
REL-226	The Christian Life: Sustaining Spiritual Vibrancy	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	2
CED-490	Leading Christian Education	3

Prescribed General Education

PSY-250	Developmental Psychology	3

Religious and Ministerial Studies (RMS)

BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	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.

Christian Education Minor

A minor in Christian Education consists of 18 credit hours of carefully selected courses.

Requirements (18 credits)

Ministry Core

REL-200	Introduction to Ministry	1
CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-240	Teaching the Bible to Youth and Adults	3
CED-360	Curriculum Theory and Development	3
CED-455	Christian Education in the Family	2
CED-490	Leading Christian Education	3

Christian Ministries - B.S.

Purpose

The major in Christian Ministries is the degree that contains the courses designed to prepare persons for pastoral ministry in the church. This is one of four majors which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary major 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 PSY-150 or 250, (REL-365, REL-366, and REL-366P) and REL-240.

Requirements (65 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	Elective	3
THE-233	Christian Theology I	3

Practical Theology (PRT) (28 credits)

YTH-230	Programming Youth and Family Ministries and	2
YTH-230P	Programming Youth and Family	1

	Ministries Practicum	
CED-255	Local Church Education	2
	and	
CED-255P	Local Church Education Practicum	1
REL-240	Ministry in Context	3
WOR-235	Worship	2
	and	
WOR-235P	Worship Practicum	1
REL-365	Homiletics I	3
REL-366	Homiletics II	2
	and	
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Care and	2
	Counseling	
REL-468	Church Leadership	3
YTH-471	Pastoral Care and Counseling I:	2
	Children to Adulthood	
REL-472	Pastoral Care and Counseling II:	2
	Through the Aging Process	
WOR-436	Church Rituals	1
Religious and Ministerial Studies (RMS) (19 credits)		
REL-382	History of the Christian Church	2
	or	
REL-384	History of the Christian Church in the	3
	Middle East	
REL-392	History of Protestantism	2
THE-333	Theology II: Salvation/Holiness	3
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
Choose any 6 hours:		
REL-281	Jerusalem and Its People	1 to 3
REL-307	Race, Class, and Gender: Church and	3
	Society	
PHL	Any PHL course except for 180	3
THE	Any THE course except for 233 or	3
	333	
General Education		
PSY-150	General Psychology	3
	or	
PSY-250	Developmental Psychology	3

Christian Ministries - A.B.

Requirements (65 credits)

Ministerial Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	Bible Elective	3
THE-233	Christian Theology I	3

Practical Theology (28 credits)

REL-240	Ministry in Context	3
CED-255	Local Church Education	2
	and	
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
	and	
WOR-235P	Worship Practicum	1
YTH-230	Programming Youth and Family	2
	Ministries	
	and	
YTH-230P	Programming Youth and Family	1
	Ministries Practicum	
REL-365	Homiletics I	3
REL-366	Homiletics II	2
	and	
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Care and	2
	Counseling	
YTH-471	Pastoral Care and Counseling I:	2
	Children to Adulthood	
REL-472	Pastoral Care and Counseling II:	2
	Through the Aging Process	
REL-468	Church Leadership	3
WOR-436	Church Rituals	1

Religious and Ministerial Studies (19 credits)

REL-382	History of the Christian Church	2
	or	
REL-384	History of the Christian Church in the	3
	Middle East	
REL-392	History of Protestantism	2
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
THE-333	Theology II: Salvation/Holiness	3
HBR-201	Beginning Hebrew I	3
	or	
GRE-201	Beginning Greek I	3
HBR-202	Beginning Hebrew II	3
	or	
GRE-202	Beginning Greek II	3

Prescribed General Education (3 credits)

PSY-150	General Psychology	3
	or	
PSY-250	Developmental Psychology	3

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. 279).

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)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
REL-240	Ministry in Context	3
WOR-235	Worship and	2
WOR-235P	Worship Practicum	1
REL-365	Homiletics I	3
REL-370	Introduction to Pastoral Care and Counseling	2
REL-468	Church Leadership	3

Religious and Ministerial Studies (RMS)

BIL-202	Inductive Bible Study	3

Worship Arts - B.S.

Purpose

The Worship Arts major consists of a program of 47 credit hours. The core set of courses (31 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 area of emphasis. 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. Students who plan to enroll in the MPTH Christian Ministries must take the Worship Ministries + Pastoral Ministries double majors.

General Education Requirements

Students in the Worship Arts major meet the general education requirements by taking WOR-238. The Worship Arts major fulfills general education by taking PSY-150 or 250, REL-365, REL-366 and REL-366P.

Requirements (47 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL-333	Biblical Foundations of Worship	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

WOR-235	Worship and	2
WOR-235P	Worship Practicum	1
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-333	History and Philosophy of Worship	3

WOR-436	Church Rituals	1
WOR-438	Discipling Worshipers	2

WOR-238 must be taken for 1 credit for majors

Specializations

Creative Arts

DES-101	DC1: Fundamentals Design Studio	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-162	Music Theory I	3
	or	
MUS-160	Introduction to Music Theory	2
	and	
MUS-192	University Chorale	0 to 1
	or	
MUS-193	University Singers	0 to 1
	or	
MUS-194	Chamber Singers	0 to 1
WOR-237	Media for Ministry	3

Choose 1 of the following courses:

ART-101	Ideation/Interpretation 1	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3

Choose 3 elective hours relevant to your professional pursuits from the Division of Art + Design, Music, or Communication and Theatre.

Media Communications

DES-101	DC1: Fundamentals Design Studio	3
	Media Communications electives	13

Music Leadership

MUS-192	University Chorale	0 to 1
	or	
MUS-193	University Singers	0 to 1
	or	
MUS-194	Chamber Singers	0 to 1
MUS-162	Music Theory I	3
	or	
MUS-160	Introduction to Music Theory	2
	and	
MUS-192	University Chorale	0 to 1
	or	
MUS-193	University Singers	0 to 1
	or	
MUS-194	Chamber Singers	0 to 1
MUS-280	Choral Techniques	2
MUS-285	Beginning Conducting	2
WOR-330	Theology of Lyric	2
WOR-237	Media for Ministry	3
MUS	Electives	3

Theatre

THR-252	Beginning Acting	3
THR-272	Stagecraft	3
WOR-237	Media for Ministry	3
	Theatre Electives	7

Visual Communication Design

ART-101	Ideation/Interpretation 1	3
DES-101	DC1: Fundamentals Design Studio	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3
DES-302	Identity Design Studio	3
REL-361	Christian Ministries Practicum	1

*Some courses require division chair approval in order to register.

Worship Studies and Music Ministry - A.B.

Requirements (31 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL-333	Biblical Foundations of Worship	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

WOR-235	Worship and	2
WOR-235P	Worship Practicum	1
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Discipling Worshipers	2

WOR-238 must be taken for 1 credit for majors

Double Major (32 credits)

Worship Arts majors are required to double major in Music Ministry.

Music Ministry Requirements (32 credits)

Church Music (12 credits)

MUS-254	Music Ministry Leadership and Administration	3
MUS-354	Music Ministry Philosophy and Practice	3
MUS-450	Church Music Practicum	2
MUS-175	Chapel Ensemble	0 to 1
WOR-325	Centuries of Song	3

Music Theory and Practice (20 credits)

MUS-101-	Major Applied Studies	4

201		
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-285	Beginning Conducting	2
MUS-305	Class Piano Level IV	2

Worship Ministries - B.S.

Requirements (47 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL-333	Biblical Foundations of Worship	3
THE-233	Christian Theology I	3

Practical Theology

WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Discipling Worshipers	2
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
REL-365	Homiletics I	3
REL-370	Introduction to Pastoral Care and Counseling	2
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2
	or	
REL-472	Pastoral Care and Counseling II: Through the Aging Process	2
REL-468	Church Leadership	3

WOR-238 must be taken for 1 credit for majors

Religious and Ministerial Studies

BIL	300/400 Advanced OT/NT	3

Worship Studies Minor

A minor in Worship Studies 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 20 hours.

Requirements (20 credits)

Ministry Core

REL-200	Introduction to Ministry	1

Practical Theology (PRT)

WOR-235	Worship and	2
WOR-235P	Worship Practicum	1
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Discipling Worshipers	2

WOR-238 must be taken for 1 credit for minors

Religious and Ministerial Studies (RMS)

BIL-333	Biblical Foundations of Worship	3

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 community development (CDV).

The curriculum presents CDV 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 requirements when taking REL-240, SOC-205 or SOC 250, ECO-213, BIO-107)

Requirements (47 credits)

Ministerial Core (12 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
INT-390	Intercultural Engagement Seminar	1
	or	
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Christian Theology I	3

Practical Theology (PRT) (23 credits)

CDV-227	Transformational Development Principles	3

CDV-229	Community Development Management	3
BIL-252	Biblical Theology of Social Justice	3
REL-307	Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3
REL-240	Ministry in Context	3
CDV-360	Development Internship	2 to 9
CDV-422	Leading Ministries in Diverse Contexts	3

Specializations (12 credits)

Choose one 12 hour specialization

Child Advocacy

SOC-205	Child Maltreatment	3
SOC-250	Global Child Advocacy Issues	3
SOC-340	Sociology of Child Poverty	3
CRJ-452	Interpersonal Violence	3

Design for Social Impact

ART-101	Ideation/Interpretation I	3
DES-151	DC2: Human Centered Design	3
DES-253	Social Innovation	3
DES-352	Grant Writing and Fundraising	3

Economics

ECO-213	Macroeconomics	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-454	International Economics	3

Human Trafficking Studies

CDV-320	Issues in Human Trafficking	3
REL-312	Hope and Suffering	3
IPE-421	Trauma Informed Approaches	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

*IPE courses are online and open to all students.

Global Ministries

GLM-320	Field Methods for Language Acquisition	3
GLM-380	History of Christian Missions and Contextualization	3
PHL-248	Religions of the World	3
SOC-225	Cultural Anthropology	3

Public and Global Health

BIO-107	Crops and Society	4
BIO-125	Principles of Biology	4
BIO-325	Sustainable Tropical Agriculture or	4
NUR-215	Global Health and	2
NUR-235	Perspectives on Poverty and Health	2

Pastoral Ministry

CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
REL-370	Introduction to Pastoral Care and Counseling	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
BIL	300/400 Advanced OT/NT	3

Community Development Minor**Requirements (18 credits)**

Choose one of the following Specializations:

Human Trafficking Studies

REL-312	Hope and Suffering	3
CDV-320	Issues in Human Trafficking	3
IPE-421	Trauma Informed Approaches	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

*IPE courses are online and open to all students.

Christian Non-Profit Ministries

CDV-229	Community Development Management	3
REL-240	Ministry in Context	3
REL-307	Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3

Core

CDV-227	Transformational Development Principles	3
BIL-252	Biblical Theology of Social Justice	3

Urban Ministries Minor**Requirements (18 credits)****Requirements**

INT-220	Intercultural Relationships	3
	or	
REL-240	Ministry in Context	3
	or	
SOC-210	Intergroup Relations	3
CDV-240	Urban Anthropology	3
CDV-276	Models of Urban Ministry	3
CDV-365	Urban Ministries Internship	3 to 9
CDV-376	Urban Church Planting	3
CDV-488	Special Topics in Community Development	1 to 3

Global Ministries - A.B.

Global Ministries is an interdisciplinary program designed to prepare students to serve in cross-cultural professional ministry. Students in the Global Ministries major meet the general education requirement by taking SOC-225 and INT-220.

Requirements (42 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
INT-390	Intercultural Engagement Seminar	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Christian Theology I	3
BIL	300 OT/NT elective	3

Practical Theology (PRT)

REL-240	Ministry in Context	3
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
GLM-315	Christianity in Intercultural Contexts	3
GLM-320	Field Methods for Language Acquisition	3
GLM-360	Global Ministry Internship	2 to 9
GLM-380	History of Christian Missions and Contextualization	3
GLM-422	Leading Ministries in Diverse Contexts	3

*WOR-238 must be taken for 1 credit for majors.

Prescribed General Education

SOC-225	Cultural Anthropology	3

Religious and Min. Studies

INT-220	Intercultural Relationships	3
PHL-248	Religions of the World	3

GLM Major must earn a certificate, minor, or major in one of the following disciplines:

- Children's Ministries
- Christian Education
- Worship Arts/Worship Studies
- Community Development
- Urban Ministries
- Youth Ministries
- Business Administration
- Spanish
- TESOL

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 (20 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT)

REL-240	Ministry in Context	3
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
GLM-315	Christianity in Intercultural Contexts	3
GLM-380	History of Christian Missions and Contextualization	3

*WOR-238 must be taken for 1 credit for minors.

Prescribed General Education

SOC-225	Cultural Anthropology	3

Religious and Min. Studies

INT-220	Intercultural Relationships	3

Sports Ministries - B.S.

Purpose

The Division of Health and Human Performance and the Division of Practical Theology 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. Students in this major meet the general education requirements by taking REL-365 (in conjunction with YTH-366 and REL-366P).

Requirements (48 credits)

Ministry Core (15 credits)

BIL-202	Inductive Bible Study	3
THE-233	Christian Theology I	3
REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL	300/400 Advanced OT/NT	3

Practical Theology (PRT) (15 credits)

YTH-230	Programming Youth and Family Ministries and	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
YTH-380	Advanced Studies in Youth and Culture	2
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2
REL-340	Models of Sports Ministry	3
REL-370	Introduction to Pastoral Care and Counseling	2
CED-240	Teaching the Bible to Youth and Adults or	3

REL-365	Homiletics I	3
Health and Human Performance (HHP) (18 credits)		
PHE-122	Active Recreation Games	1
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-350	Ethics and Character Development in Sport	3
PHE-354	Sports Management	3
	or	
PHE-371	Administration of Physical Education and Athletics	3
PHE-470	Sports Ministry Internship	3
REC-260	Recreation Leadership and Programming	3
	or	
REC-380	Camp Management	3
	or	
YTH-240	Camp and Retreat Ministries	3

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 plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTTh must take youth ministries + pastoral ministries double majors.

General Education Requirements

Students in the major meet the general education requirements by taking REL-365, YTH-366, REL-366P, REL-240.

Requirements (45 credits)

Ministerial Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT	3
THE-233	Christian Theology I	3

Practical Theology (PRT)

YTH-230	Programming Youth and Family Ministries	2
	and	
YTH-230P	Programming Youth and Family Ministries Practicum	1
CED-255	Local Church Education	2
	and	
CED-255P	Local Church Education Practicum	1
REL-240	Ministry in Context	3
YTH-330	Theological Foundations of Youth and Family Ministries	3

REL-365	Homiletics I	3
YTH-380	Advanced Studies in Youth and Culture	2
REL-370	Introduction to Pastoral Care and Counseling	2
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2
REL-468	Church Leadership	3
Choose 1 Youth Ministry elective		
YTH-240	Camp and Retreat Ministries	3
REL-340	Models of Sports Ministry	3
CED-240	Teaching the Bible to Youth and Adults	3
YTH-425	Youth Ministry Internship	3 to 6
Religious and Ministerial Studies (RMS)		
BIL	300/400 Advanced NT	3

Youth Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-hour concentration.

Youth Ministries Minor

A Youth Ministries minor consists of the following 20 credit hours of courses specifically relating to professional ministry in parish or para-church settings.

Requirements (20 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT)

CED-240	Teaching the Bible to Youth and Adults	3
	or	
REL-365	Homiletics I	3
YTH-230	Programming Youth and Family Ministries	2
	and	
YTH-230P	Programming Youth and Family Ministries Practicum	1
REL-370	Introduction to Pastoral Care and Counseling	2
YTH-330	Theological Foundations of Youth and Family Ministries	3
YTH-471	Pastoral Care and Counseling I: Children to Adulthood	2

Religious and Ministerial Studies (RMS)

BIL-202	Inductive Bible Study	3

Religious and Ministerial Studies Division

Biblical and Theological Studies - M.A.

Entry Requirements

Required Undergraduate GPA: 2.75

Competencies in the two areas of study listed below:

- Bible
- Theology and Philosophy

Students are required to satisfy all of the competencies in the MA Biblical and Theological Studies program. Competencies are satisfied by completing the designated undergraduate course(s) with a grade of C or higher - see chart below. Competencies not satisfied by undergraduate courses may be fulfilled by taking the designated graduate class.

Competency	Undergraduate Pathway (C or Higher)	Graduate Pathway	Program course that requires competency to be fulfilled
Bible	BIL 101 Old Testament Survey (3) BIL 102 New Testament Survey (3)	BIL 500 Survey of the Bible (3)	BIL 510 Biblical Hermeneutics (3)
Theology and Philosophy	THE 101 Theology of Christian Life (3) PHL 180 Humanities Philosophy (3)	REL 500 Survey of Christian Thought (3)	THE 500 Christian Doctrine (3)

Requirements (36-42 credits)

Core (9 credits)

BIL-510	Biblical Hermeneutics	3
REL-510	History of the Global Christian Church	3
THE-500	Christian Doctrine	3

Biblical Studies (15 credits)

BIL-520	Hermeneutics for Ministry	3
BIL-525	Theologies of the Old and New Testament	3
BIL	OT Biblical Exegesis elective	3
BIL	NT Biblical Exegesis elective	3
BIL-581	Historical Contexts of Scripture or	3
BIL-582	Old Testament World or	3
BIL-583	New Testament World	3

Systematic Theology/Philosophy of Religion (6 credits)

Choose 2 of the following courses:

THE-589	Advanced Studies in the Doctrine of God	3
THE-589	Advanced Studies in Christology	3

THE-589	Advanced Studies in Pneumatology	3
THE-589	Contemporary Issues in Systematic Theology	3

Historical Theology/Church History (6 credits)

Choose 2 of the following courses:

THE-588	Advanced Studies in Patristics	3
THE-588	Advanced Studies in Medieval Church History	3
THE-588	Advanced Studies in the Reformation	3
THE-588	Advanced Studies in Modern Church History	3
REL-580	Faith and Politics of the Modern Middle East	3

Christian Theology - M.A.

Entry Requirements

Required Undergraduate GPA: 2.75

Competencies in the two areas of study listed below:

- Bible
- Theology and Philosophy

Students are required to satisfy all of the competencies in the MA Christian Theology program. Competencies are satisfied by completing the designated undergraduate course(s) with a grade of C or higher - see chart below. Competencies not satisfied by undergraduate courses may be fulfilled by taking the designated graduate class.

Competency	Undergraduate Pathway (C or Higher)	Graduate Pathway	Program course that requires competency to be fulfilled
Bible	BIL 101 Old Testament Survey (3) BIL 102 New Testament Survey (3)	BIL 500 Survey of the Bible (3)	BIL 510 Biblical Hermeneutics (3)
Theology and Philosophy	THE 101 Theology of Christian Life (3) PHL 180 Humanities Philosophy (3)	REL 500 Survey of Christian Thought (3)	THE 500 Christian Doctrine (3)

Requirements (60-66 credits)

Biblical Studies (12 credits)

BIL-520	Hermeneutics for Ministry	3
BIL-525	Theologies of the Old and New Testament	3
BIL	OT Biblical Exegesis elective	3
BIL	NT Biblical Exegesis elective	3

Core (9 credits)

BIL-510	Biblical Hermeneutics	3
REL-510	History of the Global Christian Church	3

THE-500	Christian Doctrine	3
Electives (6 credits)		
BIL-581	Historical Contexts of Scripture	3
BIL-582	Old Testament World	3
BIL-583	New Testament World	3
BIL-588	Special Topics in Old Testament	3
BIL-590	Special Topics in New Testament	3
REL-580	Faith and Politics of the Modern Middle East	3
THE-588	Special Topics in Historical Theology/ Church History	3
THE-589	Special Topics in Systematic Theology	3
REL-595	Research Language	3
Historical Theology/Church History (14 credits)		
THE-588	Advanced Studies in Patristics	3
THE-588	Advanced Studies in Medieval Church History	3
THE-588	Advanced Studies in the Reformation	3
THE-588	Advanced Studies in Modern Church History	3
REL-531	American Christianity	2
Research Language (3 credits)		
Competency based credit		
Systematic Theology/Philosophy of Religion (14 credits)		
THE-589	Advanced Studies in the Doctrine of God	3
THE-589	Advanced Studies in Christology	3
THE-589	Advanced Studies in Pneumatology	3
THE-589	Contemporary Issues in Systematic Theology	3
REL-590	Philosophy for Ministry	2
Thesis (2 credits)		
REL-591	Thesis Project 1	1
REL-592	Thesis Project 2	1

Biblical and Theological Studies - A.B.

Requirements (47 credits)

Choose one of the following tracks

Ancient Languages

6 hours of language beyond 202 (HBR 422, GRE 422, LAT 320, 321)	6
Two languages at 201 and 202 level (GRE, HBR, LAT)	12

Biblical Studies

HBR-201	Beginning Hebrew I and	3
HBR-202	Beginning Hebrew II or	3

GRE-201	Beginning Greek I and	3
GRE-202	Beginning Greek II	3
	BIL Elective	6

Choose any 6 hours which have not already been taken

BIL	Elective	3-6
HBR-201	Beginning Hebrew I	3
HBR-202	Beginning Hebrew II	3
HBR-422	Hebrew Bible	3
GRE-201	Beginning Greek I	3
GRE-202	Beginning Greek II	3
GRE-422	Greek Bible	3
REL-281	Jerusalem and Its People	1 to 3

Bible Teaching

CED-240	Teaching the Bible to Youth and Adults	3
CED-360	Curriculum Theory and Development	3
EDU-250	Principles of Teaching	3
EDU-324	Disciplinary Literacy	3
PHL-282	Ethics	3
PSY-276	Psychology of the Exceptional Learner	3

ACSI certification requires supervised teaching plus a paper submission on "Biblical Philosophy of Christian Education" in addition to the major.

Theological Studies

GRE-201	Beginning Greek I and	3
GRE-202	Beginning Greek II or	3
LAT-201	Beginning Latin I and	3
LAT-202	Beginning Latin II	3
THE	Systematic Theology Elective	3
THE	Historical Theology Elective	3

Choose any 6 hours which have not already been taken

THE	Elective	3-6
PHL-282	Ethics	3
PHL-434	Philosophy of Religion	3
GRE-201	Beginning Greek I	3
GRE-202	Beginning Greek II	3
GRE-422	Greek Bible	3
LAT-201	Beginning Latin I	3
LAT-202	Beginning Latin II	3
LAT-320	Intermediate Latin I	3
LAT-321	Intermediate Latin II	3

Core

BIL-202	Inductive Bible Study	3
BIL-280	Lands of the Bible or	3
BIL-380	Scripture in Context I	3
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
BIL	400 OT/NT Elective	3

PHL-248	Religions of the World	3
REL-382	History of the Christian Church	2
REL-392	History of Protestantism	2
THE-233	Christian Theology I	3
THE-333	Theology II: Salvation/Holiness	3
PHL-480	Philosophy and Religious Studies Capstone	1

Biblical Literature - A.B.

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 - 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

Bible - Second Major

Requirements (30 credits)

Electives

Choose 12 credits

BIL Elective, HBR 202, or GRE 202	3
BIL Elective, HBR 422, or GRE 422	3
BIL Elective, HBR 422, or GRE 422	3
BIL Elective or REL 281	3

Required Courses (18 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
HBR-201	Beginning Hebrew I	3
	or	
GRE-201	Beginning Greek I	3
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3

Bible Minor

A minor in Bible consists of the following 18 hours of courses.

Requirements (18 credits)

Required Courses (9 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3

Electives (9 credits)

BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3

Any 3 additional hours with a BIL, HBR, or GRE prefix.

Biblical History and Geography Minor

Requirements (18 credits)

Biblical Studies Core (9 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-280	Lands of the Bible	3
	or	
BIL-380	Scripture in Context I	3

Electives (Choose any 9 credits)**Near Eastern Studies**

NES-380	Israel-Palestine	3
REL-384	History of the Christian Church in the Middle East	3
BIL-381	Scripture in Context II	3
HST-380	History of Middle East and North Africa	3
NES-480	Archaeology of Syria-Palestine	3

Ancient Languages

HBR-201	Beginning Hebrew I	3
GRE-201	Beginning Greek I	3
LAT-201	Beginning Latin I	3
LAT-202	Beginning Latin II	3
GRE-202	Beginning Greek II	3
HBR-202	Beginning Hebrew II	3

Studies in the Holy Land

IWU's Summer in the Holy Land program is a three to five-week academic study (optional two-week extension). This program focuses on three areas of study: 1) the modern-day culture and politics of Israel and Palestine, 2) the geographical and historical settings of the Bible, and 3) the discipline of archaeology and its contributions to biblical studies.

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

Christian Foundations Minor

Students who have declared a major or a minor in the School of Theology and Ministry may NOT also declare a minor in Christian Foundations.

Degree Requirements (18 credits)

Christian Foundations (12-13 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Choose 1 of the following courses:

BIL-202	Inductive Bible Study	3
REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
REL-270	Evangelism and Discipleship	3
THE-233	Christian Theology I	3

Electives: (5-6 credits)

Complete 5-6 hours of electives in the school of Theology and Ministry. Elective hours must be 200 level or higher, and may include any of the following prefixes: BIL, CDV, CED, GLM, GRE, HBR, INT, LAT, NES, PHL, REL, THE, WOR, YTH.

Intercultural Studies - A.B.

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. 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 INT-220 and SOC-225.

Major
Requirements (40 credits)

Christian Foundations (10 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies (21 credits)

INT-220	Intercultural Relationships	3
SOC-225	Cultural Anthropology	3
PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3
INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1
SPA-238	Intermediate Spanish II	3
	or	
FRE-238	Intermediate French II	3
	or	
CHI-238	Intermediate Mandarin Chinese II	3
	or	
ESL-116	Academic English Listening and Speaking II	3
	or	
GLM-320	Field Methods for Language Acquisition	3

Electives

Choose any 9 credits

Language Studies

Up to nine hours of foreign language/ESL courses taken in addition to the language studies requirement above

Communications

COM-280	Intercultural Communication	3

Community Development

CDV-227	Transformational Development Principles	3
CDV-320	Issues in Human Trafficking	3

Ministerial and Religious Studies

REL-240	Ministry in Context	3
BIL-252	Biblical Theology of Social Justice	3
GLM-380	History of Christian Missions and Contextualization	3

Social Sciences

POL-230	World Politics	3
HST-321	History of the Muslim-Christian Encounter	3

Sociology

SOC-210	Intergroup Relations	3
SOC-250	Global Child Advocacy Issues	3
SOC-340	Sociology of Child Poverty	3

Intercultural Studies B.S. (Second Major)

Requirements (31 credits + 1st Major)**Christian Foundations (10 credits)**

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies (18 credits)

INT-220	Intercultural Relationships	3
SOC-225	Cultural Anthropology	3
INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1
PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3

Electives (3 credits)

Choose any 3 credits from the following

Language Studies

Up to six hours of any foreign language/ESL course

GLM-320	Field Methods for Language Acquisition	3

Communications

COM-280	Intercultural Communication	3

Community Development

CDV-227	Transformational Development Principles	3
CDV-320	Issues in Human Trafficking	3

Ministerial and Religious Studies

REL-240	Ministry in Context	3
BIL-252	Biblical Theology of Social Justice	3
GLM-380	History of Christian Missions and	3

Contextualization

Social Sciences

POL-230	World Politics	3
HST-321	History of the Muslim-Christian Encounter	3

Sociology

SOC-210	Intergroup Relations	3
SOC-250	Global Child Advocacy Issues	3
SOC-340	Sociology of Child Poverty	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	0 to 1
INT-340	Intercultural Engagement	2
INT-422	or Intercultural Leadership for Transformation	3
INT-220	Intercultural Relationships	3
INT-302	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3
ENG-170	Introduction to Linguistics	3
PHL-248	Religions of the World	3
PHL-434	or Philosophy of Religion	3

Electives (6 credits)

INT	INT electives	6

Intercultural Studies Minor

Degree Requirements (19 credits)

Christian Foundations

THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies

INT-220	Intercultural Relationships	3
SOC-225	Cultural Anthropology	3
PHL-248	Religions of the World	3
REL-307	or Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3

Electives

Any 3 hours not previously taken.

INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1

PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
GLM-320	Field Methods for Language Acquisition	3
	Foreign Language or ESL course	3
	An approved study abroad course	3

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. (Optional: PHL 248)

Requirements (41 credits)

Philosophy

PHL-280	Ancient and Medieval Philosophy	3
PHL-282	Ethics	3
PHL-285	Logic	3
PHL-380	Modern and Contemporary Philosophy	3
PHL-434	Philosophy of Religion	3
PHL-480	Philosophy and Religious Studies Capstone	1

Systematic Theology

THE-233	Christian Theology I	3
THE-333	Theology II: Salvation/Holiness	3

Choose one of the following courses:

THE-310	Christology	3
THE-311	Ecclesiology	3
THE-487	Special Topics in Systematic Theology	1 to 3

Historical Theology

REL-382	History of the Christian Church	2
REL-392	History of Protestantism	2

Choose 1 of the following

THE-420	The Life and Legacy of Augustine Of Hippo	3
THE-428	The Theology of John Wesley	3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

Electives (Choose 2 additional courses)

PHL-248	Religions of the World	3
PHL-330	Philosophy and Theology in Film	3
PHL-488	Special Topics in Philosophy	1 to 3
THE-310	Christology	3
THE-311	Ecclesiology	3
THE-420	The Life and Legacy of Augustine Of Hippo	3
THE-428	The Theology of John Wesley	3

THE-487	Special Topics in Systematic Theology	1 to 3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

Supporting Courses

BIL-202	Inductive Bible Study	3

Philosophy Minor

A minor in Philosophy consists of 18 credit hours.

Requirements (18 credits)

Philosophy Core (12 credits)

PHL-180	Humanities Philosophy	3
PHL-282	Ethics	3
PHL-380	Modern and Contemporary Philosophy	3
PHL-434	Philosophy of Religion	3

Electives (6 credits)

PHL-248	Religions of the World	3
PHL-280	Ancient and Medieval Philosophy	3
PHL-285	Logic	3
PHL-330	Philosophy and Theology in Film	3
PHL-488	Special Topics in Philosophy	1 to 3

Theology Minor

A minor in Theology consists of 19 credit hours.

Requirements (19 credit hours)

Historical Theology

REL-382	History of the Christian Church	2
REL-392	History of Protestantism	2

Systematic Theology

THE-101	Theology of Christian Life	3
THE-233	Christian Theology I	3
THE-333	Theology II: Salvation/Holiness	3

Electives (Choose 2 additional courses)

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
THE-487	Special Topics in Systematic Theology	1 to 3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

*School of Theology and Ministry majors must maintain 15 unique hours in order to minor in Theology.

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, Education Specialist, or doctoral 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 is made up of the following: DeVoe School of Business (p. 336), Division of Liberal Arts (p. 385), School of Educational Leadership (p. 474), and School of Service and Leadership (p. 423).

College of Adult and Professional Studies at a Glance

Mission

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

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

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 undergraduate, graduate, or doctoral 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 is made up of the following: DeVoe School of Business (p. 336), Division of Liberal Arts (p. 385), School of Educational Leadership (p. 474), and School of Service and Leadership (p. 423).

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

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

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

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

Vice President for Academic Affairs - College of Adult and Professional Studies	765-677-1569

Office of Student Services	765-677-2359

Financial Aid Office	765-677-2516

Accounting	765-677-2878

Registrar's Office	765-677-2131

DeVoe School of Business	765-677-1468

School of Educational Leadership	765-677-1168

School of Service and Leadership	765-677-2390

Division of Liberal Arts	765-677-2385

CAPS - Policies and Regulations

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 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 - CAPS

Academic Calendar - Courses in the College of Adult and Professional Studies are offered under the semester hour system but in a non-traditional academic calendar and through a variety of innovative modalities. Each program consists of specific courses that are taught in a modular format. Online classes meet in an asynchronous environment through the university's learning management system.

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.

Program Requirements -

- 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. Each school determines the passing grade required for the specific programs within that school.
- Certain programs allow transfer credits. Undergraduate programs require a minimum of 30 credit hours of core courses to be met at Indiana Wesleyan University.

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Standing

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
- 2.25-2.75 for baccalaureate programs (see specific program for required GPA)
- 3.00 for graduate programs
- 3.25 for doctoral programs

Students will be placed on probation if their **cumulative** GPA at any time falls below:

- 2.00 for the associate
- 2.00-2.75 for baccalaureate programs (see specific program for required GPA)
- 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 and ENG-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 Dean of the specific school.

Doctoral students may have additional academic standing requirements for their specific program. Doctoral students should be sure and check for specific program requirements.

Academic Dismissal - Upon a second academic suspension in the same program, a student is dismissed from the university, and no longer eligible to earn a degree at that level. Students dismissed from an IWU associate's program may be admitted to IWU bachelor programs or higher at a later date if they meet the published admissions requirements. Students dismissed from an undergraduate program at IWU may be admitted to IWU graduate programs or higher at a later date if they meet the published admissions requirements. Students dismissed from a graduate program at IWU may be admitted to IWU doctoral programs at a later date if they meet the published admissions requirements. Student dismissed due to violation of the University Honesty, Cheating, Plagiarism, and Forgery Policy will not be admitted to any other IWU programs.

Admission and Registration

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.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 Dean/Chair of the specific school/division. 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 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 or meet one of the waiver qualifications prior to admission to the university*:

Admission scores follow:

- TOEFL score of 79 - admission
- IELTS score of 6.5 for undergraduate and 7.0 for graduate programs

*Waiver Qualifications

- Attended the last four full years at a U.S. high school.

- Attended the last four full years in an international educational institution where English is the principal language of instruction; institution may be required to provide verification.
- Earned an SAT Reading Test subscore of at least a 27.
- Earned ACT English and reading scores of at least 20.
- Earned a bachelor's degree or higher from an accredited U.S. institution.
- Earned an GRE Score of at least 290
- Earned an GMAT Score of at least 400

Before the immigration form I-20 can be sent, students from all countries except Canada must send the University the equivalent to the first term tuition. 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.

Registration - Registration occurs at the beginning of the student's program. At this point, students are registered for all courses within the program. Therefore, if a student needs to miss an individual course/intensive visit, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class at a time that will minimize the impact on the student 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.

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.

Attendance Policy

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.

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 Department of Leadership Studies (p. 467) 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) and the technology fee (\$85 per course) 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 project team 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 not provided. Students desiring textbooks must purchase them on their own.
- 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.

Changing Programs or Majors

Students desiring to change programs or majors may do so by completing the change of program form found on the student portal (myiwu.indwes.edu). Change of programs will be processed under the following requirements:

- The student must be accepted into the new desired program.
- There must not be any current financial holds on the student's record.
- The requirements as stated in the current catalog will apply to the student's new program.

Computer Requirements

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser 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 foundational requirements, specified general education requirements, and core requirements.
- Cumulative GPA of 2.0 or higher.

Baccalaureate Degree

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher (2.5 for Social Work, 2.75 Early Childhood).
- 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, 2.75 Early Childhood).

- 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 is required of all bachelor undergraduate students. 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.

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.

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 (AS Integrative Studies) and Student Learning Outcomes

General Education Requirements - For all concentrations within the Integrated Studies associate degree program, a 30-credit general education core is required which includes:

- Three semester credits in Biblical Studies.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Six semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Christian Faith and Character** – Students can demonstrate character by expressing knowledge of Christian faith.
- **Written Communication** – Students can write clearly and effectively using language that is context and audience appropriate.
- **Oral Communication** – Students can communicate orally through well-prepared, purposeful presentations and interactions.
- **Quantitative Literacy** – Students can solve quantitative problems from a variety of authentic contexts presented in a variety of formats.
- **Critical Thinking** – Students can comprehensively analyze issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Teamwork** – Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Literacy** – Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

- **Scientific Ways of Knowing** – Students can apply scientific ways of knowing through observation and explanation using logical arguments and empirical standards.
- **Social, Behavioral, and Historical Ways of Knowing** – Students can apply social, behavioral, or historical ways of knowing to shape personal, civic, and global responsibilities.
- **Humanistic and Artistic Ways of Knowing** – Students can apply humanistic and artistic ways of knowing to analyze creative thought and forms of expression.

Indiana Statewide Transfer General Education Core (STGEC)

Indiana Wesleyan University participates voluntarily in the Indiana STGEC program in order to serve students who begin their studies at other schools. The Indiana STGEC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of STGEC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements (AS) and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

- Three semester credits in Biblical Studies.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Three semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Christian Faith and Character** – Students can demonstrate character by expressing knowledge of Christian faith.
- **Written Communication** – Students can write clearly and effectively using language that is context and audience appropriate.
- **Oral Communication** – Students can communicate orally through well-prepared, purposeful presentations and interactions.
- **Quantitative Literacy** – Students can solve quantitative problems from a variety of authentic contexts presented in a variety of formats.
- **Critical Thinking** – Students can comprehensively analyze issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Teamwork** – Students can collaboratively direct value-adding behaviors toward team objectives and tasks.

- **Digital Literacy** – Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.
- **Scientific Ways of Knowing** – Students can apply scientific ways of knowing through observation and explanation using logical arguments and empirical standards.
- **Social, Behavioral, and Historical Ways of Knowing** – Students can apply social, behavioral, or historical ways of knowing to shape personal, civic, and global responsibilities.
- **Humanistic and Artistic Ways of Knowing** – Students can apply humanistic and artistic ways of knowing to analyze creative thought and forms of expression.

Indiana Statewide Transfer General Education Core (STGEC)

Indiana Wesleyan University participates voluntarily in the Indiana STGEC program in order to serve students who begin their studies at other schools. The Indiana STGEC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of STGEC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements (BS) 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 bachelor students enrolled in IWU-National and Global education programs. This 30-credit general education core includes:

- Three semester credits in Biblical Studies.
- Three semester credits in Biblical Studies/Philosophy/Religion.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Christian Faith and Character** – Students can demonstrate character by expressing knowledge of Christian faith.
- **Written Communication** – Students can write clearly and effectively using language that is context and audience appropriate.
- **Oral Communication** – Students can communicate orally through well-prepared, purposeful presentations and interactions.
- **Quantitative Literacy** – Students can solve quantitative problems from a variety of authentic contexts presented in a variety of formats.

- **Critical Thinking** – Students can comprehensively analyze issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Teamwork** – Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Literacy** – Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.
- **Scientific Ways of Knowing** – Students can apply scientific ways of knowing through observation and explanation using logical arguments and empirical standards.
- **Social, Behavioral, and Historical Ways of Knowing** – Students can apply social, behavioral, or historical ways of knowing to shape personal, civic, and global responsibilities.
- **Humanistic and Artistic Ways of Knowing** – Students can apply humanistic and artistic ways of knowing to analyze creative thought and forms of expression.

Indiana Statewide Transfer General Education Core (STGEC)

Indiana Wesleyan University participates voluntarily in the Indiana STGEC program in order to serve students who begin their studies at other schools. The Indiana STGEC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of STGEC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

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/Deputy Title IX Officer - IWU-National and Global. 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. 18).

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)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

Repeated Courses -A student may repeat once any undergraduate course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned. CAPS graduate students with a cumulative GPA below the minimum required by their program for graduation, may retake once, at their option, any class in which they earned below a "B-."

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. 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 ending 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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these dates. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

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) - Academic Honors are awarded at commencement to baccalaureate degree candidates with the identified grade point averages listed below. Academic Honors are not awarded to associate's or master's degree students. Academic Honors are based upon the Honors grade point average (GPA). It should be noted that the Honors GPA includes transfer grades and as a result may differ from a student's cumulative GPA. For student enrolled in undergraduate programs at the Marion campus, Academic Honors listed in the commencement program are based on all IWU academic work completed one semester prior to the student's final semester and all transfer work. Academic Honors listed on the official transcript and diploma will reflect all applicable academic work at the time of conferral. Academic Honors are awarded based on the following criteria:

- 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).
- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- The student's current Honors GPA, as listed on the student's degree audit, which includes transfer grades.

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, and honors (bachelor's only). A student's financial account must be settled to receive a diploma.

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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

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 but no more than 180 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. Schedule changes need to be completed before submitting the Leave of Absence Application. The Leave of Absence Application can be downloaded by going to the following link:

<https://myiwu.indwes.edu/directory/student-services/registration-changes/pages/default.aspx>. 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 day after the last date of attendance in class.

An approved leave of absence must meet the following criteria: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, 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, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

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. Documentation is required for an extension on a leave. 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.

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.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid:

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible

to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
- Credits from a previously-awarded masters's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

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.

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.

Transfer of Credit Policy

Credit is granted for work with a satisfactory grade taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
-

Middle States Commission on Higher Education (MSCHE)

•

New England Commission of Higher Education (NECHE)

•

Northwest Commission on Colleges and Universities (NWCCU)

•

Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)

•

Transnational Association of Christian Colleges and Schools (TRACS)

•

Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)

•

Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

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 at the Bachelor level. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Undergraduate Credit Transfer Policy

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. The following are exceptions to the transfer policy and credits earned are not counted toward the honors GPA:

- Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.
- Courses from non-accredited 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, ACE, and/or NCCRS credit.

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 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.

Graduate Credit Transfer Policy

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.

- Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Credit hours accepted in transfer are recorded as part of the student's official academic record. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

Doctoral Exception:

IWU will allow doctoral students to transfer in up to 75% of their course work - an effective residency of 15 credit hours plus the comprehensive final. IWU will not permit a student to transfer in if they only need to complete their dissertation.

Credit hours accepted in transfer are recorded as part of the student's official academic record. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party.

Transcripts from International Institutions

Transcripts from international 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.

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. A student who violates the attendance policy with the last workshop of a course will receive an "F" for the course.

Administrative withdrawals assigning a grade of "W" will also happen as follows:

- A student who violates the attendance policy prior to the last workshop of a course will be administratively withdrawn from the course.
- A student who never attends a course will be administratively withdrawn from not only that course but all subsequent courses.

Students withdrawing from the first course of a core program must withdraw from the entire program.

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.

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.

The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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.

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

Indiana Wesleyan University provides an option for obtaining credit through experiences where college level learning has taken place, but was gained outside of the traditional college classroom setting. This option is called Prior Learning Assessment (PLA). IWU uses the principles and guidelines put forth by the Council for Adult and Experiential Learning (CAEL) who has served as a leader in the development and implementation of assessment for experiential learning since 1974.

Students are required to submit their documentation for PLA consideration through the IWU student portal. This documentation should clearly articulate a student's academically relevant, non-university learning. Students are responsible to develop their PLA submissions independently and follow the guidelines provided by the Coordinator of Prior Learning Assessment. After all required documentation is received, the information is sent to faculty members whose knowledge and expertise qualify them to evaluate learning gained through experience.

PLA submissions enable IWU to evaluate and assign university credit for the student's university level learning. No grades are assigned; only credit awarded.

The PLA submission is reviewed only by those who have an official reason for doing so: the PLA staff, faculty evaluators and accrediting association members. Any data received from the PLA process that may be made public will be generalized and will in no way be attributed to an individual unless the student provides a signed authorization. Students should not include any materials in the PLA submission that violate the legal and moral rights to privacy of other individuals.

The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 18) also apply to all Prior Learning Assessment submissions.

Undergraduate students accepted to or enrolled in any of the IWU-National and Global associate or baccalaureate degree programs are eligible to complete PLA. Graduate students may apply for PLA credit in approved graduate programs. Credit hours awarded may be counted toward general education, elective or select core requirements as applicable to the undergraduate degree or as specified for approved graduate programs.

The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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.

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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 (p. 321)" for limitations on transfer work.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) (see Transfer of Credit Policy (p. 321) for current accrediting agencies), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in effect.

Financial Policies - CAPS

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. 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 Student Account Services.

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 making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. 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 percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Refund Policies

Tuition and Technology Fee

Upon withdrawal from a course, tuition and the technology fee are prorated based on the date that the student requested the withdrawal as follows:

For courses consisting of 4-6 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 3rd week, there is no refund.

For courses consisting of at least 7 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 90%.

- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 4th week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 4th week, there is no refund.

Changes to a student's schedule may affect their financial aid. Call the Financial Aid Office for information.

Other Fees

Once attendance has been established in a course, any other fees associated with that course (not tuition or technology fee) are non-refundable.

Textbooks Shipped by Tree of Life

Refunds for textbook charges are issued at the sole discretion of Tree of Life, according to their established refund policies. To avoid unnecessary charges, students should return each rental textbook at the completion of each class

- When a student withdraws from a course, Tree of Life will supply the student with a prepaid label to return related materials as long as the student contacts Tree of Life Customer Support within 14 days of the course start date, ships the item within 5 business days of the contact, and the enrollment files reflect that the customer is no longer enrolled in this course (within 14 days of the start date). Upon receipt of the item, Tree of Life will refund the amount billed for the item minus shipping fees.
- Promptly contact Tree of Life for a Return Authorization for Credit for a course from which you have withdrawn.
- Refunds issued by Tree of Life will be applied as a credit to the student account.

Indiana Wesleyan University is not responsible for issuing refunds for Rentals not Returned, books not received, or books for withdrawn courses. All textbook issues should be immediately addressed with Customer Care at Tree of Life in order to receive the appropriate credit.

Regulations and Policies

In compliance with federal regulations for the student who has received financial aid, any amount due will be returned to the appropriate aid sources.

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.

Decisions regarding refunds are made by Student Account Services, and in isolated cases, by the Financial Appeals Committee.

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 Student Account Services. 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 6 months 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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

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 <https://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 nor professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of six school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. 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 2019-2020 award year is \$6,145.

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 nor 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 2019-2020 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 \$3,764 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 that must be repaid. Interest is charged from the date the grant(s) disbursed.

Indiana State Grant Aid – primarily consists of the Frank O'Bannon Grant, the 21st Century Scholarship, and the Adult Student Grant. Indiana grant recipients may take courses that meet at a site located within Indiana or online. Tuition reimbursement that a student receives may affect the amount of the state grant 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 April 15 state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition- and fee- only grant. More details are available on the state website at <https://www.in.gov/che/4506.htm>.

For the 21st Century Scholarship, please refer to the state website at <https://scholars.in.gov> for the eligibility requirements and other details.

For the Adult Student Grant, please refer to the state website at <https://www.in.gov/che/4509.htm> for eligibility requirements and other details.

Students receiving Indiana grant awards are required to meet certain credit completion requirements to renew Indiana grant awards for subsequent years.

- For Frank O'Bannon Grant maximum award renewal, students must successfully complete (receive passing grades for) at least 30 credit hours during each state academic year ("on-time" renewal). Frank O'Bannon Grant students who successfully complete at least 24 credit hours each state academic year ("full-time" renewal) will remain eligible for the grant but will receive a lesser amount than a student who completes 30 credit hours.
- For 21st Century Scholarship renewal, students must successfully complete at least 30 credit hours each state academic year to renew eligibility for subsequent years.
- For Adult Student Grant renewal, students must successfully complete 18 credit hours in the state academic year to renew eligibility for subsequent years.

The Financial Aid Office continually seeks to establish the state grant academic year in a way that maximizes both current year eligibility and renewal possibilities for the next academic year.

Kentucky State Grant 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). 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). Students must be enrolled in at least 6 credit hours of courses for the term taken at a site located within Kentucky in order for online courses to count toward the credit hour requirement. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Grant 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 eligible 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). 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 \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9,500 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 undergraduate students who demonstrate financial need and who have not met their lifetime maximum borrowing limits, 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, 2019, through June 30, 2020, the interest rate is 4.53% for subsidized and unsubsidized Direct Loans for undergraduate students. The interest rate is 6.08% for unsubsidized 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.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 7.08% interest rate available to parents of dependent undergraduate 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.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 7.08% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Military Preferred Tuition Discount – is a tuition discount to all active duty military personnel, National Guard, Reserves, retirees, veterans, spouses, surviving spouses, dependents with educational benefits, and DoD employees. Students must submit a discount application, available online at https://www.indwes.edu/adult-graduate/financial-aid/current_military_preferred_tuition_application_2019.pdf.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your program representative or by emailing N&Gdiscounts@indwes.edu.

Pastoral Discount – is a tuition discount offered to pastors who are taking courses in one of the approved ministry programs. For undergraduate students, a 50% tuition discount from all grant sources combined is given to Wesleyan pastors; a 30% tuition discount from all grant sources combined is given to non-Wesleyan pastors. Students must submit a discount application, available from your program representative.

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 cover fully the tuition costs.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & The Ministry and is available to undergraduate and graduate students in an approved ministry program. The loan 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 canceled 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 canceled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds. Loan amounts for the 2019-2020 award year are \$60 per semester hour for junior and senior years of undergraduate study. More information may be found online at <https://www.wesleyan.org/ecd/loan-grant>.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. 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 term/award period.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per term/award period.

Federal TEACH Grant is disbursed as a credit to the IWU student account in one payment per term/award period.

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term/award period. For students in a non-term program format, the disbursement occurs 14-21 days after the start of the award period. For students in a term-based program format, the disbursement occurs 6 days after the start of the first class attended in the term.

Indiana State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term. For students in a non-term program format, there are two state terms in the state academic year. For the Frank O'Bannon Grant and the 21st Century Scholarship, the first state term begins in the first 6-month timeframe where a student is enrolled full-time (at least 12 credit hours). The second 6-month state grant term begins immediately after the first. For students in a term-based program format, there are three or four state terms in the state academic year. The first state term begins in the first term where a student is enrolled full-time. Regardless of the program format, for students enrolled full-time on the 28th day of the state grant term, the earliest date state grant funds will be disbursed is on the 29th day of that term. For students not enrolled full-time on the 28th day of the state grant term but who later become enrolled full-time within that term, the earliest date state grant funds will be disbursed is on the last day of the course in which the student completes full-time enrollment for the term.

Kentucky State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term.

Ohio State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term.

Ministerial Student Aid is disbursed in the form of a check to the student three times a year (January, June, and September) from Wesleyan Headquarters for courses completed during the prior period.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. 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. For a break between classes of more than 180 days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

CAPS - Services for Students

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Books and Materials

Indiana Wesleyan University's IWU-National and Global programming has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, the required resource materials for our students are included with the program and are supplied through IWU's chosen supplier and distributor, Tree of Life Bookstores. Some of these required resources are in digital form and can be accessed directly in the learning management system upon individual student registrations. Any non-digital resources will be shipped directly to students prior to each course. For any non-customized print materials that are not part of the first course of a program, students wishing to obtain these specific materials on their own, may contact the Tree of Life Bookstores for further information.

Please note: Any attempted return of materials are subject to policies and procedures as applied by Tree of Life Bookstores. Please contact Tree of Live Bookstores for details related to any possible return of materials.

Should it become necessary for a student to withdraw from a course, any course not completed before the specified time remaining on their access to the digital materials, additional charges may be applied. Hard copy resource 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/or course is not completed, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials.

More information can be obtained by contacting Tree of Life Bookstores at 888-392-2930, 765-674-9530 ext. 1, or <http://www.treeoflifebooks.com/customerservices/>.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that seeks to care for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. 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 shepherd. Spiritcare offers help, hope, and healing for students in crises. 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 and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.
- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the Spiritcare Chaplaincy Program through the student portal at myiwu.indwes.edu/Chaplaincy or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Note: Out of Christian love and concern for IWU National & Global students, IWU chaplains may be notified regarding student issues and needs in order to offer extra care. Chaplains may thus initiate contact with students to ascertain further needs.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities in their area.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional,

responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

“No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance.” –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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.

DeVoe School of Business

The DeVoe School of Business 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 field. 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

The Undergraduate Business Programs offered are:

Associate of Science degree with majors in:

- Accounting (p. 337)
- Business (p. 338)
- Computer Information Technology (p. 341)

Bachelor of Science degree with majors in:

- Accounting (p. 343)

- Business Administration (p. 345)
- Business Administration with a specialization in Financial Planning (p. 346)
- Business Administration with a specialization in Human Resource Management (p. 348)
- Business Information Systems (p. 350)
- Healthcare Administration (p. 351)
- Hospitality Management (p. 353)
- Management (p. 354)
- Management - with a specialization in Human Resource Management (p. 356)
- Marketing - with a specialization in Digital Advertising, Promotion, and Branding (p. 357)
- Marketing - with a specialization in Marketing Analytics (p. 359)
- Marketing - with a specialization in Services and Non-Profit (p. 360)
- Marketing - with a specialization in Social Media (p. 362)

Additionally, the following minors are available for bachelor degree students.

- Accounting (p. 363)
- Information Technology (p. 364)
- Management (p. 364)

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

AS - Accounting

The Associate of Science degree with a major in Accounting includes both accounting and general education courses. Students will gain fundamental skills needed for entry-level accounting positions and provides an excellent foundation for pursuing a Bachelor of Science degree with a major in Accounting or Business.

Upon completion of the program, students will be able to:

- Demonstrate ethical decision-making from a Christian worldview.
- Demonstrate a competency in the application of fundamental accounting and business principles.
- Develop foundational business and accounting analysis skills.
- Integrate a biblical framework that guides business and personal interactions.
- Demonstrate effective communication of ideas and facts.
- Apply information management skills to business decision-making.

This degree will provide students with the fundamental skills needed for entry level accounting positions.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy at least 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

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 associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an associate degree with a major in Accounting from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 312)).
- Payment of all tuition and fees is required in order to receive a diploma.

(p. 337)

Accounting (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

BIS-225	Software Tools	3
BUS-150	Personal Finance	3
BUS-105	Introduction to American Business	3
ECO-205	Basic Economics	3
ACC-210	Using Spreadsheets in Accounting	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
BUS-230	Foundations of Global Business	3
ACC-220	Payroll Accounting and Taxation	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 prepares students for entry level business positions and provides a foundation for completion of a baccalaureate degree in a business-related field. Instructional methods include lectures, seminars, workshop activities, simulations, and business case studies.

Upon completion of the program, students will be able to:

- Develop foundational business analysis skills.
- Apply global perspectives to business decision-making.
- Demonstrate effective communication of ideas and facts.
- Apply information management skills to business decision-making.
- Develop ethical solutions for business decision-making.
- Integrate a biblical framework that guides business and personal interactions.

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. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy at least 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

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 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.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an associate degree with a major in Business from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements)
- Payment of all tuition and fees is required in order to receive a diploma.

(p. 337)

Business - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

BIS-225	Software Tools	3
BUS-150	Personal Finance	3
BUS-105	Introduction to American Business	3
ECO-205	Basic Economics	3
HRM-235	Project Management in Human Resources	3
BUS-225	Legal Environment of Business	3
ACC-203	Accounting for Business	3
MKG-220	Introduction to Marketing	3
BUS-301	Principles of Entrepreneurship	3
BUS-230	Foundations of Global Business	3
BUS-274	Business Case Study	3

AS - Business (Ohio)

The Associate of Science degree with a major in Business program is designed either to be a degree in general business or provide a foundation for completion of a baccalaureate degree in a business-related field. Instructional methods include lectures, seminars, workshop activities, simulations, and business case studies.

Upon completion of the program, students will be able to:

- Demonstrate an understanding of decision-making from a Christian worldview.
- Develop an academic foundation for the completion of a business-related baccalaureate degree.
- Develop a knowledge base that demonstrates exposure to liberal arts instruction.
- Integrate basic business principles, concepts, and skills.

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. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will include 36 hours of general education hours that will apply toward the bachelor level general education requirements as well as the 120 hour degree requirement.

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 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.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an associate degree with a major in Business 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 grade of "C" must be achieved in ENG-140 (p. 942), and ENG-141 (p. 942). Failure to achieve a "C" in any of these courses will require repeating the course until a "C" is achieved. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees is required in order to receive a diploma.

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Business (Ohio Onsite Students) - Program of Study

Core Courses

ENG-140 and ENG-141 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
ENG-140	College Writing	3
BUS-150	Personal Finance	3
BUS-105	Introduction to American Business	3
ENG-141	Research and Writing	3
COM-115	Introduction to Human Communication	3
MAT-118	Quantitative Reasoning	3
ECO-205	Basic Economics	3
BIL-102	New Testament Survey	3
HST-102	American History II	3
BUS-225	Legal Environment of Business	3
PSY-150	General Psychology	3
FINA-180	Humanities Fine Arts	3
HRM-235	Project Management in Human Resources	3
MAT-112	General Statistics	3
ACC-203	Accounting for Business	3
EAR-130	Earth Science	3
PHY-101	Physical Science of Everyday Phenomena	3
BUS-230	Foundations of Global Business	3
BUS-274	Business Case Study	3

AS - Computer Information Technology

The Associate of Science degree with a major in Computer Information Technology is designed to provide the graduate with a foundation for success at an entry-level position in the information technology field and provides the basis for completion of a Bachelor's degree. Instructional methods include lectures, seminars, workshop activities, simulation, and physical manipulation of computer equipment.

Upon completion of the program, students will be able to:

- Demonstrate an understanding of ethical decision-making from a Christian worldview.
- Demonstrate a competency in the application of fundamental Computer Information Technology and business principles.
- Develop foundational business and Computer Information Technology analysis skills.
- Integrate a biblical framework that guides business and personal interactions.
- Demonstrate effective communication of ideas and facts.
- Apply information management skills to business decision-making.

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. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

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 associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an associate degree with a major in Computer Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.

- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

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Computer Information Technology - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

BUS-150	Personal Finance	3
BIS-225	Software Tools	3
CIT-112	Computer Information Technology	3
BUS-105	Introduction to American Business	3
CIT-140	Operating Systems Concepts	3
CIT-120	Introduction to Programming Concepts	3
CIT-262	Network Communications	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

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 who are interested in completing a baccalaureate degree focusing on accounting theory, taxation, and auditing.

Upon completion of the program, students will be able to:

- Demonstrate an understanding of decision making from a Christian worldview.
- Demonstrate knowledge of current accounting principles, tax law, current auditing standards, and the use of accounting information by management.
- Develop critical thinking, problem solving, and communication skills.
- Apply accounting theory in a practical manner.
- Demonstrate technology skills necessary to solve accounting problems.

The first two courses, ACC-201 (Accounting Principles I) and ACC-202 (Accounting Principles II), are provided to those who wish to meet minimum credit hour 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. 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. 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 provided by the state in which the student 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 BS - Accounting program.

A minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

Accounting Minor (p. 363)

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Accounting 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- 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.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

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 and Reporting I	3
ACC-312	Intermediate Financial Accounting And Reporting 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.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Business Administration 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Business Administration from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

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Business Administration - 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
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
STA-320	Business Statistics	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

BS - Business Administration - Financial Planning Specialization

Students in the Bachelor of Science with a major in Business Administration with a specialization in Financial Planning will incorporate critical analysis to evaluate clients' objectives, needs, and values. They will use unique case studies to engage in the practice of recommending particular strategies within a broader financial plan. Students will test strategic solutions to organizational issues within diverse business and economic situations applying critical thinking derived from financial and managerial knowledge. Students will apply various digital communication strategies to convey complex financial concepts and financial plan recommendations with clients. Students will integrate biblical principles, evaluate and apply the Virtuous Business Model, and generate ethical solutions to business challenges within the personal financial planning disciplines.

Upon completion of the program, students will be able to:

- Explain the steps of the financial planning process.
- Analyze personal financial situations to create an effective financial plan.
- Communicate the financial plan using a variety of digital and paper media strategies.
- 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.
- Apply appropriate technologies to meet changing business conditions.
- Develop ethical solutions for business opportunities using critical thinking.
- Integrate biblical principles and the Virtuous Business Model to guide interactions within the workplace.

Admission Requirements

The admission requirements for the Bachelor of Science with a major in Business Administration with a specialization in Financial Planning 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Business Administration from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 312)).
- Payment of all tuition and fees is required to receive a diploma.

Business Administration - Financial Planning Specialization - 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
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ACC-201	Accounting Principles I	3
ECO-330	Applied Microeconomics for Business	3
FIN-420	Introduction to Financial Planning	3
FIN-421	Risk Management Foundations	3
FIN-422	Biblically Based Investment Planning	3
FIN-423	Introduction to Income Tax Planning	3
FIN-424	Retirement and Benefits Planning	3
FIN-426	Creating the Financial Plan	3
FIN-427	Rethinking Wealth: Estate Planning and Wealth Transfer	3

BS - Business Administration - Human Resource Management Specialization

Students in the Bachelor of Science with major in Business Administration and a specialization in Human Resource Management 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. 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 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.
- 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).

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Business Administration 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Business Administration and a specialization in Human Resource Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

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Business Administration - HR Specialization - Program of Study

Core Courses

NOTE: Students must take HRM-435 (p. 975), HRM-490 (p. 975), HRM-470 (p. 975), and HRM-494 (p. 975) prior to taking ADM-495.

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
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
ECO-331	Applied Macroeconomics for Business	3
FIN-210	Managerial Finance	3
HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3

HRM-494	Comprehensive Overview of Human Resource Management	3
ADM-495	Seminar in Business	3

BS - Business Information Systems

The Bachelor of Science degree with a major in Business Information Systems program is designed for working professionals who are employed in businesses or public organizations. The curriculum enables graduates to assist and lead in the planning, development, and operation of information systems. Such systems are used to streamline and automate processes, solve problems, and 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, with an emphasis on developing the skills necessary for successfully implementing and supporting computer and information systems. The program also helps develop the skills necessary to serve as a liaison between management and information technology departments.

Upon completion of the program, students will be able to:

- Demonstrate an understanding of decision making from a Christian worldview.
- Demonstrate knowledge of a broad set of technical skills used in business information systems.
- Develop critical thinking, problem solving, and communication skills.

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.

A minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

Information Technology Minor (p. 364)

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Business Information Systems 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Business Information Systems from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

Business Information Systems - Program of Study

Core Courses

MGT-302	Management and Leadership	3
BIS-216	Information Systems and Project Management	3
COM-325	Communication in Business	3
BIS-220	Analytical Thinking and Problem Solving	3
BIS-320	Managerial Relational Database Systems	3
MKG-421	Foundations of Marketing	3
ACC-310	Accounting Decisions for Managers	3
BIS-344	Visual Basic .Net Programming	3 to 4
BIS-346	Java Programming	3 to 4
BIS-324	Networking, Systems & Security	3 to 4
BIS-353	Web Application Development	3 to 4
BIS-460	Business Systems Analysis and Design Seminar	3 to 4

Total Credit Hours: 0

BS - Healthcare Administration

Students in the Bachelor of Science degree with a major in Healthcare Administration program evaluate solutions and strategies for complex problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for lifelong growth, and integrate critical analysis with healthcare administration disciplines. Students will apply 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 program.

Upon completion of the program graduates will be able to:

- Evaluate solutions and strategies for complex problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for lifelong growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Apply ethical standards in decision making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework into the practice and standards that guides interactions within the healthcare industry.
- Assess technologies for implementation in healthcare organizations.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Healthcare Administration 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Healthcare Administration from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

Healthcare Administration - Program of Study

Core Courses

HCA-310	Healthcare Management and Leadership	3
COM-325	Communication in Business	3
HCA-320	Ethical Decision-Making for Healthcare Administrators	3
HRM-435	Human Resource Management	3
ACC-201	Accounting Principles I	3
HCA-330	Technology and Information Systems for Health Care	3
HCA-340	Leading and Governing High Reliability Healthcare Organizations	3
HCA-410	Healthcare Principles and Policies	3
HCA-420	Finance for Healthcare Administrators	3
STA-320	Business Statistics	3
ECO-410	Economic Analysis for Healthcare Administrators	3
MKG-411	Healthcare Marketing	3
HCA-430	Issues for Healthcare Administrators	3
HCA-440	Quality and Project Decision-Making for Managers	3
HCA-450	Strategy Development for Healthcare Administration	3
HCA-490	Capstone Project for Healthcare Administrators	3

BS - Hospitality Management

Students in the Bachelor of Science degree with a major in Hospitality Management program will differentiate specific characteristics of the segments within the hospitality industry, identify current trends and issues, and develop effective marketing strategies and optimal human asset management practices using quantitative methods. Students will develop a leadership philosophy and practice consistent with a biblical worldview, apply appropriate communication strategies to achieve organizational goals, and utilize appropriate technologies to meet changing business conditions. Students will also create a business plan for a small hospitality industry business. Students will be required to perform a field exercise as part of this program.

Upon completion of the program graduates will be able to:

- Develop a leadership philosophy and practice consistent with a biblical worldview.
- Utilize appropriate technologies to meet changing business conditions.
- Apply appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interaction within the workplace.
- Develop effective marketing strategies applicable to the hospitality industry.
- Identify current trends and issues impacting the hospitality industry.
- Differentiate specific characteristics of the segments of the hospitality industry including their optimal human asset management practices using quantitative methods.
- Create a business plan for a small hospitality industry business.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Hospitality Management 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Hospitality Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

Hospitality 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-460	International Issues in Business	3
MGT-432	Organizational Behavior	3
MGT-435	Human Resources Management	3
HSM-400	Hospitality Market Development	3
HSM-410	Current Trends and Issues in Hospitality Management	3
HSM-420	An Introduction to Quantitative Tools for Decision-Making in Hospitality Management	3
HSM-430	Hotels, Restaurants, Tourism, and Travel in the Hospitality Industry	3
HSM-440	Strategic Human Asset Management	3
HSM-450	The Application of Quantitative Tools for Decision-Making in Hospitality Management	3
HSM-490	Hospitality Management Capstone	3
Subtotal: 42		

BS - Management

The Bachelor of Science degree with a major in Management emphasizes 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.

This program is also offered as a Competency-Based and is designed so students can progress through the program at their own pace. Students in this program will be required to demonstrate their competency in workplace skills that emphasize communication, teamwork, critical analysis, problem solving, the application of global perspectives, the application of relevant technologies and developing ethical solutions. A series of summative assessments will be used in the program to gauge students' level of competency for each course and program outcome along with the associated workplace skill. All outcomes and workplace 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.

A minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

Management Minor (p. 364)

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 Bachelor of Science degree with a major in Management 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- Competency-Based students - Submission of a resume that documents a minimum of three-years supervisory and managerial experience. This experience must focus on a role in managing others. Experience may be in a paid or volunteer position and can be performed in a variety of institutions and organizations including (but not limited to): business, non-profit, civic, educational, medical, religious or government.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

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
MKG-421	Foundations of Marketing	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
ACC-310	Accounting Decisions for Managers	3
MGT-432	Organizational Behavior	3
FIN-310	Financial Decisions for Managers	3

HRM-435	Human Resource Management	3
MGT-496	Applied Management Project	3

Total Credit Hours: 0

BS - Management - Human Resource Management Specialization

The Bachelor of Science degree with a major in Management with a specialization in Human Resource 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. 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 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.
- 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 foundational business course requirements in order to comply with SHRM guidelines:

- Statistics course at the 100 level or equivalent

This course may be completed at IWU or transferred in.

A minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

Management Minor (p. 364)

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 Bachelor of Science degree with a major in Management 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

Management - HR Specialization - Program of Study

Core Courses

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.

NOTE: Students must take HRM-435 (p. 975), HRM-490 (p. 975), HRM-470 (p. 975) and HRM-494 (p. 975) prior to taking ADM-495.

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
MKG-421	Foundations of Marketing	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
ACC-310	Accounting Decisions for Managers	3
MGT-432	Organizational Behavior	3
FIN-310	Financial Decisions for Managers	3
HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3
HRM-494	Comprehensive Overview of Human Resource Management	3
ADM-495	Seminar in Business	3

Total Credit Hours: 0

BS - Marketing - Digital Advertising, Promotion, and Branding Specialization

Students in the Bachelor of Science with a major in Marketing and a specialization in Digital Advertising, Promotion, and Branding program will develop business analysis, critical thinking and problem solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business

environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Through applying relevant marketing technologies to manage changing business conditions, the students will use ethical solutions using a Biblical framework to successfully implement business marketing opportunities.

Upon completion of the program, students will be able to:

- Demonstrate business analysis and problem solving skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.
- Select appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

Marketing -Digital Advertising, Promotion, and Branding Program of Study

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economics Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3

MGT-430	Management Perspectives	3
FIN-315	Accounting and Financial Concepts of Business	3
ADM-430	Leadership Perspectives	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
MKG-340	Advertising to Generations	3
MKG-435	Digital Branding	3
MKG-358	Digital Promotions	3
MKG-465	Digital Advertising	3

Business Electives

12 Credit Hours of Business Electives (from subjects Business, Economics, Finance, Accounting, Administration, Management, and Marketing)	12

Total Credit Hours: 0**BS - Marketing - Marketing Analytics Specialization**

Students in the Bachelor of Science with a major in Marketing and a specialization in Marketing Analytics program will develop business analysis, critical thinking and problem solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Through applying relevant marketing technologies to manage changing business conditions, the students will use ethical solutions using a Biblical framework to successfully implement business marketing opportunities.

Upon completion of the program, students will be able to:

- Demonstrate business analysis and problem solving skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.
- Select appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

Marketing -Marketing Analytics Program of Study

Business Electives

12 Credit Hours of Business Electives 12
(from subjects Business, Economics,
Finance, Accounting, Administration,
Management, and Marketing)

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economics Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MGT-430	Management Perspectives	3
FIN-315	Accounting and Financial Concepts of Business	3
ADM-430	Leadership Perspectives	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
MKG-450	Foundations of Marketing Analytics	3
MKG-398	Marketing Research	3
MKG-460	Predictive Marketing Analytics	3
MKG-470	Data Mining for Marketers	3

Total Credit Hours: 0

BS - Marketing - Services & Non-Profit Specialization

Students in the Bachelor of Science with a major in Marketing and a specialization in Services and Non-Profit program will develop business analysis, critical thinking and problem solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Through applying relevant marketing technologies to manage changing business conditions, the students will use ethical solutions using a Biblical framework to successfully implement business marketing opportunities.

Upon completion of the program, students will be able to:

- Demonstrate business analysis and problem solving skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.

- Select appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma. (p. 343)

Marketing -Services & Non-Profit Program of Study

Business Electives

12 Credit Hours of Business Electives (from subjects Business, Economics, Finance, Accounting, Administration, Management, and Marketing)	12

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economics Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MGT-430	Management Perspectives	3
FIN-315	Accounting and Financial Concepts of Business	3

ADM-430	Leadership Perspectives	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
MKG-348	Service Marketing	3
MKG-345	Non-Profit Marketing	3
MKG-411	Healthcare Marketing	3
MKG-430	Marketing for Government Funded Organizations	3

Total Credit Hours: 0

BS - Marketing - Social Media Specialization

Students in the Bachelor of Science with a major in Marketing and a specialization in Social Media program will develop business analysis, critical thinking and problem solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Through applying relevant marketing technologies to manage changing business conditions, the students will use ethical solutions using a Biblical framework to successfully implement business marketing opportunities.

Upon completion of the program, students will be able to:

- Demonstrate business analysis and problem solving skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.
- Select appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.

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 Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing 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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business.
- 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 Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

Marketing -Social Media Program of Study

Business Electives

12 Credit Hours of Business Electives (from subjects Business, Economics, Finance, Accounting, Administration, Management, and Marketing)	12

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economics Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MGT-430	Management Perspectives	3
FIN-315	Accounting and Financial Concepts of Business	3
ADM-430	Leadership Perspectives	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
MKG-361	Social Media and Consumer Behavior	3
MKG-363	Social Networking in Business Strategy	3
MKG-452	Social Publishing Strategies	3
MKG-462	Social Commerce	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 the assessment of prior learning process at IWU.

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 and Reporting I	3
ACC-312	Intermediate Financial Accounting	3

And Reporting II

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 the assessment of prior learning process at IWU.

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
BIS-225	Software Tools	3
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 the assessment of prior learning process at IWU.

Management Minor - Program of Study

Required Courses

BUS-105	Introduction to American Business	3
MGT-450	Negotiation/Conflict Resolution	3
MGT-432	Organizational Behavior	3
HRM-435	Human Resource Management	3
BUS-230	Foundations of Global Business	3

One class from the following:

ECO-205	Basic Economics	3
BUS-220	Accounting for Business	3
MGT-496	Applied Management Project	3

Graduate Business Programs

The Graduate Business Programs offered are:

- Master of Science Degree with majors in:
 - Accounting (p. 365)
 - Human Resource Management (p. 366)
 - Associate to MS - Management (p. 368)

- Management (p. 369)
- Master of Business Administration (MBA) with majors in:
 - Associate to MBA - Business Administration (p. 370)
 - Business Administration (p. 372)
 - Healthcare Administration (p. 373)
 - Personal Financial Planning (p. 374)
 - Project Management (p. 375)
 - School Administration (p. 377)
 - Dual degree and major with the School of Nursing (MSN/MBA) (p. 378)

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 continuing.

Master of Science Degree Programs

MS - Accounting

Students in the Master of Science degree 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. The legal implications of business transactions and how they relate to accounting, auditing, and financial reporting will also be covered.

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.

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 Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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.

Accounting (MS) - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
ACCT-511	Ethics and Business Law for Accountants	3
ACCT-512	Financial Accounting Theory and Issues	3
ACCT-520	Advanced Managerial Accounting	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
ACCT-591	Accounting Seminar: Governmental and Non-Profit Accounting	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.

The Human Resource Management program aligns with the Society for Human Resource Management (SHRM) recommended guidelines for graduate-level HR education. These guidelines reflect the minimum standards that constitute both a broad and deep HR education.

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. Not all programs are offered at all locations and some may only be available online.

Accreditation

The Human Resource Management program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on official 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 DeVoe School of Business.

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.

Human Resource Management (MS) - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	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
HRMT-590	Human Resource Management	3

Capstone

MS - Associate to MS - Management

Students in the Master of Science with a major in Management program synthesize organizational management knowledge and skills, analyze internal and external business environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and 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.

Admission Requirements

- An associate's degree, verified on original transcripts sent directly to IWU by the institution, from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- An undergraduate grade point average (GPA) of 3.0 or higher from the associate degree granting institution. If an applicant's GPA is below 3.0, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

Program Requirements

- Before starting the graduate MSM courses, students must complete an undergraduate bridge program of 24 credits hours.
- A grade of "B" or higher must be earned in the bridge courses.
- Students may not transfer undergraduate credits earned from other institutions.
- Students may elect to transfer out of AS-MSM into other IWU undergraduate programs. Classes taken in the AS-MSM can apply toward a program of study in another program as appropriate, if the minimum grade requirement for that program has been met.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the MSM 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.

Associate to MS Management - Program of Study

Undergraduate Bridge Courses

All undergraduate courses must be completed with a grade of "B" or higher.

MGT-302	Management and Leadership	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3

MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
FIN-315	Accounting and Financial Concepts of Business	3

Core Courses

MGMT-501	Foundations of Graduate Business	3
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-525	Accounting and Finance for Managers	3
MGMT-532	Leadership and Organizational Change	3
MKTG-530	Marketing Management	3
MGMT-512	Ethical and Legal Aspects of Management	3
MGMT-520	Organizational Behavior	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3
ECON-510	Economic Analysis for Managers	3
MGMT-590	Applied Management Capstone	3

MS - Management

Students in the Master of Science with a major in Management program synthesize organizational management knowledge and skills, analyze internal and external business environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and 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.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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.

Management (MS) - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-528	Global Management	3
MKTG-530	Marketing Management	3
HRMT-535	Human Resources Management	3
ECON-510	Economic Analysis for Managers	3
FINC-525	Accounting and Finance for Managers	3
MGMT-520	Organizational Behavior	3
MGMT-532	Leadership and Organizational Change	3
MGMT-522	Business Strategy and Policy	3
MGMT-590	Applied Management Capstone	3

MBA Programs

MBA - Associate to MBA - Business Administration

Students in the Master of Business Administration program with a major in Business Administration 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.

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 Requirements

- An associate's degree, verified on original transcripts sent directly to IWU by the institution, from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- An undergraduate grade point average (GPA) of 3.0 or higher from the associate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 3.0, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

Program Requirements

- Before starting the graduate MBA courses, students must complete an undergraduate bridge program of 24 credits hours.
- A grade of "B" or higher must be earned in the bridge courses.
- Students may not transfer undergraduate credits earned from other institutions.
- Students may elect to transfer out of AS-MBA into other IWU undergraduate programs. Classes taken in the AS-MBA can apply toward a program of study in another program as appropriate, if the minimum grade requirement for that program has been met.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the MBA 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.

Associate to MBA - Program of Study

Undergraduate Bridge Courses

All undergraduate courses must be completed with a grade of "B" or higher.

MGT-302	Management and Leadership	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
ECO-331	Applied Macroeconomics for Business	3

Core Courses

MGMT-501	Foundations of Graduate Business	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
BADM-590	Business Administration Capstone	3

MBA - Business Administration

Students in the Master of Business Administration program with a major in Business Administration 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.

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 Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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 - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of	3

	Management	
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
BADM-590	Business Administration Capstone	3

MBA - Healthcare Administration

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 mission 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.

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 Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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 - Healthcare Administration - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	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
STAT-535	Statistics for Business Decision-Making	3
ECON-511	Business Economics	3
HRMT-535	Human Resources Management	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
HCAD-590	Healthcare Administration Capstone	3

MBA - Personal Financial Planning

Students in the Master of Business Administration with a major in Personal Financial Planning program design solutions and strategies for personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate financial plan. Students will evaluate personal management capabilities and design a plan for continual growth, and integrate critical analysis with financial planning disciplines. Students will synthesize ethical standards in decision making and strategy development, create appropriate communication strategies to achieve financial goals, and integrate a biblical framework and the Virtuous Business Model that guides interactions and planning within the steps of the financial planning process.

Upon completion of the program, students will be able to:

- Explain the steps of the financial planning process.
- Create a sound financial plan.
- Communicate the financial plan, both orally and in writing.
- Evaluate personal management capabilities and design a plan for continual growth.
- Identify strengths and weaknesses of various approaches to solving a specific problem.
- Synthesize ethical standards in decision making and strategy development.
- Integrate biblical principles and the Virtual Business Model that guides interactions and plans within the personal financial planning process.

Students who have been admitted to the MBA in Personal Financial Planning, have successfully passed the Certified Financial Planning Exam (an independent third party nationally recognized exam with alignment to the course learning objectives), and hold both a CFP and a Kingdom Advisor designation (maintaining current professional status with continuing education requirements) may be granted credit for the following courses: FINC-520, FINC-521, FINC-522, FINC-523, FINC-524, FINC-526, and FINC-527.

Students who meet the above criteria but do not hold the Kingdom Advisor designation may be granted credit for the following courses: FINC-521, FINC-522, FINC-523, FINC-524, FINC-526 and FINC-527. However, such students shall be required to take FINC-528 as a replacement for FINC-520.

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 Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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 - Personal Financial Planning - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	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
STAT-535	Statistics for Business Decision-Making	3
ECON-511	Business Economics	3
MKTG-530	Marketing Management	3
FINC-520	Foundations of Financial Planning	3
FINC-521	Risk Management	3
FINC-522	Investment Planning	3
FINC-523	Income Tax Planning	3
FINC-524	Retirement Planning and Employee Benefits	3
FINC-527	Estate Planning and Wealth Transfer	3
FINC-526	Financial Plan Development	3

MBA - Project Management

Students in the Master of Business Administration with a major in Project Management program will demonstrate competency in project management theory and practice by designing solutions and strategies for complex project management problems and opportunities within organizations that integrate critical thinking and analysis with business administration disciplines to ensure mission success. Students will synthesize ethical standards in decision making and communication and create appropriate communication strategies to achieve project management goals. Students will create a plan for lifelong leadership development and personal, professional, and spiritual growth while applying a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Create a plan for lifelong leadership development and personal, professional, and spiritual growth.

- Integrate critical thinking and analysis with business administration disciplines to ensure mission success.
- Synthesize ethical standards in decision-making and communication.
- Apply a biblical framework that guides interactions within the business environment and workplace.
- Design solutions and strategies for complex project management problems and opportunities within organizations.
- Demonstrate competency in project management theory and practice.
- Create appropriate communication strategies to achieve project management goals. For current Project Management Institute –Project Management Professional (PMP)® certification holders only: Students who have been admitted to the MBA in Project Management (requirement #1), have successfully passed the Project Management Professional (PMP) Exam (requirement #2) and hold a current PMP designation (Requirement #3), may be granted credit for the following courses: PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, PROJ-660. After taking all other program courses, these students will take PROJ-670 as a way of demonstrating competence and achieving program 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 and locations offered as necessary.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.

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 - Project Management - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-525	Accounting and Finance for Managers	3
MKTG-530	Marketing Management	3
ECON-511	Business Economics	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3
PROJ-610	Introduction to Project Management	3
PROJ-620	Planning I: Preparation/Scope/Quality/ Risk	3
PROJ-630	Planning II: Schedule/Budget/ Procurement	3
PROJ-640	Talent Management	3
PROJ-650	Monitoring and Control	3
PROJ-660	Project Close Out	3

MBA - School Administration

Candidates in the Master of Business Administration with a major in School Administration program develop strategies that promote a culture of achievement for all stakeholders, evaluate personal management capabilities and design a plan to drive improvements in teacher effectiveness and student achievement, and integrate critical analysis with disciplines such as management, accounting, finance, and economics for continuous organizational improvement. Candidates create activities that contribute to the academic success of all students through effective teaching and best instructional practices. Candidates synthesize ethical standards in decision making and strategy development, create appropriate strategies to improve communication and build relationships to achieve organization goals, and integrate a biblical framework that guides interactions within the educational and stakeholder environments.

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 MBA –School Administration courses bear the full responsibility for ensuring the applicability of IWU graduate courses for licensure in their state.

Upon completion of the program, students will be able to:

- Develop strategies that promote a culture of achievement for all stakeholders.
- Evaluate personal management capabilities and design a plan to drive improvements in teacher effectiveness and student achievement.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics for continuous organizational improvement.
- Synthesize ethical standards in decision making and strategy development.
- Create appropriate strategies to improve communication and build relationships to achieve organization goals.
- Integrate a biblical framework that guides interactions within the educational and stakeholder environments.

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 Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 DeVoe School of Business.
- A minimum of two years of full-time P-12 teaching experience on a standard license.

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 - School Administration - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
COMM-515	Decision-Making and Essential Business Communication	3

FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
MKTG-540	Non-Profit Development and Advancement	3
MGMT-541	Innovation Management	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3
EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

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. This degree is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. The 60-credit hours include 30 credits from Nursing and 30 credits coming from Business.

This major is designed to develop transformational leaders with strong fiscal knowledge and skill who are effective stewards of health care resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates will be prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate transformational and servant leadership concepts into the role of a nurse administrator.
- Create an evidence-based approach to health care management and leadership.
- Utilize effective stewardship of human and financial resources in health care administration.
- Integrate nursing and business skills to create effective, efficient, and innovative health care systems.
- Design operational and strategic plans for health care systems based on sound finance, accounting, and economic principles.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; 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 ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.

- 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.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the degree granting institution.
- At least one year of professional practice.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete any Nursing course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- 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.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Graduation Requirements

To graduate, students must meet the following requirements:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-513, NRA-671, NRA-672, NRA-673, NRA-675, NRA-676, NRA-678, and NRA-693 must be completed with a grade of "B" or higher.
- Cumulative GPA of 3.0.
- The dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MSN and MBA Dual Degree - Program of Study

Business Administration Courses

MGMT-501	Foundations of Graduate Business	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	3

MGMT-532	Business Communication 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

Nursing Administration Courses

NRA-513	Introduction to Professional Development for Advanced Practice in Nursing Administration	1
GNUR-501	Evidence Based Communication	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-675	Innovative Strategies for Nurse Leaders	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
NRA-693	Integration of Theory Into Nursing Administration Practice	1

Subtotal: 60

Total Credit Hours: 60

Doctoral Business Programs

DBA - Specialization in Accounting

The Doctor of Business Administration with a specialization in Accounting prepares students for careers in accounting education, consulting, and business leadership. Students in this program will integrate forward-thinking virtuous leadership into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and design solutions to accounting problems using new applications of theory or changes in present accounting standards. Students will synthesize advanced research in education, consulting, or business leadership into their doctoral practice in order to create new accounting knowledge for application in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global teambased business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.

- Design solutions to real world accounting problems using new applications of theory or changes in present accounting standards.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Accounting are as follows:

- A Master in a business discipline and either a
 - CPA or
 - 18 graduate accounting credits together with at least 5 years of managerial accounting or accounting teaching experience.
- Degrees are only accepted from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B" in each course. A grade of "B-" or below will require the course to be repeated.
- Successful completion and defense of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Accounting - Program of Study

Core Courses

BADM-701	Residency 1: The DBA Journey	1
BADM-751	Applied Doctoral Project 1: Prospectus	1
BADM-702	Foundations of Doctoral Research	4
BADM-752	Applied Doctoral Project 2: Human Factor Analysis	1
BADM-703	Virtuous Leadership and Global Based Teams	3
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-753	Applied Doctoral Project 3: Environmental Analysis	1
BADM-705	Virtuous Marketing	3
BADM-754	Applied Doctoral Project 4: Problem Scenario	1
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-755	Applied Doctoral Project 5: Hypothesis Generation	1
BADM-708	Virtuous Business in a Global Marketplace	3
BADM-756	Applied Doctoral Project 6: Research Plan	1
BADM-709	Current Issues for the Virtuous Organization	3
BADM-757	Applied Doctoral Project 7: Active Research	1

BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-758	Applied Doctoral Project 8: Research Analysis and Recommendations	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization in Accounting

ACCT-730	Financial Reporting	4
ACCT-731	Accounting in the Global Marketplace	4
ACCT-732	Advanced Topics in Management Accounting	4
ACCT-733	Doctoral Accounting Seminar	4
ACCT-790	Applied Doctoral Program Evaluation and Assessment - Accounting	4

Total Credit Hours for Degree: 60

DBA - Specialization in Healthcare Administration

The Doctor of Business Administration with a specialization in Healthcare Administration prepares students for administrative careers in healthcare education, consulting, and organizational leadership. Students will create new knowledge and skills and design change management solutions and strategies for real world healthcare administrative problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model will be used throughout the program.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real world healthcare problems using new applications of theory or changes of practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Healthcare Administration are as follows:

- A Masters Degree in a business related discipline with at least 5 years of experience in healthcare administration or a Masters in a healthcare related discipline with at least 5 years of administrative/managerial experience. Only degrees from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B" in each course. A grade of "B-" or below will require the course to be repeated.
- Successful completion and defense of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Healthcare Administration - Program of Study

Core Courses

BADM-751	Applied Doctoral Project 1: Prospectus	1
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-752	Applied Doctoral Project 2: Human Factor Analysis	1
BADM-703	Virtuous Leadership and Global Based Teams	3
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-753	Applied Doctoral Project 3: Environmental Analysis	1
BADM-705	Virtuous Marketing	3
BADM-754	Applied Doctoral Project 4: Problem Scenario	1
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-755	Applied Doctoral Project 5: Hypothesis Generation	1
BADM-708	Virtuous Business in a Global Marketplace	3
BADM-756	Applied Doctoral Project 6: Research Plan	1
BADM-709	Current Issues for the Virtuous Organization	3
BADM-757	Applied Doctoral Project 7: Active Research	1
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-758	Applied Doctoral Project 8: Research Analysis and Recommendations	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization in Healthcare Administration

HCAD-730	Organizational, Community, and Global Health Administration	4
HCAD-731	Healthcare Law, Governance, and Ethics	4

HCAD-732	Healthcare Innovation, Informatics, and Change Management	4
HCAD-733	Issues in Strategic Planning and Organizational Development for Healthcare Administrators	4
HCAD-790	Applied Doctoral Program Evaluation and Assessment - Healthcare Administration	4

Total Credit Hours for Degree: 60

DBA - Specialization in Management

The Doctor in Business Administration with a specialization in Management prepares students for managerial careers in business education, consulting, and business leadership. Students will create new knowledge and skills and design change management solutions and strategies for real world management problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model will be used throughout the program.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in business education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real world management problems using new applications of theory or changes in present management practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Management are as follows:

- A Master's degree in a business discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution at which at least a minimum of 24 hours was completed. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B" in each course. A grade of "B-" or below will require the course to be repeated.
- Successful completion and defense of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Management - Program of Study

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Core Courses

BADM-751	Applied Doctoral Project 1: Prospectus	1
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-752	Applied Doctoral Project 2: Human Factor Analysis	1
BADM-703	Virtuous Leadership and Global Based Teams	3
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-753	Applied Doctoral Project 3: Environmental Analysis	1
BADM-705	Virtuous Marketing	3
BADM-754	Applied Doctoral Project 4: Problem Scenario	1
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-755	Applied Doctoral Project 5: Hypothesis Generation	1
BADM-708	Virtuous Business in a Global Marketplace	3
BADM-756	Applied Doctoral Project 6: Research Plan	1
BADM-709	Current Issues for the Virtuous Organization	3
BADM-757	Applied Doctoral Project 7: Active Research	1
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-758	Applied Doctoral Project 8: Research Analysis and Recommendations	1
BADM-785	Comprehensive Exam	1

Specialization in Management

MGMT-730	Negotiation and Conflict Management	4
MGMT-731	Organizational Development	4
MGMT-732	Innovation and Change Management	4
MGMT-733	Vision and Virtue: Keys to Strategic Planning	4
MGMT-790	Applied Doctoral Program Evaluation and Assessment - Management	4

Total Credit Hours for Degree: 60

Division of Liberal Arts

The Division of Liberal Arts offers undergraduate certificates in Communications and General Studies, graduate certificates in Biology, Mathematics, Technology, and Physics, an Associate of Science degree with a major in Integrative Studies, and a Bachelor of Science degree with majors in General Studies, Communication, and Digital Communication. In addition undergraduate courses are offered to enable students to meet general education and elective requirements.

Certificate Programs - Undergraduate

In order to provide students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies (CAPS) offers Certificates in several broad career areas. For a current listing of courses and information, please see <https://www.indwes.edu/adult-graduate/electives/>.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

Undergraduate Certificate - Communications

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; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course

Undergraduate Certificate - Communications Program of Study

Communications

Choose 15 credits from the following:

COM-110	Oral Communication - Public Speaking	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

Undergraduate Certificate - General Studies

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; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course

Undergraduate Certificate - General Studies Program of Study

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

Certificate Programs - Graduate

Graduate Certificate - Biology

The Graduate Biology Certificate is an 18 hour concentration designed for those seeking the credentials required by regional accrediting bodies in order to be able to teach advanced placement, concurrent, and community college Biology courses. The courses provide broad understanding of the field of biological science while strengthening scientific communication and analysis. As this program is taught and practiced in a Christian environment, all courses connect aspects of biology to Christian faith.

Upon completion of this program, students should be able to:

- Synthesize scientific knowledge in biology effectively. (Scientific Knowledge)
- Demonstrate critical thinking skill by evaluating and explaining biological scientific information accurately. (Critical Thinking Skills)
- Develop skills for solving quantitative biological problems that can be modeled mathematically. (Quantitative Skills)
- Formulate a biblical worldview utilizing the attained scientific knowledge in biology

Admission Requirements

The admission requirements for the Graduate Certificate in Biology are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level.
- 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

To complete the Certificate in Biology candidates must show evidence of the following:

- Successful completion of the Graduate Biology Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate-Biology Plan of Study

Biology Certificate Courses

BIOL-501	Biological Chemistry	3
BIOL-502	Cell Biology	3
BIOL-503	Systems Biology	3
BIOL-504	Genetics	3
BIOL-505	Human Physiology	3
BIOL-506	Microbiology	3

Graduate Certificate - Mathematics

The Graduate Mathematics certificate is an 18 hour concentration designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Mathematics courses. This certificate provides a broad understanding of the field of mathematics, while strengthening mathematical communication and analysis. As this course set is taught in a Christian environment, it is designed to nurture Christian faith and understanding.

Upon completion of this program, students should be able to:

- Interpret a breadth of mathematical knowledge effectively.
- Evaluate mathematical information accurately.
- Synthesize critical thinking and quantitative skills to analyze problems that can be modeled mathematically.
- Synthesize biblical knowledge with the attained quantitative knowledge.

Admission Requirements

The admission requirements for the Graduate Certificate in Mathematics are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level.
- 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

To complete the Certificate in Mathematics candidates must show evidence of the following:

- Successful completion of the Graduate Mathematics Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and completion gateways.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Mathematics Plan of Study

Mathematics Certificate Courses

MATH-501	Linear Algebra	3
MATH-502	Abstract Algebra	3
MATH-503	Advanced Calculus	3
MATH-504	Real Analysis	3
MATH-505	Statistical Methods I	3
MATH-506	Modern Geometry	3

Graduate Certificate - Physics

The Graduate Physics Certificate is an 18 hour concentration designed for those seeking the credentials required by regional accrediting bodies in order to be able to teach advanced placement, concurrent, and undergraduate college Physics courses at an introductory level. The courses provide broad understanding of the field of Physics while strengthening scientific communication and analysis. Designed to be instructed in a Christian environment, the courses incorporate a pedagogical approach designed to nurture Christian faith and understanding.

Upon completion of this program, students should be able to:

- Analyze then synthesize scientific knowledge through the study of physics. (Scientific Knowledge)
- Demonstrate critical thinking skills by explaining scientific concepts associated with the study of physics. (Critical Thinking Skills)
- Evaluate then solve physics problems that can be modeled mathematically. (Quantitative Skills)
- Formulate a biblical worldview utilizing the attained scientific knowledge in physics. (Christian knowledge and integration)

Admission Requirements

The admission requirements for the Graduate Certificate in Physics are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Physics major or must be state certified (in any state) to teach Physics at a secondary school level.
- 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

To complete the Certificate in Physics candidates must show evidence of the following:

- Successful completion of the Graduate Physics Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Physics Plan of Study

Physics Certificate Courses

PHYS-501	Mathematical Methods for Physics	3
PHYS-502	Classical Mechanics	3
PHYS-503	Electromagnetism	3
PHYS-504	Quantum Mechanics I	3
PHYS-505	Quantum Mechanics II	3
PHYS-506	Modern Physics	3

Graduate Certificate - Technology/Digital Literacy

The Graduate Technology/Digital Literacy major is an 18 hour concentration that prepares the student to foster digital citizenship with the effective integration of technology. Areas of focus include technical knowledge, digital learning theory, design principles, technological change management, and data-driven decision-making.

Upon completion of this program, students should be able to:

- Demonstrate technical knowledge and skills in the use of related hardware and software.
- Articulate and establish ethical practices in Digital Citizenship.
- Discriminate then align the use of technology to meet identified needs of the learner.
- Analyze then devise sustainable technology integrations for the learning community.
- Apply systems thinking to problem solving in creative and innovative ways.

Admission Requirements

The admission requirements for the Graduate Certificate in Technology/Digital Literacy are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 a minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in Technology/Digital Literacy candidates must show evidence of the following:

- Successful completion of the Certificate curriculum with a minimum grade of "B-" in each certificate course.
- Cumulative GPA of 3.0 or above in all graduate work.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Technology/Digital Literacy

Technology/Digital Literacy

TECH-501	Digital Media Theory and Applications	3
TECH-502	Digital Content and Citizenship	3
TECH-503	Instructional Design Theory and Practice	3
TECH-504	Technology for Learning Communities	3
TECH-505	Web Design and Development	3
TECH-506	Data Utilization and Evaluation	3

Associate Degree Programs

AS - Creative Digital Media

The Associate of Science degree with a major in Creative Digital Media provides students with the practical skills and knowledge necessary to create digital media solutions based on effective communication strategies. Students will use industry-standard software and tools to engage in real-world, hands-on experiences with still images, motion video, social media, and web design. Throughout the program, students will develop professional portfolios that demonstrate their understanding and application of communication principles and implementation of digital media solutions. Skill-based courses in the program are designed to meet the needs of students who have no prior experience with digital media, as well as students who have some experience. Upon successful completion of the program, students are prepared to earn industry certifications and seek entry-level careers in marketing, advertising, product development, web design and development, public relations, video production, and visual communication. Additionally, the skills and knowledge acquired through this program provide an excellent foundation for students desiring to continue their education at IWU to complete a bachelor's degree in any discipline, especially degrees with majors in Communication and Marketing.

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.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Required Materials

- Subscription to Adobe Creative Cloud for students for the entirety of the program.

- DSLR camera capable of manual exposure settings for use in capturing still images.
- Digital video camera with ability for manual setting of focus, white balance, and exposure, as well as an external audio input option (XLR or 3.5mm mini-jack).
- External microphone (XLR or 3.5mm mini-jack) that will work with the selected camera.
- A minimum of three, color-temperature matched, lights (practical lights are acceptable, but a dimmable option is preferred).
- Two external 500Gb hard drives (one primary, one backup).

Anytime access to a computer capable of audio/video display and the Adobe software's minimum requirements.

Graduation Requirements

To graduate with an associate degree with a major in Creative Digital Media from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours
- Completion of foundational, major, and completion of 24 hours of general education requirements as specified (General Education Requirements (p. 312)).
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required in order to receive a diploma.

Creative Digital Media (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

COM-102	Communication and Digital Media	3
COM-112	Introduction to Multimedia Storytelling	2
COM-122	Storytelling Project	1
COM-130	Introduction to Digital Media Solutions	3
COM-225	Graphic Design for Digital Communication	3
COM-209	Small Group Communication	3
COM-329	Media and Society	3
COM-219	Digital Photo Imaging	3
COM-239	Digital Video Production	3
COM-249	Digital Video Postproduction	3
COM-260	Strategic Social Media	3
COM-265	Web Presence Design	3

AS - Integrative Studies - Business

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements (p. 311)).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Business Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Business Concentration

BUS-105	Introduction to American Business	3
BUS-150	Personal Finance	3
BUS-220	Accounting for Business	3
BUS-225	Legal Environment of Business	3
BUS-230	Foundations of Global Business	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Communication

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements (p. 311)).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Communication Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1

UNV-201	Integrative Learning Capstone	2

Communication Concentration

15 hours of Communication courses; nine hours must be from the following:

COM-110	Oral Communication - Public Speaking	3
COM-115	Introduction to Human Communication	3
COM-209	Small Group Communication	3
COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-280	Intercultural Communication	3
COM-293	Oral Communication I	1
COM-294	Oral Communications II	2
COM-329	Media and Society	3
COM-352	Interpersonal Communication	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Computer Information Technology

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Computer Information Technology Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Computer Information Technology Concentration

CIT-120	Introduction to Programming Concepts	3
CIT-140	Operating Systems Concepts	3
CIT-260	Database Concepts	3
CIT-262	Network Communications	3
CIT-270	Basic Web Design and Development	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Criminal Justice

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.

- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements (p. 311)).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Criminal Justice Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Criminal Justice Concentration

CRJ-181	Introduction to Criminal Justice	3
UNV-181	Leading Change in the World	3
CRJ-202	Introduction to Corrections	3
CRJ-230	Introduction to Policing	3
CRJ-268	Crisis Intervention	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Fine Arts

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Fine Arts Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Fine Arts Concentration

15 hours of Fine Arts courses; nine hours must be from the following:

FINA-180	Humanities Fine Arts	3
MUS-216	Western Music Appreciation	3
ART-216	Western Art Appreciation	3
ELE-365	Introduction to Children's Literature	3
WRI-235	Creative Writing	3
ENG-243	Introduction to Literature: Discovering Theme through Form	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - History

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - History Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1

UNV-201	Integrative Learning Capstone	2

History Concentration

15 hours of History courses; nine hours must be from the following:

HST-101	American History I	3
HST-102	American History II	3
HST-160	Western Civilization	3
HST-201	World Civilization to 1500	3
HST-202	World Civilization after 1500	3
HST-234	American Civil War	3
HST-293	China: History and Culture	1
HST-294	History of Christian Civilization	2
HST-300	Western/American Intellectual and Social History	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Human Services

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Human Services Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Human Services Concentration

15 hours of courses with SOC and PSY prefixes, as well as CRJ-268

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Individualized Concentration

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Individualized Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Individualized Concentration

Self-designed, customized concentration of courses; must be approved by the Integrative Studies Faculty Sub-Committee. (Up to 6 credits may be transferred.)

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Liberal Arts

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.

- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Liberal Arts Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Liberal Arts Concentration

Choose 15 hours from any Division of Liberal Arts courses beyond those required for the General Education and General Studies cores.

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Mathematics

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Mathematics Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Mathematics Concentration

15 hours of Mathematics courses; nine hours must be from the following:

MAT-100	Analysis of Data & Research	3
MAT-108	Modern Concepts of Mathematics	3
MAT-109	Foundations of College Math	3
MAT-110	Business Mathematics	4
MAT-112	General Statistics	3
MAT-116	Contemporary College Algebra	3
MAT-118	Quantitative Reasoning	3
MAT-293	Introduction to Mathematical Proofs	1
MAT-294	Mathematical Figures and Properties	2

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Natural Science

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Natural Science Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Natural Science Concentration

15 hours of Natural Science courses; nine hours must be from the following:

BIO-102	Human Biology	4
BIO-102L	Human Biology Laboratory	0
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
BIO-111	Anatomy and Physiology I	4
BIO-203	Environmental Conservation	3
EAR-130	Earth Science	3
PHY-101	Physical Science of Everyday Phenomena	3
SCI-293	Topics in Natural Science	1
SCI-294	Introduction to Physical Science	2

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Religious Studies

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Religious Studies Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Religious Studies Concentration

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
BIL-286	Introduction to Pastoral Epistles	3
REL-232	Basic Christian Doctrine	3

Electives

AS Integrative Studies - Electives	9

Total Credit Hours: 0

AS - Integrative Studies - Social Service

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.

- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 22 semester hours in the concentration; 15 hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 24 hours of general education as specified (General Education Requirements (AS) and Student Learning Outcomes (p. 312)).
- Payment of all tuition and fees is required in order to receive a diploma.

Integrative Studies (AS) - Social Service Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Social Service Concentration

The Social Service concentration meets the prerequisite requirements for the Bachelor of Social Work major. For that major, these prerequisites must be completed with a grade of "C" or higher.

BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
ECO-205	Basic Economics	3
POL-200	State and Local Government and Politics	3
PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
SOC-152	Social Problems	3
SOC-210	Intergroup Relations	3

Electives

AS Integrative Studies - Electives	2

Total Credit Hours: 0

Bachelor Degree Programs

BS - Communication

BS - Communication

The Bachelor of Science degree with a major in Communication provides an in-depth education from a Christian perspective for persons who desire to serve as communication professionals in churches, schools, organizations, and businesses. The Communication major provides comprehensive preparation in communication theory and practice. Graduates are prepared for a wide variety of careers and graduate education. The program is an online series of courses.

Graduates from this major will be able to:

- Describe the communication discipline and its central questions.
- Employ communication theories, perspectives, principles, and concepts.
- Engage in communication inquiry.
- Create messages appropriate to the audience, purpose, and context.
- Critically analyze messages.
- Demonstrate the ability to accomplish communicative goals (self-efficacy).
- Apply ethical principles and biblical practices.
- Utilize communication to embrace differences.
- Influence public discourse.

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 college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Courses must be approved by the Division of Liberal Arts.
- 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 Communication from the College of Adult and Professional Studies (CAPS) at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required COM-courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 313)).

- Payment of all tuition and fees is required to receive a diploma.

Communication (BS) - Program of Study

Core Requirements

COM-340	Communication Theory	3
COM-370	Symbols and Imaging	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Directed Communication Studies

COM-115	Introduction to Human Communication	3
COM-325	Communication in Business	3
COM-233	Principles of Public Relations	3
COM-321	Persuasion	3
COM-329	Media and Society	3

Major Requirements

COM-280	Intercultural Communication	3
COM-209	Small Group Communication	3
COM-227	Research Methods in Communication	3
COM-300	Communication Research Practicum	1
COM-326	Conflict Communication	3
COM-352	Interpersonal Communication	3
COM-366	Organizational Communication	3

Subtotal: 44

BS - Integrative Studies - Biblical Studies

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.

- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)). (p. 313)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Biblical Studies Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Biblical Studies Concentration

21 hours of Religious Studies courses; 15 hours of concentration must be completed at IWU.

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
REL-232	Basic Christian Doctrine	3
BIL-202	Inductive Bible Study	3
BIL-203	Advanced Inductive Bible Study	3
BIL-301	Pentateuch	3
BIL-303	Synoptic Gospels	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Business

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.

- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)).
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Business Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Business Concentration

21 hours of Business courses; 15 hours of concentration must be completed at IWU.

ACC-201	Accounting Principles I	3
MGT-460	International Issues in Business	3
MGT-421	Strategies in Marketing Management	3
MGT-445	Ethical and Legal Business Concepts	3
ECO-330	Applied Microeconomics for Business	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Communication

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.

- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)).
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Communication Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Communication Concentration

21 hours of Communication courses; 15 hours of the concentration must be completed at IWU.

COM-110	Oral Communication - Public Speaking	3
COM-209	Small Group Communication	3
COM-233	Principles of Public Relations	3

COM-280	Intercultural Communication	3
COM-293	Oral Communication I	1
COM-294	Oral Communications II	2
COM-321	Persuasion	3
COM-325	Communication in Business	3
COM-326	Conflict Communication	3
COM-329	Media and Society	3
COM-352	Interpersonal Communication	3
COM-366	Organizational Communication	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Criminal Justice

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)). (p. 313)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Criminal Justice Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Criminal Justice Concentration

21 hours of Criminal Justice courses; 15 hours of concentration must be completed at IWU.

CRJ-181	Introduction to Criminal Justice	3
CRJ-230	Introduction to Policing	3
CRJ-309	Youth and Crime	3
CRJ-332	Victimology	3
CRJ-346	Restorative Justice	3
CRJ-463	Forensics	3
CRJ-464	Cybercrime	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - History

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are

able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.
- Individualized concentrations must be approved by the General Studies Faculty Sub-Committee.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified (or by transferred academic category equivalents. See General Education Requirements (p. 313)).
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

General Studies (BS) - History Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced	2

Capstone**History Concentration**

21 hours of History courses; 15 hours must be from the following:

HST-101	American History I	3
HST-102	American History II	3
HST-160	Western Civilization	3
HST-201	World Civilization to 1500	3
HST-202	World Civilization after 1500	3
HST-234	American Civil War	3
HST-293	China: History and Culture	1
HST-294	History of Christian Civilization	2
HST-300	Western/American Intellectual and Social History	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Individualized Concentration

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.
- Individualized concentrations must be approved by the General Studies Faculty Sub-Committee.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)). (p. 313)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Individualized Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced	2
	Capstone	

Individualized Concentration

Self-designed, customized concentration of courses; must be approved by the Integrative Studies Faculty Sub-Committee.

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Liberal Arts

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and

liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)). (p. 313)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Liberal Arts Concentration Program of Study

Foundational Course

GEN-111 Foundations of Lifelong Learning

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Liberal Arts Concentration

Choose 21 hours from Division of Liberal Arts courses beyond those required for the General Education Requirements.

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Mathematics

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework. The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration Requirements

- Twenty-one semester hours in concentration area with a GPA of 2.25.
- Fifteen hours of the concentration must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents See the requirements for Bachelor of Science degrees (General Education Requirements (p. 313)). (p. 313)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Mathematics Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Mathematics Concentration

21 hours of Mathematics courses; 15 hours of the concentration must be completed at IWU.

MAT-100	Analysis of Data & Research	3
MAT-108	Modern Concepts of Mathematics	3
MAT-109	Foundations of College Math	3
MAT-110	Business Mathematics	4
MAT-112	General Statistics	3
MAT-116	Contemporary College Algebra	3
MAT-118	Quantitative Reasoning	3
MAT-293	Introduction to Mathematical Proofs	1
MAT-294	Mathematical Figures and Properties	2
MAT-305	Statistics for Social Sciences	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

CAPS Undergraduate General Education and Electives

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all bachelor students enrolled in IWU-National and Global education programs. This 30-credit general education core includes:

- Three semester credits in Biblical Studies.

- Three semester credits in Biblical Studies/Philosophy/Religion.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

The list of courses that meet the General Education requirements are available by accessing <https://www.indwes.edu/adult-graduate/programs/electives/general-education-course-descriptions>.

All of the General Education courses can be taken as Electives. The list of additional courses that can be taken as electives are available by accessing <https://www.indwes.edu/adult-graduate/programs/electives/undergraduate-electives-course-descriptions>.

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.

CAPS Undergraduate Electives

Tuition and Technology Fee

For courses consisting of 4-6 workshops

- If a student attends only the first week of the course, all charges are forgiven except books and embedded resources.
- If a student attends during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student attends during the 3rd week of the course, tuition and tech fee are refunded 50%.
- If the student attends 4 weeks or more, there is no refund.

For courses consisting of at least 7 workshops

- If a student attends only the first week of the course, all charges are forgiven except books and embedded resources.
- If a student attends during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student attends during the 3rd or 4th week of the course, tuition and tech fee are refunded 50%.
- If the student attends 5 weeks or more, there is no refund.

For GEN-104 (2 week introductory course)

Certain programs begin with a 2-week introduction to online learning titled GEN-104. This course introduces the student to the Learning Management System, and the values and workshop style of Indiana Wesleyan University. If a student enrolled in an associate program completes GEN-104, but does not establish attendance in a subsequent course, all charges for GEN-104 will be forgiven.

Changes to a student's schedule may affect their financial aid. Call the Financial Aid Office for information.

Other Fees

Fees that are unique to a program are refunded at the discretion of the School responsible for the program. These refunds are granted according to the student's attendance and when the fee is incurred by the School.

The Educational Resource Fee (ERF):

- Once attendance has been established in a course, the relevant amount of the ERF is non-refundable.
- The ERF is a \$250 fee charged in the first course of a program, or the first course which is longer than 2 weeks.
- If the student attends only the 1st course of the program, \$150 of the fee will be refunded.

- No other ERF refunds will be granted. **Textbooks Shipped by Tree of Life**

Refunds for textbook charges are issued at the sole discretion of Tree of Life, according to their established refund policies. To avoid unnecessary charges, students should:

- Return each rental textbook at the completion of each class
- The textbook may be returned to Tree of Life for credit if the student contacts Customer Support within 14 days of the course start date. Promptly contact Tree of Life for a Return Authorization for Credit for a course from which you have withdrawn.
- Refunds issued by Tree of Life will be applied as a credit to the student account.

Indiana Wesleyan University is not responsible for issuing refunds for Rentals not Returned, books not received, or books for withdrawn courses. All textbook issues should be immediately addressed with Customer Care at Tree of Life in order to receive the appropriate credit.

School of Service and Leadership

The School of Service and Leadership offers a variety of adult education programs to help students meet their personal and professional goals. Our faculty and staff model a posture of humility and service in the spirit of Luke 22:26 "...he who is greatest among you, let him be as the younger, and he who governs as he who serves." The school vision captures our heart and desire:

Motivated by a profound love for God and the mind of Christ the School of Service and Leadership team intentionally seeks opportunities to serve others within and beyond the university by equipping students to lead.

We are a school that serves adult students where they are and equips them for where they want to go. Our online, blended, and onsite programs are specifically designed to meet the needs of our students. Our diverse and accomplished faculty passionately lead students to excellence in their fields, and model the humility necessary to put the needs of others before their own.

- Behavioral and Social Sciences Department
 - Undergraduate certificate in Human Services (p. 424)
 - Associate of Science degree with a major in Human Services (p. 425)
 - Bachelor of Science degree with a major in Addictions Counseling (p. 426)
 - Bachelor of Science degree with a major in Human Services (p. 428)
 - Bachelor of Science degree with a major in Psychology of Human Relations (p. 429)
 - Master of Arts with a major in Psychology with specializations in Life Coaching and Positive Psychology and Industrial/Organizational Psychology (p. 434)
 - Master of Social Work (p. 437)
- Department of Public Services
 - Undergraduate certificate in Criminal Justice (p. 446)
 - Associate of Science degree with a major in Criminal Justice (p. 446)
 - Associate of Science degree with a major in Public Service and Management (p. 448)
 - Bachelor of Science degree with a major in Criminal Justice (p. 449)
 - Bachelor of Science degree with a major in International Relations and Security with specializations in Cybersecurity and Global Security (p. 451)

- Master of Public Administration with specializations in Criminal Justice, Non-Profit Leadership, and Public Management (p. 453)
- Religion Department
 - Undergraduate certificates in Religious Studies, Pastoral Care, and Pastoral Counseling (p. 458)
 - Associate of Science degree with a major in Christian Ministries (p. 461)
 - Associate of Arts degree with a major in Theological Studies (Spanish only) (p. 460)
 - Bachelor of Science degree with a major in Biblical Studies (p. 466)
 - Bachelor of Arts degree with a major in Theological Studies (Spanish only) (p. 464)
- Department of Leadership Studies
 - Master of Arts with a major in Organizational Leadership (p. 467)
 - Doctor of Philosophy degree with a major in Organizational Leadership (p. 468)

Department of Behavioral Sciences

The Department of Behavioral Sciences offers the following programs:

- Certificate:
 - Human Services (p. 424)
- Associate of Science Degree with majors in:
 - Human Services (p. 425)
- Bachelor of Science Degree with majors in:
 - Addictions Counseling (p. 426)
 - Human Services (p. 428)
 - Psychology of Human Relations (p. 429)
- Bachelor of Social Work (p. 430)
- Master of Arts - Psychology (p. 434)
- Master of Social Work (p. 437)

Certificate Programs

Certificate - Human Services

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
- 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

Human Services - Certificate Requirements

Human Services

Choose 15 credits from the following:

SOC-150	Introduction to 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

Associate Degree Programs

AS - Human Services

AS - Human Services

The Associate degree with a major in Human Services prepares students for entry-level positions in organizations and agencies wherein social, community, and educational services are provided. Students are introduced to a wide variety of academic disciplines including, Social Work, Addictions Counseling, Psychology, and Criminal Justice. Courses emphasize the development of relevant knowledge, skills, and attitudes necessary to work successfully in human services. Moreover, students acquire the knowledge necessary to assist individuals, groups, and communities toward the betterment of their lives and livelihoods and to work with persons of diverse racial, ethnic, and cultural backgrounds.

The completion of the Associate of Science degree with a major in Human Services fulfills the prerequisite requirements to enter into Bachelor's degree completion programs offered by the College of Adult Professional Studies (CAPS).

Admission Requirements

The admission requirements for the Associate of Science with a major in Human Services degree program offered through the School of Service and Leadership, College of Adult and Professional Studies are as follows:

- High School Graduation or GED certification
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).

Transfer Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Service and Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit must be 100 level or above.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with an Associates of Science in Human Services, School of Service and Leadership, College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 credit hours.
- Completion of the required core (major) courses with a GPA of 2.0 or higher and a minimum of 15 hours of the core (major) taken at Indiana Wesleyan University.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 312)).

- Payment of all tuition and fees is required in order to receive a diploma.

Human Services - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
CRJ-181	Introduction to Criminal Justice	3
SOC-152	Social Problems	3
HMSR-220	Interview Skills in Human Services	3
PSY-250	Developmental Psychology	3
SOC-210	Intergroup Relations	3
POL-200	State and Local Government and Politics	3
ECO-205	Basic Economics	3
ADC-210	Addictions Theory	3
CRJ-268	Crisis Intervention	3

Bachelor Degree Programs

BS - Addictions Counseling

BS - 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 onsite 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 college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Service and Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students may transfer in up to 15 hours of credit for the following core courses: ADC-210, SOC-210, PSY-250, ADC-310, ADC-320, PSY-370, and PSY-366.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

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 the practice of addictions counseling. 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 over the span of 20 weeks. These hours will coincide with the final four courses of the program (ADC-471, ADC-472, ADC-473 and ADC-474). 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.

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 120 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. 313)).
- Completion of a total of 350 supervised hours of practicum field experience.
- Payment of all tuition and fees is required to receive a diploma.

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-471, ADC-472, ADC-473, ADC-474), 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
SOC-210	Intergroup 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
ADC-212	Psychopharmacology	3
PSY-322	Physiological Psychology	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional	3

	Development	
ADC-471	Addictions Counseling Practicum I	2
ADC-472	Addictions Counseling Practicum II	2
ADC-473	Addictions Counseling Practicum III	2
ADC-474	Addictions Counseling Practicum IV	2

Total Credit Hours: 0

BS - Human Services

BS - 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 college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Service and Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the School of Service and Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

- Completion of 120 credit hours.
- Cumulative GPA of 2.0 or higher.
- Completion of all required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 313)).
- Payment of all tuition and fees is required to receive a diploma.

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	Intergroup 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

BS - Psychology of Human Relations

BS - Psychology of Human Relations

The Bachelor of Science degree with a major in Psychology of Human Relations program is the application of psychological principles in everyday life, highlighting 1) ethical principles, 2) critical thinking, 3) creative problem solving, and 4) personal and professional impact. Courses include relationship development, organizational psychology, theories of personality, social psychology, spiritual formation, counseling techniques, and research methods. The Capstone series embedded in this program gives each student the opportunity to tailor his/her academic focus in order to address personal and professional goals.

Upon completion of the program, students will be able to:

- Show a value for self and others as persons of worth, created in God's image.
- Demonstrate an understanding of ethical tenets of psychology.
- Describe a foundational knowledge of psychology as a field of inquiry.
- Discuss basic social science research methods with regard to the understanding of human relationships.
- Apply core psychological principles to personal, social, and organizational issues.
- Demonstrate the skill and dispositions of creating hope in the world through human relationships.

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 college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).

- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Psychology of Human Relations from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

Psychology of Human Relations - Program of Study

Prerequisite Course

(Must be completed prior to starting the core program)

PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3

Core Courses

HMSR-220	Interview Skills in Human Services	3
PSY-345	Relationship Development I	3
PSY-322	Physiological Psychology	3
PSY-370	Theories of Personality	3
MAT-305	Statistics for Social Sciences	3
PSY-357	Research Methods in Applied Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-440	Psychology and Spiritual Formation	3
PSY-430	Techniques in Motivation and Change	3
PSY-420	Relationship Development 2	3
PSY-360	Social Psychology	3
PSY-415	Organizational Psychology	3
PSY-491	Capstone in Psychology and Human Relations	4

Total Credit Hours: 0

BSW - Social Work

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.

The BSW at Indiana Wesleyan University prepares students to achieve the following goals:

- To prepare culturally competent students for entry-level social work practice with a variety of client systems.
- To prepare students for graduate level education.
- To provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.

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:

- Demonstrate ethical and professional behavior
- Engage in diversity and difference in practice

- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

In addition, the program integrates the IWU Institutional Learning Outcomes.

The IWU Social Work program is accredited by the Council on Social Work Education (CSWE). 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 North American Association of Christians in Social Work (NACSW).

Throughout the curriculum, theory and practice are integrated through a variety of educational experiences. Students become active within their community in a variety of capacities as they complete major course assignments. When all major course work is complete students enter the field education component of the program. A minimum of 400 hours in the field are required, averaging 17 hours per week over a 24 week period. According to CSWE, the field placement is the signature pedagogy of Social Work education.

Admission Requirements

Requirements for admission to the BSW program are as follows:

-

Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
-

Prior completion of at least 45 transferable credit hours is required before the student is eligible to start a bachelor core program.

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 SWK-170 Introduction to Social Work course and completion of 45 credit hours with a cumulative grade point average of 2.5. Admission is granted after students successfully complete an application, compile three reference letters, and complete a department interview. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Transfer Policy

Students may transfer in credit for the following core courses: PSY-150, SOC-150, SOC-152, SOC-210, ECO-205, POL-200, BIO-106, BIO-106L, MAT-305, SWK-170, SWK-342, SWK-343, SWK-335, SWK-336, and SOC-482.

- 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.
- The Social Work program does not grant social work course credit for life experience or previous work experience.

Field Placement

After all major coursework is complete, each student is required to complete a Field Placement in a social service agency. This placement site will be arranged by the Director of Field Experience in collaboration with each student, aiming to align with the student's professional goals and development needs. As such, each student will complete a Social Work Field Placement

Application along with an updated resume and personal statement. Students will submit their field placement application to the Director of Field Experience. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

There are two Field Experience courses, SWK-366 and SWK-466, which are taken concurrently with two Field Seminar courses, SWK-370 and SWK-470. Students are to complete all foundational and core courses as pre-requisites to taking SWK-366 and SWK-370, which are pre-requisites to SWK-466 and SWK-470. While there are two field experience courses, they are completed in one agency setting over a period of approximately six months.

Program Requirements

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 full-time faculty.

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 maintain a grade point average of 2.7 in the major and a cumulative grade point average of 2.5. 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 overall and 2.7 in the major could then result in dismissal from the program.

- A minimum grade of "C" is required in all Social Work courses.
- Students must successfully complete SWK-170 (Introduction to Social Work) and be enrolled in SWK-342 (Human Behavior and Social Environment I) before being admitted into the Social Work Program and continuing on with taking Social Work core courses. Students who fail to earn a "C" or better in a Social Work core course may not continue in the Social Work program until that course is successfully repeated.
- All courses required for the Social Work major (BSW degree) must be completed before students can take Field Placement I and II (SWK-366 and SWK-466) and Field Seminar I and II (SWK-370 and SWK-470).
- All Social Work 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.

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.

The issuance of an incomplete; however, cannot be given if the student fails to meet the attendance requirements. Because an "incomplete" is granted only for **extenuating circumstances**, the student's grade will not be penalized.

Extenuating Circumstances for Incomplete Grade Request

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Judicial obligations
- Other verifiable emergencies deemed appropriate by the instructor

Procedure for Requesting an Incomplete

- Request for a grade of incomplete must be initiated by the student.
- The faculty member retains the right to make the final decision on accepting a student's request for an incomplete grade even though the student may meet eligibility requirements for an incomplete.
- Valid reasons for not completing the work within a course must be presented in writing to the professor before the last day of that course.

- Request for Incomplete Form will be submitted to the BSW Program Director for approval.
- If approved, written arrangements for completion of course work must be provided by the granting faculty member to the student along with this policy document at the time the incomplete grade is submitted (see Plan for Completion of Course Work).
- The student must have the ability to pass the class at the time of the request.
- No more than 1/3 of the work for the course may be left to be completed.
- Grades of "I" may only be awarded at the end of a course.
- Incomplete grades will not be computed into GPA.
- Incomplete grades may have an impact on Financial Aid and Scholarships.
- It is the responsibility of the student to complete and submit the remaining course work before the assigned deadline.
- Coursework must be completed and a grade submitted no later than 6 weeks from end of course.
- Any student not fulfilling the contract obligations of the Incomplete will receive a grade of "F".
- Students who receive converted grades of "F" may appeal disputed grades as outlined in the university catalog.
- Students who receive converted grades of "F" will not be able to continue in their existing schedule or register for new courses until that course is repeated according to BSW Policy.

Exception to an Incomplete

A student with more than one incomplete on record is subject to academic suspension.

Graduation Requirements

To graduate with the BSW from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.

•

Cumulative GPA of 2.5.

•

Completion of all major courses with a cumulative GPA of 2.7 or higher.

- Completion of a total of 400 supervised hours of field education.

•

Completion of 30 hours of general education as specified General Education Requirements.

- Payment of all tuition and fees is required to receive a diploma.

BSW - Social Work

Social Work - Program of Study

Prerequisites

(Must be passed before starting the core program).

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Core Courses

All courses must be completed with a grade of "C" or higher.

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
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
MAT-305	Statistics for Social Sciences	3
SOC-482	Social Research	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-470	Social Work Field Placement Seminar II	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-466	Social Work Field Placement II	6 to 9

Foundational Courses

All courses must be completed with a grade of "C" or higher.

SOC-210	Intergroup Relations	3
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
POL-200	State and Local Government and Politics	3
ECO-205	Basic Economics	3
SOC-152	Social Problems	3

Master Degree Programs

Master of Arts - Psychology

The Master of Arts with a major in Psychology and specializations in Life Coaching and Positive Psychology and Industrial and Organizational Psychology, is designed to train students in the history, theory and research methods of psychology from a Christian faith perspective. Our program promotes not only development as a competent and ethical professional, but also encourages students to grow in all aspects of their lives, including work, health and relationships.

This is a 30-credit hour, online program that can be completed in about a year. The MA with a major in Psychology is appropriate both for students with a limited background in psychology and those who hold an undergraduate degree in the field. The program prepares students for work in a variety of professional settings, including government, business, non-profits, and the church. Some students also use the program to clarify their interest in professional psychology; others use it as a first step toward doctoral studies. While graduates can continue on with further study to become licensed mental health workers, this program is not intended to qualify students for independent practice as a licensed professional psychologist.

Students should be aware that demonstrated ability for research or analysis is a critical requisite skill for this program. A research course or preparatory module may be advised if students do not satisfy preliminary standards.

Graduates of this program should be able to:

- Articulate the development of the field of psychology over time.
- Demonstrate a professional identity through acts of service based upon current research in a specialization of psychology.
- Integrate theoretical models of human bio-psychosocial and spiritual development with the concepts of flourishing.

- Describe the spectrum of mental health and well-being from both a traditional psychopathology and positive psychology perspectives.
- Create a theoretical model of personality development and social interaction.
- Apply the principles of positive psychology to promote human flourishing.

Specialization in Life Coaching and Positive Psychology

- Articulate an ability to reflect on how positive psychology can enhance spiritual development.
- Apply principles of positive psychology to the process of life coaching.

Specialization in Industrial and Organizational Psychology

- Apply ethical principles to organizational processes.
- Apply theories of motivation to help employees develop their strengths in the workplace.

Capstone in Life Coaching and Positive Psychology or Industrial and Organizational Psychology

- Within a specialization of psychology, synthesize the principles, theories and practices in a culminating project that improves the lives of others.

MA - Psychology - Industrial and Organizational Psychology

Admission Requirements

The Master of Arts with a major in Psychology program is designed for individuals from a variety of backgrounds and requires no specific prerequisite courses. However, for admission to the program, it is necessary to meet the following requirements and submit relevant documentation.

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA), verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- The bachelor's degree may be in any field and there are no pre-requisite courses that must be completed prior to starting the program.
- 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 2.25, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- Two recommendations from individuals familiar with the applicant's academic and professional competencies. Recent college graduates should have at least one academic recommendation.
- Applicants who have been out of college more than three years should submit professional recommendations.

Transfer of Credit

Credit may be allowed for courses equivalent in content, credit hours, and course title, except for the Capstone course. Only coursework completed at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum of "C" or higher is acceptable for transfer credit. A maximum of six credit hours of equivalent coursework may be transferred in to meet program requirements.

Graduation Requirements

- Completion of the 30 hour program with an overall GPA of at least 3.0 and a minimum grade of "C" in all IWU graduate work. A grade of "C-" or below will require the course to be repeated.
- Payment of tuition and fees is required to receive a diploma.

MA - Psychology - Plan of Study

Core Courses

All courses must be completed with a grade of "C" or higher.

PSY-520	Lifespan Development	3
PSY-525	Theories of Personality Development	3
PSY-530	History and Systems of Psychology	3
PSY-535	Research Methods in Psychology	3
PSY-540	Psychopathology and Emerging Trends	3
PSY-545	Foundations of Interviews and Interventions	3

Industrial and Organizational Psychology Specialization

All courses must be completed with a grade of "C" or higher.

PSY-566	Principles and Practices of Industrial/Organizational Psychology	3
PSY-567	Leadership and Motivation	3
PSY-568	Organizational Ethics	3
PSY-590	Capstone in Psychology	3

MA - Psychology - Life Coaching and Positive Psychology

Admission Requirements

The Master of Arts with a major in Psychology program is designed for individuals from a variety of backgrounds and requires no specific prerequisite courses. However, for admission to the program, it is necessary to meet the following requirements and submit relevant documentation.

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- The bachelor's degree may be in any field and there are no pre-requisite courses that must be completed prior to starting the program.
- 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 2.25, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- Two recommendations from individuals familiar with the applicant's academic and professional competencies. Recent college graduates should have at least one academic recommendation.
- Applicants who have been out of college more than three years should submit professional recommendations.

Transfer of Credit

Credit may be allowed for courses equivalent in content, credit hours, and course title, except for the Capstone course. Only coursework completed at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum of "C" or higher is acceptable for transfer credit. A maximum of six credit hours of equivalent coursework may be transferred in to meet

program requirements.

Graduation Requirements

- Completion of the 30 hour program with an overall GPA of at least 3.0 and a minimum grade of "C" in all IWU graduate work. A grade of "C-" or below will require the course to be repeated.
- Payment of tuition and fees is required to receive a diploma.

MA - Psychology - Plan of Study

Core Courses

All courses must be completed with a grade of "C" or higher.

PSY-520	Lifespan Development	3
PSY-525	Theories of Personality Development	3
PSY-530	History and Systems of Psychology	3
PSY-535	Research Methods in Psychology	3
PSY-540	Psychopathology and Emerging Trends	3
PSY-545	Foundations of Interviews and Interventions	3

Life Coaching and Positive Psychology Specialization

All courses must be completed with a grade of "C" or higher.

PSY-561	Research in Positive Psychology and Life Coaching	3
PSY-562	Positive Psychology, Life Coaching, and Christian Formation	3
PSY-563	Life Coaching and Positive Psychology	3
PSY-590	Capstone in Psychology	3

Master of Social Work

The Indiana Wesleyan University (IWU) Master of Social Work (MSW) Program is an online course of study that offers a personal, professional, and innovative experience for all learners seeking advanced social work practice with a clinical emphasis. Clinical skills are built upon a foundational integrative generalist practice approach to the social work profession that draws on individual and community strengths to work toward social justice in their respective communities. The IWU MSW program provides a biblical perspective on social, economic, and environmental justice and the intrinsic worth of all people.

Graduates of this program should be able to:

- Demonstrate ethical and professional behavior within advanced clinical practice.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.

- Evaluate practice with individuals, families, groups, organizations, and communities.

Enrollment for the MSW program is offered annually for January, May, and August admissions. There are three cohort tracks that are available to students that are further described under Admission Requirements. These cohort tracks are:

- Standard Track – 24 Months
- Standard Track – 33 Months
- Advanced Standing – 16 Months

Admission Requirements

Requirements for admission to the MSW program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to IWU.
- Standard Track applicants must have a minimum grade point average (GPA) of 2.7 or higher from a baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. Applicants who do not meet the minimum GPA requirement for the Standard Track may be accepted on a probationary basis.
- Advanced Standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. Regular admission requirements for Advanced Standing are:
 - Must have a minimum GPA of 3.0
 - Degree must be conferred within the last seven years
 - Provide two letters of recommendation
 - Complete a Personal Statement
 - Submit the undergraduate social work Final Field Education evaluation that has been completed and signed by all parties
- Applicants who do not have a 3.0 GPA but otherwise meet admission requirements for Advanced Standing can be accepted as a probationary admission as long as their GPA is greater than 2.5. Applicants who do not meet the requirement for when their degree was conferred but meet all other requirements for Advanced Standing can be accepted as a probationary admission.

All application decisions will be made by the MSW Admissions Committee. The student is then notified of one of the following responses by letter sent by the MSW Program Director:

- Regular Admission - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Probationary Admission – A student whose entering GPA falls below the minimum required by the MSW program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses with a satisfactory GPA of 3.0. In the case of extended probation, the number of courses to be completed to change status will be determined by the Associate Dean of the School of Service and Leadership. Any student failing to remove the probationary status will be academically suspended from the program.
- Provisional Admission – MSW applicants whose files are incomplete may be accepted provisionally at the discretion of the Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student must submit the required materials before the start of the first course. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- Denial of Admission – Students who do not meet criteria for admission to the program. Any baccalaureate graduate who applies to the IWU MSW Program, regardless of the degree, is not accepted to the MSW Program if their overall GPA is below 2.5.

Transfer Policy

The IWU MSW program policy regarding transfer of credits allows students previously enrolled in a CSWE accredited program to transfer up to 12 hours of degree credit into the IWU MSW Standard Track program and 6 hours of degree credit

into the Advanced Track program. Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at IWU. To submit courses for transfer, students must submit a list of the courses they would like to transfer, along with the course descriptions and syllabi to the MSW Program Director. The MSW Program Director evaluates the courses for equivalency with the course content and learning outcomes of the IWU MSW program.

To transfer a course, students must have;

- earned a minimum of a "B" in the course
- taken the course at a regionally accredited university
- taken the course within the last seven years
- the course must have been completed in an MSW program accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

In accordance with CSWE standards, it is the policy of the IWU MSW program that students are not given credit for life experience or previous work experience.

Student with Special Needs

IWU recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. IWU is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities as are required by applicable law. See Services for Disabled Students. (p. 684)

Program Requirements

Academic Standing

Students whose GPA falls below 3.0 will be placed on academic probation and 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 will result if a student fails to clear the academic probationary status within the probationary period of two consecutive courses. 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 MSW Program Director.

Upon a second academic suspension in the MSW program, a student is dismissed from the university, and no longer eligible to earn the MSW degree.

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. 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.

However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

Extenuating Circumstances for Incomplete Grade Request

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Judicial obligations
- Other circumstances deemed emergencies by the instructor and approved by Program Director.

Procedure

- The request for a grade of incomplete must be initiated by the student. (see Request for Incomplete Grade form)
- The faculty member retains the right to make the final decision on accepting a student's request for an incomplete grade even though the student may meet eligibility requirements for an incomplete.
- Valid reasons for not completing the work within a course must be presented in writing to the professor before the last day of that course. (See Request for Incomplete Form).
- Request for Incomplete Form will be submitted to the MSW Program Director for approval.
- If approved, written arrangements for completion of course work must be provided by the granting faculty member to the student along with this policy document at the time the incomplete grade is submitted (see Plan for Completion of Course Work).
- The student must have the ability to pass the class at the time of the request.
- No more than 1/3 of the work for the course may be left to be completed.
- Grades of "I" may only be awarded at the end of a course.
- Incomplete grades will not be computed into GPA.
- Incomplete grades may have an impact on Financial Aid.
- It is the responsibility of the student to complete and submit the remaining course work before the assigned deadline.
- Coursework must be completed and a grade submitted no later than 8 weeks from end of course.
- Any student not fulfilling the contract obligations of the Incomplete, the grade will default to the grade earned in the course if the remaining work is graded as a zero
- Students who receive a converted grades that is unsatisfactory, may appeal disputed grades as outlined in the university catalog.
- Students who receive a converted grade that is unsatisfactory, will not be able to continue in their existing schedule or register for new courses until that course is repeated according to MSW Policy.

Exception

A student with more than one incomplete on record is subject to academic suspension.

Gatekeeping and Performance Review

Gatekeeping and professional performance review in the MSW program occurs throughout the program. While each part of the curriculum is designed to evaluate knowledge, skills, values and behaviors there are several points at which particular focused evaluation occurs.

Review Points:

- Social Work Field Education Application for each practicum year (Foundation year and Advanced year) is initiated by the Director of Field Experiences approximately three months prior to each field experience. Successful completion of this application process gives the student permission to continue into that field placement. The student must demonstrate competency in their field experience in all courses in order to graduate with the MSW degree. Competency is measured by the Agency Field Instructor Evaluation and the projects completed as part of the Field Education Seminars. The student must pass their Field Evaluation to pass Seminar.
- The MSW program faculty continually evaluates student's professional performance throughout the program through interactions with, and between, students, faculty, and others throughout the program. Professional performance is monitored by faculty through coursework submissions, such as weekly discussion boards and assignment responses, and through emails or other forms of communication with or about students. The following items indicate when a student fails to meet professional performance criteria as listed in the MSW Student Handbook:
 - Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
 - Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
 - Fails to adhere to the NASW Code of Ethics;

- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility. Formal evaluation of professional performance occurs when a professional performance issue has been identified and brought to the MSW program faculty. The faculty use a Rubric for Assessing Professional Behavior that operationalizes the following twelve professional performance behaviors: attendance; punctuality; respect; self-awareness; diversity awareness; collegiality; oral communication; written communication; initiative; reliability; responsiveness to feedback; compliance with professional requirements of the program, and; compliance with NASW Code of Ethics.

The following Student Professional Performance Policy and Procedures has been included in the MSW Student Handbook to inform students of the criteria for evaluating their professional performance.

Student Professional Performance Policy and Procedures

Students who violate ethical standards of practice established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be recommended for a Performance Improvement Plan (PIP) to offer the opportunity to correct the identified behaviors. Students who do not meet goals as detailed in a Performance Improvement Plan will be terminated from the Social Work Program.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the NASW Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

Procedures for Student Performance Improvement

- Faculty should submit a written report that delineates the reasons (evidence) based on one or more academic and/or nonacademic violation(s) to the Performance Review Committee (PRC). The Performance Evaluation Tool should accompany the report.
- The Performance Review Committee will include the social work faculty member bringing forth the evidence, the Program Director (or surrogate), the Field Director, academic advising, and full-time social work faculty. Other committee members may include representation from the registrar, disability services, financial aid, and program administrators (i.e. Chair and Dean).
- The Committee will review the evidence and discuss recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Director will call for a decision vote.
- The Program Director will contact the student to invite a meeting to discuss the evidence and decision of the PRC. During this meeting, the student will have an opportunity to present any additional information relevant to the performance concerns.
 - If a Performance Improvement Plan was recommended by the PRC, this will be presented and discussed with the student.
 - If the PRC decision is suspension from the Program, the Academic Advisor will explore and facilitate alternative schedules with the student.
- The Program Director will notify the student in writing a summary of the meeting with the student. This letter will include the following: the performance concern(s); the PRC decision; a date for the PIP Review (if applicable); the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the MSW program. Students

will also be provided the information for filing a grievance should they contest the PRC decision, including the link to the Grievance Policy.

Continuation in and Policy for Termination from the Social Work Program

To remain in the MSW program, students must maintain a 3.0 GPA, must pass all courses with a minimum of a "C," successfully pass all the seminar courses, complete required field hours and pass the field performance evaluation based on required established scores indicated in the manual for field education. If a student withdraws from or receives below a "C" in a course he or she may re-take the course but may not move on in the program until successfully passing the course.

It is the desire of the MSW faculty that students admitted to the program will continue in the program and graduate. However, there are circumstances that could lead to dismissal from the MSW program. Some violations may include but are not limited to:

- Failure to meet or maintain academic grade point requirement as established by the University (3.0 overall) and a minimum of a "C" in all courses.
- Failure to pass any of the gatekeeping and performance review points.
- Behavior judged to be in violation of the National Association of Social Workers (NASW) Code of Ethics.
- Behavior judged to be in violation of University Expectations of Professional Conduct (p. 310).
- Academic cheating, lying or plagiarism (see Honesty, Cheating, Plagiarism, and Forgery (p. 18)).
- Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Recurring or habitual absenteeism.
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
- Repeated failure to demonstrate professional work habits and professional behavior.

In the event of any of the above violations, the MSW Program Director in consultation with Social Work faculty may require outside evaluations and/or opinions of professionals as is deemed necessary to determine the most appropriate course of actions. Each situation is treated individually, and the student may appeal any decision that is made.

Academic Grievance Procedures

Students may contest academic and professional review decisions through the grievance process. The purpose of the grievance procedure is to ensure that students are being treated fairly and that their rights have not been violated. In accordance with the academic grievance policies outlined in the University Catalog and established by the University and College of Adult and Professional Studies (CAPS), within which the MSW program is housed, students may use the following appeal and grievance procedures if they feel their rights have been violated: Grade Appeal and Academic Policy Grievance (p. 314).

MSW Program Grievance Policy Internal Grievance Steps

Within the MSW program, students may also report a grievance of any kind according to the following process.

- When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the MSW faculty member involved.
- In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the IWU MSW Program Director in writing. The Director will then hold a conference with the student within ten working days of the request.
- If a student is not satisfied with the outcome of the above meeting, he or she may submit a written request for a hearing with the Chair of the Behavioral Sciences Department. The hearing shall be held no later than ten days after the student's written request for a hearing in keeping with the University grievance process as stated in the Catalog.
- Direct request for further hearing or petition may be made to the Academic Dean per University Academic Grievance policy described above.

Field Practicum

Field education is an educationally directed and supervised planned learning experience which gives the student the opportunity to apply and refine knowledge, values, and skills learned in Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Research, and Social Work Practice courses. Field is the key integrative component towards which all other sequenced learning is directed and from which classroom learning is assessed and refined. Through field experience, students will have the following opportunities:

- To learn by “doing”. To assume professional social work practice roles in the provision of direct and indirect services to a variety of client systems.
 - To correlate and integrate classroom learning with actual practice.
 - To test out, apply, and refine concepts, principles, theories, and values taught in the classroom.
 - To learn additional or specialized knowledge, skills, insights, and role modeling. Experience will be sought and student growth will also be evaluated in field practicums in the following areas, as they apply to systems of all sizes.
- Knowledge and Understanding of Placement Agency
 - Social Work Values and Ethics
 - Professional Learning and Development
 - Work Performance
 - Professional Growth
 - Supervision
 - Social Work Skills and Process
 - Communication
 - Assessment
 - Selection of Intervention Plan
 - Implementation of Intervention Plan
 - Termination and Evaluation

Field Practicum at Indiana Wesleyan University is a vital component of the student’s MSW program. According to the CSWE Educational Policy 2.2, field education is the signature pedagogy of Social Work professional program development. “The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting” (CSWE, 2015 Educational Policy and Accreditation Standards). Students under appropriate supervision and consultation can apply the skills, knowledge, and values of the profession to real life situations in social service agencies working with individuals, families, groups, organizations, and communities in their local community. Students have the opportunity to apply the generalist model in the foundation year (for standard track students) and advanced practice skills in the advanced year in assessing, planning, contracting, implementing, evaluating, and terminating various client systems.

The IWU MSW program provides goal-directed education with specifically designed curriculum content and outcomes, to facilitate conceptualization and stimulation of the student’s cognitive processes. It is therefore a logical sequence for the field experience to come after significant coursework developing social work knowledge, skills, values, cognitive, and affective processes is completed. Placements assist students in experiencing a variety of delivery systems as well as models and methods for delivery. The student is given the opportunity to conceptualize the “whole” person-in-situation. The student will review and experience agency policies, the larger social welfare system, and social work practice as a possible focus of change. The integration of the class and field experience, the signature pedagogy, provides the venue for students to begin the process of developing into social work practitioners who are capable of entry level and advanced clinical social work practice.

Due to the importance of assessing readiness for field practicum, students are required to complete the Social Work Field Education Application and be accepted for moving forward into the Field Experience component for both the foundation and advanced practice years. Applications are due three months prior to the beginning of the first field seminar. The purpose of the Field Education Application is to identify practical information and set professional and academic goals. The MSW Director of Field Experiences will contact each student prior to the field placement to initiate the process of application and placement.

Field placement options are identified and a tentative plan is created for Field Placement based on student interest and needs. While student desires are considered, the final approval of a placement is the responsibility of the Director of Field Experiences.

Students in the foundation year complete a minimum of 400 hours of field education (average of 12.5 hours per week) in a generalist social work practice setting. Field practicum hours are completed in conjunction with four seminar courses, each lasting eight weeks. Courses include SWK-560, SWK-561, SWK-562, and SWK-563. The placement is in one agency and is complete when 32 weeks and 400 hours are completed. Students must complete 100 hours during each eight-week field seminar to continue in their practicum.

Students in the advanced practice specialization year complete a minimum of 500 hours of field education (average of 15.5 hours per week) in a social work practice setting. Field practicum hours are completed in conjunction with four advanced field placement and seminar courses, each lasting eight weeks. Courses include SWK-666, SWK-667, SWK-668, and SWK-669. The placement is in one agency and is complete when 32 weeks and 500 hours are completed. Students must complete 125 hours during each eight-week field seminar to continue in their practicum.

Each field seminar course in the Foundation and Advanced practice year also contains a pass/fail component that the student must pass to continue in the program including evaluations of professional behavior and evaluations of competency at mid-point and end of field placement.

Graduation Requirements

To graduate with the MSW from IWU, the following requirements must be met:

- Successful completion of the MSW curriculum.
- Successful completion of 500 Field Practicum hours for Advanced Standing Track and 900 Field Practicum hours for Standard Track.
- Successful completion of all credits required in the core 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 in order to continue in the MSW program.
- Cumulative GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MSW - Social Work

Social Work - Program of Study

Advanced Standing Track Courses

All courses must be completed with a grade of "C" or higher.

SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3
SWK-661	Research Proposal I: Problem Formation Process	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-660	Social Welfare Policy and Program Development	3
SWK-666	Advanced Field Placement and Seminar I	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-668	Advanced Field Placement and Seminar III	3

SWK-669	Advanced Field Placement and Seminar IV	3

Standard Track Courses

All courses must be completed with a grade of "C" or higher.

SWK-542	Human Behavior and Social Environment	3
SWK-555	Social Work Practice I	3
SWK-543	Social Welfare and Policy	3
SWK-556	Social Work Practice II	3
SOC-582	Social Research	3
SWK-557	Generalist Practice With Communities and Organizations	3
SWK-560	Social Work Field Placement and Seminar I	3
SWK-561	Social Work Field Placement and Seminar II	3
SWK-562	Social Work Field Placement and Seminar III	3
SWK-563	Social Work Field Placement and Seminar IV	3
SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3
SWK-661	Research Proposal I: Problem Formation Process	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-660	Social Welfare Policy and Program Development	3
SWK-666	Advanced Field Placement and Seminar I	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-668	Advanced Field Placement and Seminar III	3
SWK-669	Advanced Field Placement and Seminar IV	3

Department of Public Services

The Department of Public Services offers the following programs:

- Certificate
 - Criminal Justice (p. 446)
- Associate of Science degree with majors in:
 - Criminal Justice (p. 446)
 - Public Service and Management (p. 448)

- Bachelor of Science degree with majors in: (p. 449) (p. 449)
 - (p. 449)
Criminal Justice (p. 449) (p. 451)
(p. 451)
 - International Relations with Cyber Security Specialization (p. 451)
 - International Relations with Global Security Specialization (p. 452) (p. 451) (p. 451)
- Master of Public Administration degree with specializations in:
 - Criminal Justice (p. 453)
 - Non-Profit Leadership (p. 454)
 - Public Management (p. 456)

Certificate Programs

Certificate - Criminal Justice

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

Criminal Justice - Program of Study

Criminal Justice

CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-230	Introduction to Policing	3
CRJ-463	Forensics	3
CRJ-464	Cybercrime	3

Associate Degree Programs

AS - Criminal Justice

AS - Criminal Justice

The Associate of Science degree with a major in Criminal Justice includes both criminal justice and liberal arts curricula.

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. Each course is a required component of the program.

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.

Courses offered both in the classroom setting and online.

The Criminal Justice Program prepares 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:

- Apply appropriate communication skills across settings, purposes, and audiences of the American Criminal Justice System, including law enforcement, corrections and courts.
- Apply theories, principles and practices of criminal justice, including constitutional principles, judicial and correctional processes, legal institutions, and law enforcement.
- Apply criminal law, juvenile law, constitutional law, and procedural law as it relates to a person's involvement with the Criminal Justice System from first contact until sentence completion in a manner consistent with ethical and biblical standards.
- Critique criminal justice research and use those findings to support arguments and decisions within the criminal justice context.
- Critically engage ethical issues in criminal justice, particularly questions of social responsibility, professional decision-making and the impact of cultural diversity on the Criminal Justice system.
- Integrate biblical perspectives into the decision-making process as it relates to issues involving the Criminal Justice System.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements).
- Payment of all tuition and fees in order to receive a diploma.

Criminal Justice (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

UNV-181	Leading Change in the World	3
CRJ-181	Introduction to Criminal Justice	3
CRJ-268	Crisis Intervention	3
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-230	Introduction to Policing	3
CRJ-242	Modern Police Problems	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
CRJ-290	Colloquium in Criminal Justice	3

Electives

Elective	3

Total Credit Hours: 0

AS - Public Service and Management

AS - Public Service and Management

The Associate of Science degree in Public Service and Management graduate will be prepared to lead people and manage organizations in a wide variety of career fields - from corporate settings to public service. Students will capitalize on the courses and experience of transfer credit from Military Occupation Specialties (MOS), Naval Ratings and the Navy Enlisted Classification System (NEC) system, Air Force Specialty Codes (AFSC) on a Joint Services Transcript (JST), Community College of the Air Force (CCAF) transcript, or Coast Guard Ratings. Anchored in the liberal arts students will examine fundamental elements of business, management, public & national service, and communications.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Available only to qualified military students.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 18 transferable credit hours as listed on a JST or CCAF transcript for training received in any Military Occupation Specialty (MOS), Naval ratings and designators used along with the Navy Enlisted Classification (NEC) system, and Air Force Specialty Codes (AFSC), and Coast Guard Ratings.

Transfer Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit documented on a transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours.
- Completion of foundational, major, and general education requirements as outlined in the program of study.
- Completion of 24 semester hours in the major with a minimum GPA of 2.0. To meet the residency requirement 15 semester hours must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees in order to receive a diploma.

Public Service and Management (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

AS - Integrative Learning Core

UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

AS - General Education Requirements

General Education Requirements - In addition to the regular core curriculum (major), a 15-credit general education core is required for this program. This 15-credit general education core includes:

- Three semester credits in Biblical Studies.
- Six semester credits in English Written Communication.
- Three semester credits in Mathematics.
- Three semester credits in Arts and Humanities.

Public and National Security Courses

Must complete 12 credit hours in Political Science or Public and National Security courses: IWU courses to select from include:

BUS-230	Foundations of Global Business	3
CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-268	Crisis Intervention	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
POL-100	American Government	3
POL-215	Foundations of Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3

Business, Management, and Communication Courses

Must complete 9 credit hours in Business, Management, or Communication courses: IWU courses to select from include:

HRM-175	Introduction to Personnel Supervision	3
HRM-215	Introduction to Human Resources	3
HRM-235	Project Management in Human Resources	3
COM-115	Introduction to Human Communication	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
ECO-205	Basic Economics	3
UNV-181	Leading Change in the World	3

Occupational Studies

Military credit granted from a JST or CCAF transcript.

Military Credit	18

Total Credit Hours: 0

Bachelor Degree Programs

BS - Criminal Justice

BS - Criminal Justice

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 42 credits in 14 core courses and a total of 120 credits of coursework.

Graduates with criminal justice degrees enjoy a wide range of career choices with great opportunities for lifelong advancement. This program is designed to open opportunities and positions of leadership to those desiring to work within the field of security, law enforcement, criminal justice, and homeland security.

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.

Courses are offered in the classroom setting and online.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Criminal Justice degree should be able to:

- Evidence an understanding of justice administration and crime prevention.
- Demonstrate how to communicate a compelling message of hope in Christ to anyone affected by crime.
- Work effectively with all persons appreciating their value and diverse background.
- Demonstrate critical thinking and 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 college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

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 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

Criminal Justice (BS) - Program of Study

Prerequisite Courses

CRJ-181 Introduction to Criminal Justice must be completed before starting the core program. This requirement is waived for students with relevant work experience or for students with an associate's degree in criminal justice earned at a regionally accredited college or university.

CRJ-181	Introduction to Criminal Justice	3

Core Courses

CRJ-309	Youth and Crime	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-319	Probation and Parole	3
CRJ-332	Victimology	3
CRJ-346	Restorative Justice	3

CRJ-464	Cybercrime	3
CRJ-468	Criminal Justice Administration	3
CRJ-486	Capstone in Criminal Justice	3

BS - International Relations and Security

BS - International Relations and Security - Cybersecurity Specialization

The Bachelor of Science degree with a major in International Relations and Security is a 42-hour program with specialization in Cybersecurity.

Students graduating from this program should be able to:

- Analyze the effects of globalization upon the world political system, including the roles and interactions of both state and non-state actors.
- Demonstrate the ability to conduct social science research and analysis.
- Integrate legal, ethical, and biblical frameworks with the analysis of global affairs and conflict.
- Demonstrate communication skills in a diverse, globalized, and changing technological context.
- Describe the primary technical and human components of the cybersecurity environment.
- Evaluate the political, strategic, and ethical dimensions of the cybersecurity environment.

Admission Requirements

The admission requirements for bachelor degree programs are as follows:

- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Submission of all required items for the admission process as outlined in the "application procedures" section of the application packet.
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Graduation Requirements

To graduate with a baccalaureate degree with a major in International Relations and Security from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

International Relations and Security - Program of Study

Core Courses

POL-100	American Government	3
POL-215	Foundations of Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in	3

	Political Science and Economics	
POL-455	International Relations Theory	3
POL-460	U.S. Foreign Policy	3
POL-445	Ethics in Conflict	3
POL-495	Capstone in International Relations and Security	3

Cybersecurity Specialization

POL-385	Foundations of Cybersecurity Systems	3
POL-380	Foundations of Cybersecurity Policy	3
CRJ-464	Cybercrime	3
POL-430	Cyberwarfare	3

Subtotal: 42

BS - International Relations and Security - Global Security Specialization

The Bachelor of Science degree with a major in International Relations and Security is a 42-hour program with specializations Global Security.

Students graduating from this program should be able to:

- Analyze the effects of globalization upon the world political system, including the roles and interactions of both state and non-state actors.
- Demonstrate the ability to conduct social science research and analysis.
- Integrate legal, ethical, and biblical frameworks with the analysis of global affairs and conflict.
- Demonstrate communication skills in a diverse, globalized, and changing technological context.
- Describe the primary theoretical, political, religious, and organizational structures that compose the international relations and global security landscape.
- Evaluate the global security landscape relating to transnational safety and security issues.

Admission Requirements

The admission requirements for bachelor degree programs are as follows:

- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Submission of all required items for the admission process as outlined in the "application procedures" section of the application packet.
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Graduation Requirements

To graduate with a baccalaureate degree with a major in International Relations and Security from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

International Relations and Security - Program of Study

Core Courses

POL-100	American Government	3
POL-215	Foundations of Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-455	International Relations Theory	3
POL-460	U.S. Foreign Policy	3
POL-445	Ethics in Conflict	3
POL-495	Capstone in International Relations and Security	3

Global Security Specialization

POL-340	Intelligence and National Security	3
POL-480	Culture, Religion, and Security	3
POL-440	Foundations of Military Strategy	3
POL-450	Foundations of Geopolitics	3

Subtotal: 42

Master Degree Programs

Master of Public Administration - Criminal Justice Specialization

The Master of Public Administration (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour Criminal Justice specialization. (IWU reserves the right to move students to another start date if less than eight students are registered for any specialization.)

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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. 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.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Lead and manage in public governance
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry
- Integrate biblical perspectives into the analysis of and decision-making process involved in today's public sector organizations.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses 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.

Master of Public Administration (Criminal Justice Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3
POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	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-587	MPA Capstone	3

Master of Public Administration - Non-Profit Leadership Specialization

The Master of Public Administration (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour Non-Profit Leadership specialization. (IWU reserves the right to move students to another start date if less than eight students are registered for any specialization.)

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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. 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.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Lead and manage in public governance
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry
- Integrate biblical perspectives into the analysis of and decision-making process involved in today's public sector organizations.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses 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.

Master of Public Administration (Non-Profit Leadership Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3
POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	3

Specialization Courses - Non-Profit Leadership

POL-525	Non-profit Management and Leadership	3
MKTG-540	Non-Profit Development and Advancement	3

POL-536	Non-profit Fundraising and Financial Management	3
POL-555	Non-profit Strategic Planning	3
Capstone Experience		
POL-587	MPA Capstone	3

Master of Public Administration - Public Management Specialization

The Master of Public Administration (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour Public Management specialization. (IWU reserves the right to move students to another start date if less than eight students are registered for any specialization.)

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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. 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.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Lead and manage in public governance
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry
- Integrate biblical perspectives into the analysis of and decision-making process involved in today's public sector organizations.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses 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.

Master of Public Administration (Public Management Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3
POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	3

Specialization Courses - Public Management

POL-520	Introduction to Public Management	3
POL-530	Quality and Productivity Improvement in Government	3
POL-540	Human Resource Management in the Public Sector	3
POL-550	Economic Development	3

Capstone Experience

POL-587	MPA Capstone	3

Department of Religion

The following programs are offered through the Department of Religion:

- Certificate:
 - Pastoral Care and Counseling (p. 458)
 - Pastoral Counseling (p. 458) (Spanish Only)
 - Religious Studies (p. 459) (p. 459) (p. 459)
- Associate of Arts Degree with majors in:
 - Theological Studies (p. 460) (Spanish Only)
- Associate of Science Degree with majors in:
 - Christian Ministries (p. 461)
- Bachelor of Arts Degree with majors in:
 - Theological Studies (p. 464) (Spanish Only)
- Bachelor of Science Degree with majors in:
 - Biblical Studies (p. 466)

Certificate Programs

Certificate - Pastoral Care and Counseling

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.

Certificate - Pastoral Care and Counseling

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
- 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

- 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

Pastoral Care and Counseling - 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

Certificate - Pastoral Counseling

Certificate - Pastoral Counseling

This program is currently offered only in Spanish.

The Indiana Wesleyan University Global Academic Program's Pastoral Counseling certificate affords pastors and ministry 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 this 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
- Currently enrolled in or a graduate of the Global Academic Program's Bachelor of Arts with a major in Theological Studies;
OR
- Licensed or ordained minister (copy of current credentials required)

Completion Requirements

- 15 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

Pastoral Counseling - Program of Study

Pastoral Counseling

MIN-310	Introduction to Biblical Counseling	3
MIN-410	Pastoral Care and Inner Healing	3
REL-224	Spiritual Formation in Christ	3
	Choose one course related to marriage:	
MIN-365	Intimacy and Sexuality in Marriage	3
SOC-200	Marriage and Family	3
	Choose one course related to counseling:	
MIN-470	Pastoral Counseling of Sexual Addiction	3
MIN-458	Crisis Counseling	3

Certificate - Religious Studies

Students seeking degrees in Christian Ministries or Biblical Studies are not eligible for the Religious Studies Certificate.

Certificate - Religious Studies

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 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

Religious Studies - Program of Study

Religious Studies

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
REL-232	Basic Christian Doctrine	3

BIL-202	Inductive Bible Study	3
BIL-203	Advanced Inductive Bible Study	3

Associate Degree Programs

AA - Theological Studies

AA - Theological Studies

This program is currently only offered in Spanish.

The Associate of Arts degree with a major in Theological Studies (ATS) program is 63 semester hours.

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.

Students who graduate with this degree will demonstrate a basic knowledge of Theology, the Bible, principles of biblical interpretation, and ministry. They will also be able to demonstrate application of the biblical truth in their lives and work or ministry. Students will develop a biblical, Christian worldview based upon a foundation of biblical and general studies, form a global vision of the mission of the church, and strengthen their commitment to take the Gospel to this needy world and contribute to the edification of believers in Jesus Christ. (This degree is equivalent to the Associate of Arts degree in the nomenclature of the United States).

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma, GED certification, or their international equivalent.
- Official transcripts from all previous college or university studies at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) or their international equivalent.
- A letter of recommendation from the student's pastor or a Christian leader who gives testimony to a solid commitment to Jesus Christ as personal Lord and Savior.
- A copy of official photo ID.
- A three-to-four page autobiography and statement of ministry purpose demonstrating written language proficiency appropriate to the program's language.

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 30 graded credits must be earned from Indiana Wesleyan University.
- A minimum of "C" (2.0) must be achieved in SPA-140 and SPA-141. Failure to achieve a "C" in either any of these courses will require repeating the course until a "C" or better is achieved. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees are required in order to receive a diploma.

Theological Studies (AA) - Program of Study

Required Courses

SPA-140, SPA-141, and MAT-109 must be passed with "C" or higher.

SPA-140	Spanish Grammar and Composition I	3

SPA-141	Spanish Grammar and Composition II	3
HST-186	History of the Reformation	3
PSY-151	Introduction to Psychology	3
PHL-181	Introduction to Philosophy	3
GRE-201	Beginning Greek I	3
BIL-112	Introduction to New Testament	3
MAT-109	Foundations of College Math	3
LIT-242	Literature and Ideas	3
BIO-203	Environmental Conservation	3
BIL-109	Introduction to the Bible	3
BIL-111	Introduction to Old Testament	3
BIL-200	Hermeneutics	3
THE-201	Survey of Biblical Doctrine	3
THE-231	Doctrine of Scripture and Doctrine of God	3
THE-235	Doctrine of Humanity and Doctrine of Christ	3
THE-238	Doctrine of Salvation: Soteriology	3
MIN-111	Principles of Teaching the Bible	3
MIN-268	Introduction to Church Leadership and Administration	3
MIN-270	Evangelism and Discipleship	3
PHL-286ES	Ethics and Morality	3

Total Credit Hours: 0

AS - Christian Ministries

AS - Christian Ministries

The Associate of Science degree with a major in Christian Ministries (ASM) prepares students for entry-level 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. Details are available at Online-Delivery.

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.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour Bachelors degree graduation requirement.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students must complete at least 15 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements).
- Payment of all tuition and fees in order to receive a diploma.

Christian Ministries - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Required Courses

BIL-101	Old Testament Survey	3
REL-232	Basic Christian Doctrine	3
PHL-283	Philosophy and Christian Thought	3
BIL-202	Inductive Bible Study	3
BIL-286	Introduction to Pastoral Epistles	3
MIN-280	Preaching Jonah	3
CED-256	Christian Education in the Local Church	3
REL-236	Worship in the Local Church	3
REL-277	Evangelism and Global Outreach of the Local Church	3
REL-265	Pastoral Ministry in the Local Church	3
MIN-268	Introduction to Church Leadership and Administration	3

Total Credit Hours: 0

AS - Christian Ministries (Ohio)

AS - Christian Ministries (Ohio)

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. Details are available at Online-Delivery.

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.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

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, and ENG-141. Failure to achieve a "C" in either any of these courses will require repeating the course until a "C" is achieved. (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.

Christian Ministries (Ohio) - Program of Study

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
MIN-280	Preaching Jonah	3
PSY-150	General Psychology	3
ENG-242	Literature and Ideas	3
BIL-286	Introduction to Pastoral Epistles	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	3

REL-277	Church Evangelism and Global Outreach of the Local Church	3

Total Credit Hours: 0

Bachelor Degree Programs

BA - Theological Studies

This program is currently only offered in Spanish.

The Bachelor of Arts program with a major in Theological Studies is 120 semester hours.

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.

Students who graduate with this degree will demonstrate a basic knowledge of Theology, the Bible, principles of biblical interpretation, practical theology, and ministry. They will also be able to demonstrate application of the biblical truth in their lives and ministry. Students will develop a biblical, Christian worldview based upon a foundation of biblical and general studies, form a global vision of the mission of the church, and strengthen their commitment to take the Gospel to this needy world and contribute to the edification of believers in Jesus Christ.

Admission Requirements

- Proof of high school graduation, GED certification, or their international equivalent.
- Official transcripts from all previous college or university studies at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) or their international equivalent.
- A letter of recommendation from the student's pastor or a Christian leader who gives testimony to a solid commitment to Jesus Christ as personal Lord and Savior.
- A copy of official photo ID.
- A three-to-four page autobiography and statement of ministry purpose demonstrating written language proficiency appropriate to the program's language.

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 120 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 as specified (General Education Requirements (p. 313)).
- A minimum of 30 graded credits must be earned from Indiana Wesleyan University.
- Payment of all tuition and fees is required to receive a diploma.

Theological Studies (BA) - Program of Study

Core Courses

BIL-109	Introduction to the Bible	3
BIL-111	Introduction to Old Testament	3

BIL-200	Hermeneutics	3
BIL-409	The Four Gospels	3
THE-201	Survey of Biblical Doctrine	3
THE-231	Doctrine of Scripture and Doctrine of God	3
THE-235	Doctrine of Humanity and Doctrine of Christ	3
THE-238	Doctrine of Salvation: Soteriology	3
THE-313	Pneumatology	3
THE-311	Ecclesiology	3
MIN-111	Principles of Teaching the Bible	3
MIN-268	Introduction to Church Leadership and Administration	3
MIN-270	Evangelism and Discipleship	3
MIN-378	Missions	3

Biblical Studies Specialization

Choose 15 hours from the following:

BIL-404	Acts of the Apostles	3
BIL-310	Book of Genesis	3
BIL-415	Pastoral Epistles	3
GRE-101	Greek As Exegetical Tool	3
GRE-202	Beginning Greek II	3
GRE-422	Greek Bible	3

Pastoral Ministry Specialization

Choose 15 hours from the following:

BIL-415	Pastoral Epistles	3
MIN-215	Principles of Biblical Exposition	3
MIN-310	Introduction to Biblical Counseling	3
MIN-460	Church Growth	3
MIN-464	Expository Preaching and Advanced Homiletics	3
MIN-468	Leadership and Management in the Local Church	3
MIN-480	Church Planting	3
REL-224	Spiritual Formation in Christ	3
THE-311	Ecclesiology	3
THE-328	Christian Worldview	3
THE-338	Apologetics	3

Pastoral Counseling Specialization

Choose 15 hours from the following:

MIN-310	Introduction to Biblical Counseling	3
MIN-365	Intimacy and Sexuality in Marriage	3
MIN-410	Pastoral Care and Inner Healing	3
MIN-458	Crisis Counseling	3
MIN-470	Pastoral Counseling of Sexual Addiction	3
PHL-286ES	Ethics and Morality	3
REL-224	Spiritual Formation in Christ	3
SOC-155	Introduction to Sociology	3
SOC-200	Marriage and Family	3

Total Credit Hours: 0

BS - Biblical Studies

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.

Courses are offered in the classroom setting and online.

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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Service and Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the School of Service 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 from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 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. 313)).
- Payment of all tuition and fees is required to receive a diploma.

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

REL-227	Christian Spirituality	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
BIL-440	Biblical Interpretation in Global Perspective	3
REL-483	Biblical Studies Colloquium	3

Total Credit Hours: 0

Department of Leadership Studies

The Department of Leadership Studies offers the following programs:

- Master of Arts Degree (MA) with a major in Organizational Leadership (p. 467)
- Doctor of Philosophy Degree (Ph.D.) with a major in Organizational Leadership (p. 468)

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, nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Synthesize historical and contemporary leadership theories to guide the effective practice of organizational leadership.
- Synthesize the foundational concepts of authenticity, wisdom, followership, stewardship, and faith integration as part of a character-based and ethical practice of organizational leadership.
- Analyze the sources and consequences of organizational problems, as well as appropriate interventions, to help the organization achieve its goals.
- Evaluate the change and learning needs of an organization to implement a strategic plan and redirect an organization toward its goals.

- Evaluate the competencies required of leaders to lead effectively in the contemporary multicultural and global contexts.

MA - Organizational Leadership

Admission Requirements

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA)..
- A minimum GPA of 3.0 in all undergraduate work.

Graduation Requirements

- All 30 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.

Organizational Leadership (MA) - Program of Study

Core Courses

MOL-500	Leadership Theory	3
MOL-505	Wisdom and Leadership	3
MOL-515	Followership	3
MOL-520	Ethical Challenges of Leadership	3
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3
MOL-535	Stewardship and Strategic Planning	3
MOL-540	Research and Evaluation Methods for Leaders	3
MOL-550	Organizational Leadership in a Global Context	3
MOL-575	Leadership Capstone	3

Total Credit Hours: 0

Ph.D. - Organizational Leadership

The Doctor of Philosophy degree with a major in Organizational Leadership (Ph.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.

The doctoral degree in organizational leadership 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 of leading organizational learning, change, and innovation. Our graduate faculty are 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 Department of Leadership Studies in particular is to present a Doctor of Philosophy (Ph.D.) degree program that pursues the broader university mission by preparing students to be Christian Leaders in their world and to initiate significant change for Christ. The faculty value the integration of Christian principles of faith and practice into both academic and work settings. 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 promotes the personal growth and spiritual development by each student in the program.

Mission

The mission of the program is to provide a Christ-centered, challenging, and research-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 domains of knowledge represented in the conceptual model that guides the program design. These domains include personal authenticity and ethics, organizational development, global and multicultural perspectives, organizational transformation, strategic planning and implementation, and organizational theory. A foundational core is based on wisdom, followership, and stewardship, which in turn are exhibited through research, teaching, and practice. Finally, the model is surrounded by spiritual formation, which is based on spiritual virtues.

Admission Requirements

The Ph.D. in Organizational Leadership is a selective program, and admittance is not guaranteed 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 that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- 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.
- 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 including one from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), one from an academic in higher education, and one from someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay following the requirements and outline in the application packet.
- Arrange to have your graduate transcript sent from the accredited institution granting the degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.

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 Ph.D. program. Please follow the guidelines carefully addressing each component of the essay. The essay should be written to American Psychology Association (APA) Sixth Edition standards:

- Title page -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 supports the point and perspectives of the essay.
- Use of appropriate vocabulary and grammar.

- Evidence of scholarly (academic) writing skills that demonstrates an ability to analyze and integrate literature from the leadership field.

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and required documents to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.
- A letter of accepted or denied admission will be sent to the student.
- Students will then confirm their intent to commence the program and send a \$200 deposit (which will be applied to tuition and fees) that can hold a position in the program for the student.

Program Requirements

Transfer Credit Policy

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 Ph.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.
- The course has been evaluated by IWU faculty and approved to meet program requirements.

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.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours may appeal in writing, to the Chair, Department of Leadership Studies, 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 between the courses of study and demonstrating that the transfer of credit policy criteria (above) have been met.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions. Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- Synchronous Class Sessions - Synchronous classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the second, 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. An allowed absence only is to be used when absolutely necessary and requires approval from the faculty member teaching the course. Students need to contact the faculty member regarding make-up work, if allowed by the faculty member. 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 the weekly discussion forum(s) will constitute an absence for that week. Participating in discussion does not guarantee full participation attendance points. The criteria for full substantive participation 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, if allowed.

- Excessive Absences - A student is allowed only one absence per course, whether it is a synchronous Saturday or online participation absence (not one of each). 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." A student accruing excessive absences in the final week of the course will be issued 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 Department 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 attending on campus during three Summer Institutes. These institutes begin on a Saturday (except for first year students, who begin on Friday) and go through the following Friday. 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 Institutes are normally attended during three consecutive years. However, in unusual circumstances a student may be given permission by the Department Chair to skip a year and attend the Institute another year. Students are expected to follow the community lifestyle statement of the university while living on campus.

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 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.

A student withdrawing from the summer residency less than 10 days from the start of the summer term will be assessed a fee to cover the costs of room and meals. Residency fees are non-refundable.

Academic Standing

Students enrolled in the Ph.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.

Academic Probation - Students enrolled in the Ph.D. program will be placed on probation if their cumulative GPA at any time falls below the required 3.25 GPA for graduation

Students are given six months to satisfactorily raise their GPA. The GPA is reviewed after the six month probationary period, 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 of six months will result if:

- A student fails to clear the academic probationary status within the six month probationary period.
- A student has taken a course twice and failed to achieve a satisfactory 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. A student will be eligible to reapply for admission on a provisional basis after six months, but only upon the recommendation of the Dean of the School of Service and Leadership.

Academic Dismissal - Upon a second academic suspension in the Ph.D. program, a student is not eligible to reapply to Indiana Wesleyan University.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising (by the Department Chair) before being allowed to register for another course.

Academic Load

Students may enroll in no more than 6 credit hours per term. Overload requests may be submitted in writing to the Department of Leadership Studies and reviewed through the academic petition process.

Comprehensive Examination

After the completion of all coursework (DOL courses numbered DOL-915 and lower), a comprehensive examination will be administered to each student in the Ph.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 Department of Leadership Studies. The Comprehensive Examination Policy Guide is published annually. Students are required to follow all policies, procedures, and guidelines contained in the most recent guide.

The Dissertation

The dissertation will be a research-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, quantitative, mixed methods, or any other type of research that 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 student should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. The process should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

For the Ph.D. in Organizational Leadership major, coursework comprises 48 credit hours. Then, the dissertation includes a minimum of an additional 12 hours. Three credit-hours of a Dissertation Seminar (DOL-915) and nine credit hours of dissertation credit after DOL-915 are required to reach the 12 credit-hour dissertation threshold. The coursework (48 hours) and dissertation (12 hours) combine to make the Organizational Leadership major a 60-credit hour program.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of study 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 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.

A Dissertation Policy Manual will be released annually by the Department of Leadership Studies. Students are required to follow all policies, procedures, and guidelines contained in the most recent manual. Students should consult their Dissertation Chair regarding specific questions related to the requirements of the Dissertation Policy Manual.

Degree Completion Limits

Many students require 5 – 7 years to complete the doctoral degree. The coursework of the Ph.D. program is designed as a lock-step curriculum, which is to be completed in 33-36 months (depending on whether the program is started in July or January). Following the coursework and comprehensive exam, the student begins the dissertation which must be completed within six years from the point of completing the DOL-915 course. Request for exceptions to this policy must be made in writing to the CAPS Academic Appeals Committee.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the 12 hours of dissertation courses 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 per term to maintain continuous enrollment.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all coursework.
- Completion of the comprehensive exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).

Graduation Requirements

- Minimum grade of "B-" in each course.
- Cumulative GPA of 3.25.
- Successful completion of all required coursework and the comprehensive exam.
- Successful defense of dissertation.
- Completion of dissertation publication review process with OCLS.
- Payment of tuition and fees is required to receive a diploma.

PhD - Organizational Leadership

Organizational Leadership (Ph.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 Chair of the Department of Leadership Studies. Students can begin the program in July or January of each year. The following are the required courses for the Ph.D. in Organizational Leadership.

Core Courses

DOL-715	Leadership and Personal Development	3
DOL-720	Critical Inquiry	3
DOL-735	Advanced Leadership Theory	3
DOL-740	Organization Theory and Design	3
DOL-750	Change, Innovation, and Entrepreneurship	3
DOL-760A	Leadership Development Colloquium I	1
DOL-760B	Leadership Development Colloquium II	1
DOL-760C	Leadership Development Colloquium III	1
DOL-800	Organizational and Adult Learning	3
DOL-810	Statistical Research Design	3
DOL-820	Advanced Research Design	3
DOL-830	Global Perspectives on Leadership	3
DOL-840	Ethics and Leadership	3
DOL-855	Stewardship	3
DOL-860A	Advanced Leadership Development Colloquium I	1
DOL-860B	Advanced Leadership Development Colloquium II	1

DOL-860C	Advanced Leadership Development Colloquium III	1
DOL-875	Advanced Global Leadership	3
DOL-880	Application of Research Methods	3
DOL-885	Qualitative Research Methods and Analysis	3
DOL-915	Dissertation Seminar	3
DOL-920	Dissertation	3
DOL-920	Dissertation	3
DOL-920	Dissertation	3

Students will continue to register for DOL-922 Dissertation Continuation (1 credit hour) all subsequent terms until dissertation is completed.

Subtotal: 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 programs are offered to help students meet personal and professional goals:

- **Associate of Science Degree with majors in:**
 - Early Childhood Education (p. 481)
- **Bachelor of Science Degree with majors in:**
 - BS - Early Childhood Education (Licensure Track) (p. 483)
 - BS - Early Childhood Education (Non-Licensure Track) (p. 486)
- **Master of Education Degree (M.Ed.) with majors in:**
 - Christian Education (p. 487)
 - Instruction in Early Learning (p. 488)
 - Teacher Leadership - Elementary (p. 489)
 - Teacher Leadership - Secondary (p. 491)
- **Master of Science Degree (M.S.) with majors in:**
 - Curriculum, Assessment, and Instruction (p. 494)
 - School Administration (Indiana Licensure) (p. 495)
 - School Administration (Ohio Licensure) (p. 497)
 - School Administration (Non-Licensure) (p. 499)
 - Special Education (Indiana Licensure) (p. 500)
 - Special Education (Ohio Licensure) (p. 502)
 - Special Education (Non-Licensure) (p. 504)
- **Certificates**
 - Transition to Teaching (p. 515) - graduate level, non-degree initial licensure program

- School Administration (p. 507) - post-master's, non-degree licensure program leading to the Building Level Administrator's License; non-licensure track also available
- Special Education (p. 511)- post-master's non-degree licensure program for teachers seeking additional licensure in Special Education; non-licensure track also available
- Education Specialist Degree (EdS) (p. 505)

Academic Policies - School of Educational Leadership

Admission

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.

Attendance Policy

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."

Administrative withdrawals assigning a grade of "W" will also happen as follows:

- A student who does not attend the first two workshops of a course will be administratively withdrawn from the course.
- A student who violates the attendance policy prior to the last workshop of a course will be administratively withdrawn from the course.
- A student who never attends a course will be administratively withdrawn from not only that course but all subsequent courses when this notification comes at the time the grades are submitted.

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.

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 for the specific attendance requirements of the doctoral program.

Certificate/Degree Requirements

Associate Programs

- Completion of core requirements
- Cumulative GPA of 2.0 or higher
- A minimum grade of “C” must be achieved in ENG-140 and ENG-141. Failure to achieve a “C” in these courses will require repeating the course until a “C” is achieved. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Additional program-specific requirements as defined by the School of Educational Leadership. See specific program for details.
- Payment of all tuition and fees in order to receive a diploma

Bachelor Programs

- Completion of 120 semester hours
- Completion of the required core courses with a GPA of 2.75 or higher
- Cumulative GPA of 2.75 or higher
- Completion of 30 hours of general education requirements as specified (General Education Requirements)
- Additional program-specific requirements as defined by the School of Educational Leadership. See specific program for details.
- Payment of all tuition and fees in order to receive a diploma

Graduate Programs

- Completion of core requirements
- Cumulative GPA of 3.0 or higher
- A grade of "B-" or higher in each course
- Additional program-specific requirements as defined by the School of Educational Leadership. See specific program for details.
- Payment of all tuition and fees in order to receive a diploma/certificate

See each program listing for additional program requirements.

Clinical Experience Requirements

Several programs require clinical experiences. See each program listing for specific requirements.

Computer Requirements

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser 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

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)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

Repeated Courses - A student may repeat once any undergraduate course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. CAPS graduate students with a cumulative GPA below the minimum required by their program for graduation, may retake once, at their option, any class in which they earned below a “B-.”

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.

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 ending 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 dates. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

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, and honors (bachelor's only). 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 and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. 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.

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 – see below for definition
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.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

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

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. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any 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.
4. Students in graduate programs or graduate courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
5. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

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

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. 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.

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 the following sanctions:

Sanctions:

1. Dismissal from the university for a single incident.
2. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
3. The university may consider legal action for any individual found to have participated in these actions.

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

Matriculation

The School of Educational Leadership requires that all candidates admitted to certificate and degree programs complete prescribed course work per the program calendar provided at program orientation.

Some 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 graduate programs in the School of Educational Leadership are expected to complete program requirements associated with their certificate or 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 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

All certificate and 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 certificate and/or 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.

Candidates will be evaluated by School faculty and staff 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

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.

Academic Programs - School of Educational Leadership

Associate Degree Program

AS - Early Childhood Education

Indiana Wesleyan University's A.S. in Early Childhood Education program is a sixty (60) credit hour undergraduate program emphasizing the knowledge, skills, and dispositions of an early childhood educator working with children from birth through age eight. This program does not lead to teacher licensure.

Upon completion of the program, candidates should be able to:

- Exhibit the School of Educational Leadership's professional dispositions by demonstrating moral decision-making, upholding ethical standards with all stakeholders, and reflecting Christ-like behavior as the foundation of work with families, young children, and communities.
- Actively support child development and developmentally appropriate learning experiences for all children in childcare, classroom, home, and community settings.
- Collaborate to establish safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.
- Exhibit knowledge and understanding of the dynamics of diverse family and community characteristics; honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.
- Initiate and think professionally in a timely manner to support predetermined management policies and procedures; act professionally in regards to unforeseen management issues and concerns.
- Assist to deliver developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; support the integration of academic standards and child development impacting contextual factors and individual/group interests, needs, and learning styles.
- Exhibit the knowledge and understanding needed to support positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.
- Apply constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.
- Participate in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self, group, peer, statutory, family, and friend).

- Demonstrate proficiency in executing a wide range of developmentally appropriate effective approaches, tools, resources, and strategies to meet the unique needs of all learners including technology, inquiry-based, project-based, problem-based, UDL, RTI, and differentiation practices.
- Demonstrate skills in systematic and responsible assessment skills including observing, documenting, and analyzing to support early learning.
- Practice servant leadership philosophy and principles in approach to clinical and service experiences by serving to put the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, and helping young children, families, and communities develop and perform as highly as possible.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

Admission Requirements

All applicants must have:

- Proof of standard high school diploma or GED certification.
- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the School of Educational Leadership's Criminal History Background Check Admissions Policy.

Program Requirements

The AS in Early Childhood Program is a lock-step program. Students who are unable to complete an ECED 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 School of Educational Leadership. Tuition and fees will be charged for repeating the course.

Graduation Requirements

To graduate with an associate degree with a major in Early Childhood Education, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- A minimum of "C" must be achieved in ECED-101, ECED-105, ECED-120, ECED-125, ECED-130, and ECED-135 or their equivalent courses.
- Completion of 24 hours of general education requirements as specified (General Education Requirements).
- Payment of all tuition and fees in order to receive a diploma.

Early Childhood Education (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

ECED-101, ECED-105, ECED-120, ECED-125, ECED-130, and ECED-135 must be passed with "C" or higher.

ECED-101	Foundations of Early Childhood	3
ECED-105	Child Growth and Development	3
ECED-125	Current Issues and Trends in Early Childhood	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-135	Emergent Literacy	3
ECED-120	Health, Safety, and Nutrition	3

ECED-225	Infant/Toddler Experience	3
ECED-230	Preschool Experience	3
ECED-235	Primary Grade Experience	3
ECED-240	Service Learning Capstone	3

Electives

Elective	3

Bachelor Degree Program

Indiana Wesleyan University's Bachelor of Science with a major in Early Childhood Education program is a 120 credit hour undergraduate program emphasizing the knowledge, skills and dispositions of an early childhood educator work with children from birth through age eight. The program has two tracks: a non-licensure track, and one that prepares the candidate to be recommended for an early childhood, P-3, initial teaching license in the state of Indiana. This program also includes a minor in Reading.

The mission of the Early Childhood Education program is to prepare adults to meet the physical, social, emotional, cognitive, and affective needs of children from birth through age eight. Upon completion of the program, candidates will demonstrate the ability to:

- Demonstrate professional, moral and ethical behaviors and articulate related Christ-like principles.
- Demonstrate competence in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Teacher Leadership, and Professionalism.
- Analyze the influence of primary care providers on the development of early learners.
- Create challenging and supportive research-based learning environments for early learners.
- Collaborate professionally and effectively with colleagues, administrators, primary care provider(s), and community in written and oral forms.
- Synthesize multiple assessment tools and approaches to document and drive instruction.
- Apply current technologies in instruction and assessment for early learners.
- Apply professional self-reflection practices to promote positive outcomes.
- Synthesize knowledge of central concepts related to developmentally appropriate curriculum and instruction for unique needs of early learners.
- Participate as an advocate for the developmental needs of young children, and the early childhood profession as a whole.
- Compare and contrast interactions with diverse young learners in various settings.

BS - Early Childhood Education (Licensure Track)

This program prepares candidates to be recommended for an early childhood, P-3, initial teaching license in the state of Indiana.

Admission Requirements

All applicants to the licensure track must have:

- Proof of high school graduation or GED certification.
- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the SoEL Criminal History Background Check Admissions Policy.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Minimum subtest scores for math, reading, and writing from one of the following approved testing options:

- Praxis® Core Academic Skills for Educators Tests
 - Math score of at least 160
 - Reading score of at least 165
 - Writing score of at least 165
- ACT
 - Math score of at least 21
 - Reading score of at least 21
 - Writing score of at least 6
- SAT
 - If taken before March 1, 2016
 - Composite score of 1100 based on Critical Reading and Math
 - Essay score of at least 5
 - If taken on or after March 1, 2016
 - Math score of at least 530
 - Evidence-Based Reading and Writing score of at least 540
 - Essay-Writing score of at least 5
- GRE
 - If taken on or after August 1, 2011
 - Quantitative Reasoning score of at least 150
 - Verbal Reasoning score of at least 150
 - Analytical Writing score of at least 3.5
- Or, a graduate degree from a regionally accredited institution
- Prior completion of at least 48 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 candidate is eligible to start a bachelor core program.

Program Requirements

- All BS Early Childhood Education students will be required to provide passing scores of the state's licensing content test(s) by the end of ECED-405 or will be administratively withdrawn from the program.
- The BS-Early Childhood Licensure Program is a lock-step program. Students who are unable to complete an ECED 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 School of Educational Leadership. Tuition and fees will be charged for repeating the course.

Completion Requirements

Upon completion of the BS Early Childhood Education Licensure Program, candidates will be recommended for P-3 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana must first obtain their Indiana educator license and then seek licensure, in their state of choice, through possible reciprocity agreements.

Graduation Requirements

To graduate from Indiana Wesleyan University with a Bachelor's degree with a major in Early Childhood Education, the following requirements must be met:

- Completion of 120 credit hours.

- Completion of the required prerequisite and core courses with a minimum grade of "C" and a minimum GPA of 2.75.
- Cumulative GPA of 2.75 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 313)).
- Successfully pass the admission, mid-program review, and program completion gateways (p. 480).

Student Teaching

- All candidates must complete fourteen weeks of full-time student teaching in a P-3 setting.
- All core course work prior to the required 14-week student teaching must be completed with a minimum grade of no less than "C" in each core course to be eligible to student teach.
- 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.
- 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.

Early Childhood Education (BS) Licensure Track - Program of Study

Prerequisites

Candidates may be enrolled in the Early Childhood Education (BS) Licensure Track Program of Study, but must complete the following courses prior to starting the Core Courses.

ECED-101	Foundations of Early Childhood	3
ECED-105	Child Growth and Development	3
ECED-125	Current Issues and Trends in Early Childhood	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-135	Emergent Literacy	3

Core Courses

ECED-305	Educational Psychology for Early Learners	3
ECED-301	Infant/Toddler Care-on-Demand Environments	3
ECED-302	Infant/Toddler Curriculum, Instruction, Assessment	3
ECED-303	Literature Focused Preschool Environments	3
ECED-304	Preschool Curriculum, Instruction, Assessment	3
ECED-322	Early Childhood Special Education	3
ECED-325	Foundations of Reading and Language Structure	3
ECED-332	Instructional Tools for the Teaching of Reading	3
ECED-331	Literacy in the Primary Grades	3
ECED-401	STEM Concepts in the Primary Grades	3
ECED-405	Social Studies and Fine Arts in the Primary Grades	3
ECED-411	Classroom Management in the Primary Grades	3
ECED-422	Advocacy Internship in Early	3

	Childhood	
ECED-430	Student Teaching in Early Childhood	12

Minor in Reading

The minor in Reading is comprised of five previously completed prerequisite (ECED-135) and core (ECED-303, ECED-325, ECED-331, ECED-332) courses.

ECED-135	Emergent Literacy	3
ECED-303	Literature Focused Preschool Environments	3
ECED-325	Foundations of Reading and Language Structure	3
ECED-331	Literacy in the Primary Grades	3
ECED-332	Instructional Tools for the Teaching of Reading	3

Total Credit Hours: 0

BS - Early Childhood Education (Non-Licensure Track)

This program prepares candidates to work in Early Childhood settings, but it does not lead to recommendation for licensure.

Admission Requirements

All applicants to the non-licensure track must have:

- Proof of high school graduation or GED certification.
- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the SoEL Criminal History Background Check Admissions Policy.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 48 transferable credit hours is required before the candidate is eligible to start a bachelor core program.

Program Requirements

- All BS Early Childhood Non-Licensure Program students desiring to move to the Licensure Track must meet all admission requirements from the Licensure Track and must contact the Advising Team to have this requirement verified and completed by the end of their ECED-325 course. Candidates not completing this requirement by the end of ECED-325 will not have the option to move to the Licensure Track at a later date.
- The BS-Early Childhood Non-Licensure Program is a lock-step program. Students who are unable to complete an ECED 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 School of Educational Leadership. Tuition and fees will be charged for repeating the course.

Graduation Requirements

To graduate from Indiana Wesleyan University with a Bachelor degree in Early Childhood Education, the following requirements must be met:

- Completion of 120 credit hours.
- Completion of the required prerequisite and core courses with a minimum grade of "C" and a minimum GPA of 2.75.
- Cumulative GPA of 2.75 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 313)).
- Successfully pass the admission, mid-program review, and program completion gateways (p. 480).

Student Teaching

Field experiences are required for several courses in this program. However, a student teaching experience is not included in this non-licensure track.

Total Credit Hours: 0

Master of Education Programs

The M.Ed. degree program is designed for practicing classroom teachers seeking an advanced degree.

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.

MEd - Christian Education Major

This degree is currently offered on-site in international settings only and does not lead to licensure.

Admission Requirements

The admission requirements for the M.Ed. program with a major in Christian Education are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.
- 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.
- A letter of Christian testimony.

Graduation Requirements

To graduate, from the M.Ed. 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.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).
- Payment of all tuition and fees is required to receive a diploma.

MEd - Christian Education - Program of Study

Prerequisite Courses

WRI-141	Research and Writing	3
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Core Courses

EDCE-570	The Nature of the Learner	3
EDCE-505	Teaching Bible	3
EDCE-560	Learning Environment and Classroom Management	3
EDCE-515	History and Philosophy of Education With a Christian Worldview	3
EDCE-530	Curriculum Development and Instruction	3
EDCE-540	History and Philosophy of Education	3
EDCE-510	Authentic Educational Assessment	3
EDCE-520	Biblical Foundations for Curriculum	3
EDCE-500	Advanced Instructional Design	3
EDCE-590	Supervisory Issues for Education Leaders	3
EDCE-550	Introduction to Educational Research	3
EDCE-580	Supervision of Instruction	3

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MEd - Instruction in Early Learning Major

The Master of Education (M.Ed.) program with a major in Instruction in Early Learning is designed to provide an advanced degree in early childhood learning to teachers who were awarded an Indiana Wesleyan Transition to Teaching Early Childhood Education (Ohio) Certificate within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Early Childhood Education program coursework. These additional hours feature courses that are aligned to the National Education Association's Teacher Leader Model standards, and promote constructivist approaches to teaching and learning, emphasizing teacher leadership and teacher efficacy. The program is designed to support teacher leadership as a vehicle for transforming educators to meet the needs of their learners.

This program is open to any candidate who is awarded Indiana Wesleyan's Transition to Teaching Early Childhood (Ohio) Certificate within ten years and received a P-3 early childhood education teaching license in Ohio. In order to enter the degree program, candidates must have at least one year of successful teaching experience; this may preclude some TTT Early Childhood Education (Ohio) completers from entering this degree program immediately. This program does not lead to additional subject area licensure in Ohio. Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state in which he or she may be seeking advanced standing.

Admission Requirements

The admission requirements for the M.Ed. program with a major in Instruction in Early Learning are as follows:

- Successful awarding of the Indiana Wesleyan University TTT Early Childhood Education (Ohio) Certificate within the last ten years.
- 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 P-12 school in the United States or abroad.
- Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate, from the M.Ed. program, candidates must have completed the following:

- Successful completion of the remaining 18 hours 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.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).
- Payment of all tuition and fees is required to receive a diploma.

MEd - Instruction in Early Learning - Program of Study

Courses Transferred from TTT Early Childhood Education (Ohio) Program

EDUT-504	Early Childhood Licensure in Ohio	1
EDUT-514	Foundations of Early Childhood Development and Learning Environments	2
EDUT-522	Foundations in Phonics and Language Structure for Early Childhood	3
EDUT-532	Reading and Writing in Emergent Literacy	3
EDUT-542	The Science of Teaching Reading	3
EDUT-552	Reading and Writing Assessment in Early Childhood	3

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MEd Core Courses

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

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MEd - Teacher Leadership Major - Elementary Education Specialization

The Master of Education (M.Ed.) program with a major in Teacher Leadership is designed to provide an advanced degree in teacher leadership to teachers who were awarded an Indiana Wesleyan's Transition to Teaching Elementary Certificate within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Elementary program coursework. These additional hours feature courses that are aligned to the National Education Association's Teacher Leader Model standards, and promote constructivist approaches to teaching and learning, emphasizing teacher leadership and teacher efficacy. The program is designed to support teacher leadership as a vehicle for transforming educators to meet the needs of their learners.

This program is open to any candidate who was awarded Indiana Wesleyan's Transition to Teaching Elementary Certificate within ten years and received an Elementary or P-12 initial teaching license in Indiana. In order to enter the degree program, candidates must have at least one year of successful teaching experience; this may preclude some TTT Elementary completers from entering this degree program immediately. This program does not lead to additional subject area licensure in Indiana.

Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state in which he or she may be seeking advanced standing.

Upon completion of TTTE program, candidates should be able to:

- Demonstrate professional, moral, and ethical behaviors and articulate related Christ-like principles.
- Demonstrate competence in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Teacher Leadership, and Professionalism.
- Apply content/subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the elementary level.
- Demonstrate research-based knowledge of how and when elementary children learn, addressing developmental, motivational stages, and factors that affect learning for students with exceptionalities, diverse backgrounds, language differences, and learning differences.
- Create and implement differentiated assessments of student learning at the elementary level that information instruction.
- Design and implement a variety of instructional strategies that consider the varied needs of all elementary children.
- Create a safe and culturally responsive learning environment using research-based classroom management strategies and high standards for all elementary children.
- Collaborate professionally and effectively with elementary children, colleagues, administrators, primary care provider(s), and community in written and oral forms.

Upon completion of the MEd core courses, candidates should be able to:

- Use effective communication skills and knowledge of diversity to work collaboratively.
- Collect, analyze, and communicate school/classroom data and current research to improve student learning and assist their colleagues in this process.
- Collaborate with colleagues to plan sustainable professional development that meets diverse learning needs and aligns with school/ district goals.
- Analyze data from multiple sources to identify curriculum/instruction needs and serve as a team leader/mentor to foster professional growth to meet these needs and improve student learning.
- Work with colleagues to identify and use assessment tools and collect data to promote change for school/district improvement.
- Use understanding of diversity, effective technology, and communication skills to collaborative with family and community stakeholders for improved educational experiences and student achievement.
- Collaborate with families, communities, and colleagues to advocate for effective educational approaches.
- Demonstrate the professional dispositions of a teacher leader.

Admission Requirements

The admission requirements for the M.Ed. program with a major in Teacher Leadership are as follows:

- Successful awarding of the Indiana Wesleyan TTT Elementary Certificate within ten years.
- 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 P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate, from the M.Ed. program, candidates must:

- Successfully complete the remaining 18 hours of the M.Ed. curriculum.

- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways.
- Payment of all tuition and fees is required to receive a diploma.

MEd - Teacher Leadership - Program of Study for Elementary Specialization

Core Courses

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

Courses Transferred from TTT Elementary Program

EDUT-505	Educational Psychology and Diversity for Elementary Educators	3
EDUT-510	Elementary Instructional Planning and Student Learning Processes	3
EDUT-521	Literary Assessment and Intervention in the Elementary Classroom	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-548	Researched-Based Behavior Interventions and Elementary Classroom Management	3

MEd - Teacher Leadership Major - Secondary Education Specialization

The Master of Education (M.Ed.) program with a major in Teacher Leadership is designed to provide an advanced degree in teacher leadership to teachers who were awarded an Indiana Wesleyan's Transition to Teaching Secondary Certificate within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Secondary program coursework. These additional hours feature courses that are aligned to the National Education Association's Teacher Leader Model standards, and promote constructivist approaches to teaching and learning, emphasizing teacher leadership and teacher efficacy. The program is designed to support teacher leadership as a vehicle for transforming educators to meet the needs of their learners.

This program is open to any candidate who is awarded Indiana Wesleyan's Transition to Teaching Secondary Certificate within ten years and received a secondary or P-12 initial teaching license in Indiana. In order to enter the degree program, candidates must have at least one year of successful teaching experience; this may preclude some TTT Secondary completers from entering this degree program immediately. This program does not lead to additional subject area licensure in Indiana. Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state in which he or she may be seeking advanced standing.

Upon completion of the TTTS program, candidates should be able to:

- Apply content/subject matter expertise and assessment knowledge to teaching and learning experiences using a variety of secondary methods and technologies.
- Demonstrate professional, moral and ethical behaviors grounded in related Christ-like principles.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.

- Create and use a variety of assessments, including digital tools, to evaluate secondary student needs in order to plan and strengthen instruction.
- Design and implement a variety of differentiated instructional strategies, including current technologies that consider the diverse needs of all secondary students.
- Create a safe and culturally responsive learning environment using sound classroom management strategies and high standards for all secondary learners.
- Collaborate effectively with students, colleagues, administrators, parents, and community in written and verbal forms.
- Demonstrate competence in the following SoEL dispositional domains: Communication, Critical Thinking, Human Interaction, Teacher Leadership, and Professionalism.

Upon completion of the MEd core courses, candidates should be able to:

- Use effective communication skills and knowledge of diversity to work collaboratively.
- Collect, analyze, and communicate school/classroom data and current research to improve student learning and assist their colleagues in this process.
- Collaborate with colleagues to plan sustainable professional development that meets diverse learning needs and aligns with school/ district goals.
- Analyze data from multiple sources to identify curriculum/instruction needs and serve as a team leader/mentor to foster professional growth to meet these needs and improve student learning.
- Work with colleagues to identify and use assessment tools and collect data to promote change for school/district improvement.
- Use understanding of diversity, effective technology, and communication skills to collaborative with family and community stakeholders for improved educational experiences and student achievement.
- Collaborate with families, communities and colleagues to advocate for effective educational approaches.
- Demonstrate the professional dispositions of a teacher leader.

Admission Requirements

The admission requirements for the M.Ed. program with a major in Teacher Leadership are as follows:

- Successful awarding of the Indiana Wesleyan University TTT Secondary Certificate within ten years.
- 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 P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate, from the M.Ed. program, candidates must:

- Successfully complete the remaining 18 hours of the M.Ed. curriculum.
- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways.
- Payment of all tuition and fees is required to receive a diploma.

MEd - Teacher Leadership - Program of Study for Secondary Specialization

Courses Transferred from TTT Secondary Program

Field experiences will be required in some courses.

EDUT-515 Educational Psychology and Diversity 3

EDUT-511	for Secondary Educators Learning Processes and Student Achievement	3
EDUT-575	Assessment and Learning Processes in the Secondary Classroom	2
EDUT-560	Content Literacy Instruction for Secondary Education	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-580	Learning Environments in the Secondary Classroom	2

Core Courses

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

Master of Science Programs

The Master of Science degree programs are designed for practicing classroom teachers seeking advanced teacher preparation with a graduate degree.

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 Science programs 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 Science programs is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers to help them touch heaven and change earth.

Graduates of the Master of Science programs should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and Biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

M.S. - Curriculum, Assessment, and Instruction Major

The Master of Science (M.S.) degree with a major in Curriculum, Assessment, and Instruction is designed for practicing classroom teachers seeking advanced study in these three vital areas of P-12 schools. Candidates will complete a 33-credit hour program that is aligned to the Council for the Accreditation of Educator Preparation's advanced-level program standards and the National Board of Professional Teaching Standards. Courses are designed to provide participants with an essential mix of theory and practice in order to enhance and create curriculum, assessment, and classroom instruction. Candidates will deepen their understanding in areas such as differentiation, culturally responsive teaching and social justice, ethics and faith, technology integration, current topics and research, and initiating and leading thoughtful systemic change and innovation through a spiraled scope and sequence. Limited field experiences within one's own classroom are required in some courses.

Candidates who have completed this program should be able to:

- Develop personal philosophies of curriculum, assessment, and instruction design that are ingrained with biblical and professional ethics practices.
- Integrate best global practices in differentiating instruction and culturally responsive teaching into their curriculum and pedagogy.
- Learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards, technology standards, and best understanding of faith-based core social justice, including current laws, trends, policies, and ethics regarding design of curricula, instruction, and assessment.
- Study, appraise, and implement effective assessment practices for managing and monitoring student learning.
- Articulate systematic thinking about their practice within the school, and learn from experience.
- Collaborate with peers to lead improvement in personal and school academic practices.
- Synthesize theory and practice in the areas of curriculum, instruction, and assessment.
- Apply various technologies appropriate for classroom teaching and assessment.

Admission Requirements

The admission requirements for the M.S. program with a major in Curriculum, Assessment, and Instruction are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.
- 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.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - 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 P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).

- Payment of all tuition and fees is required to receive a diploma.

M.S. - Curriculum, Assessment and Instruction - Program of Study

Core Courses

Field experiences will be required in some courses.

EDUC-540	Advanced Curriculum Design	3
EDUC-640	Curriculum Transformation	3
EDUC-550	Advanced Assessment Design	3
EDUC-650	Assessment Transformation	3
EDUC-560	Advanced Instructional Design	3
EDUC-660	Innovative Instructional Design	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - School Administration Major (Indiana Licensure)

The Master of Science (M.S.) degree with a major in School Administration is designed for practicing classroom teachers seeking an advanced degree in education to earn their Indiana building level administrator's license. Candidates will complete a 33-credit hour program. The 18-credit hour concentration in School Administration 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. It aligns to the National Educational Leadership Preparation (NELP) standards and the Indiana Department of Education's (IDOE's) School Leader -- Building Level standards. The school administration major satisfies Indiana's required program of study for a building level administrator's license. The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the M.S. program with a major in School Administration are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.
- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed
- 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 an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license.
- At least two years of teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad.
*Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.
- 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.

Clinical Experience Requirements

- All candidates must complete two Internships (three credit hours each over a six-month period).
- 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 Internships.

Graduation Requirements

To graduate from the M.S. program, candidates must meet the following:

- Successfully complete the M.S. curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of a passing score for the Indiana licensure exam for Building-level Administration.
- Payment of all tuition and fees is required to receive a diploma.

Indiana Candidates -- Successful completion of the M.S. – School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the Indiana Department of Education before a principal's license will be issued, including receiving a passing score on the related state assessment test, evidence of at least two years teaching or work experience as a teacher or school counselor on one of the following license types: initial, standard, provisional, proficient, or accomplished practitioner instructional or School Counselor license.

Other Candidates – Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

M.S. - School Administration - Program of Study

Core Courses

Field experiences will be required in some courses.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical	3

	Leadership	
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - School Administration Major (Ohio Licensure)

The Master of Science (M.S.) degree with a major in School Administration is designed for practicing classroom teachers seeking an advanced degree in education to earn their Ohio building level administrator's license. Candidates will complete a 33-credit hour program. The 18-credit hour concentration in School Administration 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. It aligns to the National Educational Leadership Preparation (NELP) standards and the Ohio Department of Education's (ODOE's) Standards for Principals. The school administration major satisfies Ohio's required program of study for a professional administrator's license. The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including areas such as culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the M.S. program with a major in School Administration are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.

- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed.
- 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 standard or professional educator license.

*Please note that in keeping with Ohio Department of Education licensure policy, experience gained by a teacher holding a substitute license or any alternative license, certificate, or permit is not acceptable as these do not meet the prerequisite requirements.

- Have two years of full-time teaching as a lead classroom teacher or teacher of record under a standard or professional educator license (or two years of work experience under a professional pupil services license) for the ages and grade levels for which the principal license is sought.
- 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 Educational Leadership license.

Clinical Experience Requirements

- All candidates must complete two Internships (three credit hours each).
- 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 Internships.

Graduation Requirements

To graduate from the M.S. program, candidates must meet the following:

- Successfully complete the M.S. curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of a passing score for the Ohio licensure exam for Educational Leadership.
- Payment of all tuition and fees is required to receive a diploma.

Ohio Candidates -- Successful completion of the M.S. – School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the state of Ohio before the appropriate PK-6, 4-9, or 5-12 principal's license will be issued, including receiving a passing score on the related state assessment test.

Other Candidates – Applicants who seek administrative licensure in states other than Ohio bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

M.S. - School Administration - Program of Study

Core Courses

Field experiences will be required in some courses.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618OH	Professional, Ethical, and Legal Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical	3

	Application of Leadership Principles	
EDL-625	Principal Internship II: Clinical	3
	Application of Leadership Principles	
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - School Administration Major (Non-licensure)

Indiana Wesleyan University's Master of Science in School Administration (Non-licensure) Program is a master's degree, non-licensure program. It is designed for alternatively licensed teachers who have a bachelor's degree and have at least two years of teaching experience.

Candidates will complete a 33-credit hour program which includes a 15-credit-hour Core and an 18 credit-hour concentration in School Administration. This concentration 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. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based. The 15 credit hours of Core courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. Course instruction is designed to model best practices and procedures in the classroom.

This program is open to candidates from all states and countries, and is not tied to state licensure. This is an alternative pathway to school leadership for those who need the training, but not the licensure. This could include teachers and leaders in the following schools: International schools, ACSI schools both stateside and overseas, Charter, and Private schools. This program may also appeal to traditional public school teachers who only want a master's degree or continuing education, but have no interest in principal licensure.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

To meet the admission requirements for this program, candidates must:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.

- An undergraduate GPA of 2.75 or above from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Be currently employed in or have access to a P-12 public or non-public school or international school.
- Hold a teacher or school counselor license (private, state, international, ACSI, or charter).
- Have at least two years of teaching experience in one of the settings listed above.
- Obtain recommendations from two school, church, or mission leaders who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to school leadership.

Clinical Experience Requirements

All candidates must complete a six-credit-hour internship spanning six months in accordance with NELP requirements.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).

Candidates must pay all tuition and fees to receive a certificate or degree.

M.S. - School Administration (non-licensure) - Program of Study

Core Courses

Field experiences will be required in some courses.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - Special Education Major (Indiana Licensure)

The Master of Science (M.S.) degree with a major in Special Education is designed for practicing classroom teachers seeking initial licensure in special education for students with mild disabilities. Candidates will complete a 33-credit hour M.S. program which aligns to the initial licensure standards established by the Council for Exceptional Children as well as state licensure requirements for Indiana, plus the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptional needs through mild intervention.

Upon completion of this program, candidates should be able to:

- Demonstrate strength in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptional needs.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.
- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Demonstrate ethical, Christ-like attitudes, values, and Biblical worldview in their professional behaviors with colleagues and students with exceptional needs.

Admission Requirements

The admission requirements for the M.S. program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.
- 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.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - 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 P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.
- Candidates seeking acceptance into the M.S. with a major in Special Education program leading to Exceptional Needs – Mild Intervention licensure in the state of Indiana must have successfully completed one of the following:
 - A current and valid Indiana elementary teaching license or
 - A three-credit hour course in phonics (undergraduate or graduate level) with a minimum grade of "C" or
 -

A passing score on ONE of the following Indiana CORE exams:

- (014) Early Childhood Generalist Subtest 1: Reading and English Language Arts
- (060) Elementary Education Generalist Subtest 1: Reading and English Language Arts
- (038) Reading

- (064) Exceptional Needs – Mild Intervention: Reading Instruction

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of passing scores for the Indiana licensure exams for Exceptional Needs - Mild Intervention.
- Payment of all tuition and fees is required to receive a diploma.

M.S. - Special Education - Program of Study

Core Courses

Field experiences will be required in some courses.

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading 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	Professional Learning and Ethical Practices	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - Special Education Major (Ohio Licensure)

The Master of Science (M.S.) degree program with a major in Special Education is offered in an online format. The program is designed for practicing classroom teachers seeking initial licensure in special education for students with mild to moderate disabilities. Candidates will complete a 33-credit hour M.S. program which aligns to the initial licensure standards established by the Council for Exceptional Children as well as state licensure requirements for Ohio, plus the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptional needs through mild to moderate intervention.

Upon completion of this program, candidates should be able to:

- Demonstrate strength in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptional needs.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.

- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.
- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Demonstrate ethical, Christ-like attitudes, values, and Biblical worldview in their professional behaviors with colleagues and students with exceptional needs.

Admission Requirements

The admission requirements for the M.S. program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. 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.
- 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.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - 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 P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of twelve credit hours (undergraduate or graduate level) of teaching of reading courses – including at least one, 3-credit hour course in phonics.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of passing scores for the Ohio licensure exams for Intervention Specialist - Mild/Moderate.
- Payment of all tuition and fees is required to receive a diploma.

M.S. - Special Education - Program of Study

Core Courses

Field experiences will be required in some courses.

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading 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	Professional Learning and Ethical Practices	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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M.S. - Special Education Major (Non-licensure)

Indiana Wesleyan University's Master of Science with a major in Special Education (Non-licensure) (MSSE-NL) is a master's degree, non-licensure program. This program is open to candidates seeking advanced knowledge and skills in the field of special education for P-12 learners with mild to moderate exceptional learning needs.

Candidates will complete a 33-credit hour program which includes a 15-credit-hour Core and an 18-credit-hour major in Special Education, which aligns to the Council for Exceptional Children (CEC) standards. The 15 credit hours of Core courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. Course instruction is designed to model best practices and procedures in the classroom.

This program is open to candidates from all states and countries, and is not tied to state licensure. Candidates could include teachers or professionals in the following settings: International schools, ACSI schools both stateside and overseas, Charter Schools, Private schools, and residential programs and settings. This program may also appeal to traditional public school teachers who are seeking a master's degree or continuing education, but are not interested in special education licensure.

Upon completion of this program, candidates should be able to:

- Demonstrate strength in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptional needs.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptional needs.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs.
- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Demonstrate ethical, Christ-like attitudes, values, and Biblical worldview in their professional behaviors with colleagues and students with exceptional needs.

Admission Requirements

To meet the admission requirements for this program, candidates must:

- Have completed a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent 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.
- Be currently employed in or have access to a P-12 public or non-public school or international school.

Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 480).
- Payment of all tuition and fees is required to receive a diploma.

M.S. - Special Education (non-licensure) - Program of Study

Core Courses

Field experiences will be required in some courses.

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520NL	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530NL	Research-Based Behavior Interventions	3
EDSE-540NL	Strategies and Interventions for Students With Autism Spectrum Disorder	3
EDSE-550NL	Collaboration With Families and Professionals	3
EDSE-560	Professional Learning and Ethical Practices	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

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EdS - Education Specialist

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 (NELP) Standards. Candidates will develop and demonstrate proficiency through performance on key assessments throughout the program that include field experience activities. The curriculum and district administrator internship reflect 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.

We strive to encourage, empower, and equip visionary school leaders of integrity who are able to facilitate a culture that values social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all.

EdS - Education Specialist

Admission Requirements

All candidates will:

- Have completed a master's degree in education from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- 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 current practitioner teaching license issued by any state in the United States.
- At least three years of teaching experience from an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad, under a standard or practitioner teaching license. Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.
- Present at least three letters of recommendation; one must be from the current superintendent in the district or corporation in which the candidate is employed.
- Have a cumulative GPA of 3.0 or higher in graduate level courses. If you are an out-of-state resident or hold an out-of-state practitioner license, please understand that completing this program and passing Indiana's required exam for district administration are necessary but not sufficient conditions for acquiring an Indiana district administrative license or obtaining a comparable license in your state. Please check with the Indiana Department of Education or the comparable government agency in your state to make sure that you can use this program to get a district administrator license.

Clinical Experience Requirements

- 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.

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 of admission, mid-program review, and program completion gateways.
- 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.

Education Specialist - Program of Study

Core Courses

EDL-600	District Curriculum Leadership	3
EDL-645	School District Assessment and Measurement	3

EDL-602	Leading Schools to Be Culturally Responsive	3
EDL-605	District Personnel Management, Supervision, and Labor Law	3
EDL-615	District Facilities Management and Leadership	3
EDL-620	Advanced School Finance	3
EDL-700	Superintendent Internship	3
EDL-705	Standards Based Research	3
EDL-720	Education Policy, Politics, and Current Issues	3
EDL-760	Advanced Educational Change Theory	3

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Foundation Courses

Foundation Graduate Education Courses	30

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School Administration Certificate Program

The School Administration Program is the pathway to a building-level administrator's license for candidates who already completed a master's degree. It is a post-master's, non-degree licensure program leading to a building level administrator's license (P-12 in Indiana or PK-6, 4-9, or 5-12 in Ohio). 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 aligns to the National Educational Leadership Preparation (NELP) program recognition standards. For Indiana candidates, the program is aligned to the Rules for Educator Preparation and Accountability (REPA) for building administrators. For Ohio candidates, the program is aligned to Ohio Standards for Principals. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The program curriculum is 18 credit hours.

The School Administration Program provides a clinical, school-based learning experience for aspiring school leaders. Candidates are encouraged, empowered, and equipped to become visionary servant-leaders who model Christ-likeness.

School Administration Program (Indiana Licensure)

Indiana Wesleyan University's School Administration (Indiana Licensure) Program is a post-master's, licensure program. It is designed for alternatively licensed teachers who have a master's degree and have at least two years of teaching experience.

The 18 credit-hour certificate in School Administration 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. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based.

This program is open to candidates from all states and countries, but is tied to state licensure in Indiana.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.

- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the School Administration Certificate (Indiana Licensure) program are as follows:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Cumulative GPA of 3.0 or above in graduate level courses.
- 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 an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license.
- At least two years of teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad.
*Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.
- 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.

Field Experience Requirements

All candidates must complete a six-credit-hour internship spanning six months in accordance with NELP requirements.

Completion Requirements

To complete the School Administration (Indiana Licensure) Program candidates must:

- Successfully complete the SA curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of a passing score for the Indiana licensure exam for Building-level Administration.
- Payment of all tuition and fees is required to receive a certificate.

School Administration Program (Indiana Licensure) - Program of Study

Core Courses

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3

EDL-625 Principal Internship II: Clinical 3
 Application of Leadership Principles
 (p. 476)

School Administration Program (Ohio Licensure)

Indiana Wesleyan University's School Administration (Ohio Licensure) Program is a postmaster's, licensure program. It is designed for alternatively licensed teachers who have a master's degree and have at least two years of teaching experience.

The 18 credit-hour certificate in School Administration 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. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based.

This program is open to candidates from all states and countries, but is tied to state licensure in Ohio.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the School Administration Certificate (Ohio Licensure) are as follows:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Cumulative GPA of 3.0 or above in graduate level courses.
- 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 standard or professional educator license.
 *Please note that in keeping with Ohio Department of Education licensure policy, experience gained by a teacher holding a substitute license or any alternative license, certificate, or permit is not acceptable as these do not meet the prerequisite requirements.
- Have two years of full-time teaching as a lead classroom teacher or teacher of record under a standard or professional educator license (or two years of work experience under a professional pupil services license) for the ages and grade levels for which the principal license is sought.
- 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 Educational Leadership license.

Field Experience Requirements

All candidates must complete a six-credit-hour internship spanning six months in accordance with NELP requirements.

Completion Requirements

To complete the School Administration (Ohio Licensure) Program candidates must:

- Successfully complete the SA curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).
- Provide evidence of a passing score for the Ohio licensure exam for Educational Leadership.
- Payment of all tuition and fees is required to receive a certificate.

School Administration Program (Ohio Licensure) - Program of Study

Core Courses

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618OH	Professional, Ethical, and Legal Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

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School Administration Program (Non-licensure)

Indiana Wesleyan University's School Administration (Non-Licensure) Program is a postmaster's, non-licensure program. It is designed for alternatively licensed teachers who have a master's degree and have at least two years of teaching experience.

The 18 credit-hour certificate in School Administration 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 standardsbased assessment from a comprehensive P-12 perspective. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based.

This program is open to candidates from all states and countries, and is not tied to state licensure. This is an alternative pathway to school leadership for those who need the training, but not the licensure. This could include teachers and leaders in the following schools: International schools, ACSI schools both stateside and overseas, Charter, and Private schools. This program may also appeal to traditional public school teachers who only want a school leadership certificate, school leadership training, or continuing education, but have no interest in principal licensure.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Educational Leadership's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.

- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admissions requirements for the School Administration Certificate (Non-licensure) program are:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Cumulative GPA of 3.0 or above in graduate level courses.
- Be currently employed in or have access to a P-12 public or non-public school or international school.
- Hold a teacher or school counselor license (private, state, international, ACSI, or charter).
- Have at least two years of teaching experience in one of the settings listed above.
- Obtain recommendations from two school, church, or mission leaders who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to school leadership.

Field Experience Requirements

All candidates must complete a six-credit-hour internship spanning six months in accordance with NELP requirements.

Completion Requirements

To complete the School Administration (Non-Licensure) Program candidates must:

- Successfully complete the SA-NL curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 480).
- Payment of all tuition and fees is required to receive a certificate.

School Administration Program (Non-licensure) - Program of Study

Core Courses

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

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Special Education Teaching Certificate Program

Special Education Teaching Certificate (Indiana Licensure)

This program is open to candidates pursuing Exceptional Needs - Mild Intervention licensure in the state of Indiana.

The Special Education Teaching Certificate provides 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.

Admission Requirements

The admission requirements for the Special Education Teaching Certificate are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 higher 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.
- Candidates seeking acceptance into this program leading to Exceptional Needs – Mild Intervention licensure in the state of Indiana must have successfully completed one of the following:
 - A current and valid Indiana elementary teaching license or
 - A three-credit hour course in phonics (undergraduate or graduate level) with a minimum grade of "C" or
 - A passing score on ONE of the following Indiana CORE exams:
 - (014) Early Childhood Generalist Subtest 1: Reading and English Language Arts
 - (060) Elementary Education Generalist Subtest 1: Reading and English Language Arts
 - (038) Reading
 - (064) Exceptional Needs – Mild Intervention: Reading Instruction

Completion Requirements

To successfully complete the Special Education Teaching Certificate, candidates must have completed the following:

- Successfully pass the admission, mid-program review, and program completion gateways (p. 480).
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Provide evidence of passing scores for the Indiana licensure exams for Exceptional Needs - Mild Intervention.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Teaching Certificate - Program of Study (Indiana Licensure)

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Special Education

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading 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	Professional Learning and Ethical Practices	3

Special Education Teaching Certificate (Ohio Licensure)

This program is open to candidates pursuing Intervention Specialist - Mild/Moderate licensure in the state of Ohio.

The Special Education Teaching Certificate provides 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.

Admission Requirements

The admission requirements for the Special Education Teaching Certificate are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 higher 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 Special Education Teaching Certificate, candidates must have completed the following:

- Successfully pass the admission, mid-program review, and program completion gateways (p. 480).
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Candidates seeking Intervention Specialist Mild/Moderate licensure in Ohio must have successfully passed twelve credit hours (undergraduate or graduate level) of teaching of reading courses - including at least one, three credit hour course in phonics as part of their program completion requirements.
- Provide evidence of passing scores for the Ohio licensure exams for Intervention Specialist - Mild/Moderate.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Teaching Certificate - Program of Study (Ohio Licensure)

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Special Education

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading 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	Professional Learning and Ethical Practices	3

Special Education Teaching Certificate (Non-licensure)

Indiana Wesleyan University's Special Education Certificate (non-licensure) is a post-baccalaureate certificate, non-licensure program. This program is open to candidates seeking advanced knowledge and skills in the field of special education for P-12 learners with mild to moderate exceptional learning needs. Candidates will complete an 18-credit hour program which aligns to the Council for Exceptional Children (CEC) standards.

This program is open to candidates from all states and countries, and is not tied to state licensure. Candidates could include teachers or professionals in the following settings: International schools, ACSI schools both stateside and overseas, Charter Schools, Private schools, and residential programs and settings. This program may also appeal to traditional public school teachers who are seeking continuing education, but are not interested in special education licensure.

Admission Requirements

The admission requirements for the Special Education Certificate (non-licensure) are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent 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 higher from master's degree granting institution.
- Be currently employed in or have access to a P-12 public or non-public school or international school.

Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Completion Requirements

To successfully complete the Special Education Certificate (non-licensure), candidates must have completed the following:

- Successfully pass the admission, mid-program review, and program completion gateways (p. 480).
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Teaching Certificate - Program of Study (non-licensure)

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Special Education

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520NL	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530NL	Research-Based Behavior Interventions	3
EDSE-540NL	Strategies and Interventions for Students With Autism Spectrum Disorder	3
EDSE-550NL	Collaboration With Families and Professionals	3
EDSE-560	Professional Learning and Ethical Practices	3

Transition to Teaching Certificate Program

Indiana Wesleyan University's Transition to Teaching program is a lock-step, 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 licensure will require TTT candidates to take the applicable state licensure content 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 P-12 classroom in their area of licensure for a full time student teaching experience. The length of the full time student teaching experience is determined by the state in which licensure is sought. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Transition to Teaching - Elementary Education

The TTT-Elementary program is a lock-step, graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's elementary students. This program is available to candidates pursuing the Elementary Generalist K-6 teacher licensure in Indiana. Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Transition to Teaching program will meet the academic and assessment requirements of the state in which licensure is sought. Fifteen credits in this program can be applied to the Master of Education in Teacher Leadership.

Upon completion of this program, candidates should be able to:

- Demonstrate professional, moral, and ethical behaviors and articulate related Christ-like principles.
- Demonstrate competence in the following School of Educational Leadership's dispositional domains: Critical Thinking, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, and Advocacy.

- Apply content/subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the elementary level.
- Demonstrate research-based knowledge of how and when elementary children learn, addressing developmental, motivational stages and factors that affect learning for students with exceptionalities, diverse backgrounds, language differences, and learning differences.
- Create and implement differentiated assessments of student learning at the elementary level that inform instruction.
- Design and implement a variety of differentiated instructional strategies that consider the varied needs of all elementary children.
- Create a safe and culturally responsive learning environment using research-based classroom management strategies and high standards for all elementary children.
- Collaborate professionally and effectively with elementary children, colleagues, administrators, primary care provider(s), and community in written and oral forms.

Admission Requirements

All applicants must have:

- Minimum subtest scores for math, reading, and writing from one of the following approved testing options:
 - Praxis® Core Academic Skills for Educators Tests
 - Math score of at least 160
 - Reading score of at least 165
 - Writing score of at least 165
 - ACT
 - Math score of at least 21
 - Reading score of at least 21
 - Writing score of at least 6
 - SAT
 - If taken before March 1, 2016
 - Composite score of 1100 based on Critical Reading and Math
 - Essay score of at least 5
 - If taken on or after March 1, 2016
 - Math score of at least 530
 - Evidence-Based Reading and Writing score of at least 540
 - Essay-Writing score of at least 5
 - GRE
 - If taken on or after August 1, 2011
 - Quantitative Reasoning score of at least 150
 - Verbal Reasoning score of at least 150
 - Analytical Writing score of at least 3.5
 - Or, a graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA)
 - One of the following:

- A bachelor's degree or the equivalent with a grade point average of at least 3.0 on a 4.0 point scale from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Both:
 - a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least 2.5 on a four 4.0 point scale; and
 - five years professional experience in an education related field, as determined by the department.
- Both:
 - a bachelor's degree from an accredited postsecondary educational institution; and
 - proof that the individual has passed the state approved content area examination in the subject area that the individual intends to teach.
- A criminal history background check that meets School of Educational Leadership guidelines.

Program Requirements

- All Transition to Teaching Elementary students will be required to **provide passing scores** of the state's licensing content test(s) by the end of the fifth course in the program or will be administratively withdrawn from the program.
- The Transition to Teaching Certificate is a lock-step program. 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 School of Educational Leadership. Tuition and fees will be charged for repeating the course.

Student Teaching

- All candidates must complete a full-time student teaching experience in a K-6 classroom.
- All core course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.
- 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.
- 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.

Completion Requirements

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-."
- Complete admission, mid-program review, and program completion gateways (p. 480).
- Pass all clinical experiences.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Upon completion of the Transition to Teaching Elementary Program, candidates will be recommended for K-6 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana must first obtain their Indiana educator license and then seek licensure, in their state of choice, through possible reciprocity agreements.

TTT Elementary - Program of Study

Core Courses - Elementary Education

EDUT-505	Educational Psychology and Diversity for Elementary Educators	3
EDUT-510	Elementary Instructional Planning and Student Learning Processes	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3

EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-521	Literary Assessment and Intervention 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

Transition to Teaching - Secondary Education

The TTT – Secondary program is a lock-step, graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today’s secondary students. This program is available to candidates pursuing secondary teacher licensure in Indiana. A list of state-approved content areas for licensure via the Transition to Teaching Program is available from the School’s Office of Professional Development and Educational Licensing. Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Transition to Teaching program will meet the academic and assessment requirements of the state in which licensure is sought. Fifteen credits in this program can be applied to the Master of Education in Teacher Leadership.

Upon completion of this program, candidates should be able to:

- Apply content/subject matter expertise and assessment knowledge to teaching and learning experiences using a variety of secondary methods and technologies.
- Demonstrate professional, moral, and ethical behaviors grounded in related Christ-like principles.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.
- Create and use a variety of assessments, including digital tools, to evaluate secondary student needs in order to plan and strengthen instruction.
- Design and implement a variety of differentiated instructional strategies, including current technologies that consider the diverse needs of all secondary students.
- Create a safe and culturally responsive learning environment using sound classroom management strategies and high standards for all secondary learners.
- Collaborate effectively with students, colleagues, administrators, parents, and community in written and verbal forms.
- Demonstrate competence in the following School of Educational Leadership's dispositional domains: Critical Thinking, Relational, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, and Advocacy.

Admission Requirements

All applicants must have:

- Minimum subtest scores for math, reading, and writing from one of the following approved testing options:
 - Praxis® Core Academic Skills for Educators Tests
 - Math score of at least 160
 - Reading score of at least 165
 - Writing score of at least 165
 - ACT

- Math score of at least 21
- Reading score of at least 21
- Writing score of at least 6
- SAT
 - If taken before March 1, 2016
 - Composite score of 1100 based on Critical Reading and Math
 - Essay score of at least 5
 - If taken on or after March 1, 2016
 - Math score of at least 530
 - Evidence-Based Reading and Writing score of at least 540
 - Essay-Writing score of at least 5
- GRE
 - If taken on or after August 1, 2011
 - Quantitative Reasoning score of at least 150
 - Verbal Reasoning score of at least 150
 - Analytical Writing score of at least 3.5
- Or, a graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA)
- One of the following:
 - A bachelor's degree or the equivalent with a grade point average of at least 3.0 on a 4.0 point scale from an accredited postsecondary educational institution in the subject area that the individual intends to teach.
 - A graduate degree from an accredited postsecondary educational institution in the subject area or a related field that the individual intends to teach.
 - Both:
 - a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least 2.5 on a 4.0 point scale; and
 - five years professional experience in the subject or a related area that the individual intends to teach.
 - Both:
 - a bachelor's degree from an accredited postsecondary educational institution; and
 - proof that the individual has passed the state approved content area examination in the subject area that the individual intends to teach.
- A criminal history background check that meets School of Educational Leadership guidelines.

Program Requirements

- All Transition to Teaching Secondary students will be required to provide passing scores for Indiana's required licensing content test(s) by the end of the fourth course in the program or will be administratively withdrawn from the program.
- The Transition to Teaching Certificate is a lock-step program. 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 School of Educational Leadership. Tuition and fees will be charged for repeating the course.

Student Teaching

- All candidates must complete a full-time student teaching experience in a 5-12 or P-12 (depending upon content area) classroom.
- All core course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.
- 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.
- 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.

Completion Requirements

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-."
- Complete admission, mid-program review, and program completion gateways (p. 480).
- Pass all clinical experiences.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via the Oral Proficiency Interview through www.actfl.org.
- Upon completion of the Transition to Teaching Secondary Program, candidates will be recommended for either 5-12 or P-12 (depending upon content area) Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana must first obtain their Indiana educator license and then seek licensure, in their state of choice, through possible reciprocity agreements.

TTT Secondary - Program of Study

Core Courses - Secondary Education

EDUT-515	Educational Psychology and Diversity for Secondary Educators	3
EDUT-575	Assessment and Learning Processes in the Secondary Classroom	2
EDUT-560	Content Literacy Instruction for Secondary Education	2
EDUT-511	Learning Processes and Student Achievement	3
EDUT-580	Learning Environments in the Secondary Classroom	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-595	Student Teaching: Secondary Education	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.

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.

School of Nursing (SON)

The IWU School of Nursing has a great history in nursing education, graduating the first class in 1975. The baccalaureate, master's degree, and Doctor of Nursing Practice programs in nursing at Indiana Wesleyan University are accredited by the Commission on Collegiate Nursing Education, (<http://www.ccnaccreditation.org>). 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 four divisions.

Division of Pre-licensure Nursing, which offers:

- BSN degree for post-high school students (p. 535). 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 (p. 536). 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).

Division of Post-licensure Nursing, which offers:

- BSN - Post-licensure (RNBSN) (p. 537). The Post-licensure (RNBSN) program is for the practicing Registered Nurse. The program operates year round and classes are offered in the day or evening, on-site or blended, or completely online, to permit enrollment of working students. The Pre-licensure and Post-licensure programs are aligned in mission, philosophy, outcomes, and curriculum.

Division of Masters Nursing, which offers:

- MSN degree (p. 585). The Masters Nursing division offers majors in Nursing Administration, Nursing Education, and Primary Care Nursing with a specialization in Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Nursing Administration and Nursing Education programs are also available to students with an Associates of Science in Nursing through the ASN-MSN program. Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration. The graduate program operates year around. Classes are offered online to accommodate working professionals. Family Nurse Practitioner students will have one onsite evening course. Psychiatric Mental Health Nurse Practitioner students will have one onsite evening course and two required residencies.
- Post Masters Certificates (p. 599). The School of Nursing offers certificate programs in Nursing Administration, Nursing Education, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner for students who have a Master's degree in Nursing from a regionally accredited university with national nursing accreditation (CCNE, ACEN).

Division of Doctoral Nursing, which offers:

- DNP (Doctor of Nursing Practice) (p. 619). The Doctor of Nursing Practice program 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.
- BDNP (Bachelor to Doctor of Nursing Practice (p. 621)). The BSN-DNP direct entry DNP/FP or DNP/PMHNP programs provide graduates of Baccalaureate Nursing Programs entry into a Doctoral Program focused on the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and systems and organizational leadership. Graduates are eligible to take the FNP or PMHNP Certification exams from the appropriate credentialing body after completing this four year program.

School of Nursing at a Glance

Mission

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 in the profession.
- Mentor students in leadership.
- Prepare students for service.

Graduates of the IWU School of Nursing will be able to:

- Apply Christ-like attitudes and values to nursing practice.
- Deliver holistic nursing care to diverse populations.
- Integrate leadership principles and processes to deliver quality care across the healthcare continuum.
- Collaborate with interprofessional teams to improve client outcomes.
- Demonstrate professional development as a lifelong learner.

Communication with the School of Nursing

Address

Indiana Wesleyan University
School of Nursing
Ott Hall of Sciences and Nursing
4201 South Washington St
Marion IN 46953-4974
<http://indwes.edu/nursing>
<http://myIWU.indwes.edu>

School of Nursing, Vice-President of Academic Affairs

765-677-1578

School of Nursing, Associate Vice President

765-677-1960

Division of Pre-licensure Nursing

765-677-2812

Division of Post-licensure Nursing

765-677-2898

Division of Masters Nursing

765-677-2898

Division of Doctoral Nursing

765-677-1837

Registrar's Office

765-677-2131

Office of Student Services

765-677-2359

Financial Aid Office - Division of Pre-licensure Nursing

765-677-2116

Financial Aid Office - Divisions of Post-licensure Nursing, Masters, and Doctoral

765-677-2516

Accounting - Division of Pre-licensure Programs

765-677-2411

Accounting - Divisions of Post-licensure Nursing, Masters, and Doctoral

765-677-2878

College of Arts and Sciences - for Non-nursing residential courses

765-677-2147

SON - Petitions, Appeals, and Grievances

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is a request for an exception to an academic policy. A petition must be submitted in writing to the appropriate academic leader.
- A student may appeal an academic policy decision or for a grade change.
- An academic grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic policy decision or a request for a grade change or the student believes the policies and/or actions of School of Nursing personnel are unjust. 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, School of Health Sciences, Wesley Seminary) from which the course is taken for matters pertaining to courses/classes/policies.

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 submit an appeal or grievance must abide by the procedures listed below.

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. Depending on the situation, the timeline may be expedited. Because the appeal and grievance process is a private university administrative process, if legal council is retained, IWU must be notified immediately and the process will be turned over to the Office of Risk Management and Compliance.

Issues related to discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504 are handled according to university policy.

Grade Appeal

A grade appeal involves only those situations in which a student believes an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy in didactic or clinical courses.

Informal Process

Level 1

- The student should request the rationale from the professor for the grade given and discuss the key learning points within 10 university business days of the posting of the grade.
- The informal process may be ended at any time and the student may begin the formal procedure by submitting a written grade appeal form within 20 university business days of the posting of the grade. Grade appeal forms are available from the Office of the Dean.

Formal Process

Level 2

- 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 Dean (Grade Appeal Request Form). If a properly completed grade appeal request form is not received by the university within 20 university business 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 Dean as faculty, the student may request that the Associate Vice President (AVP) for 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 Dean 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 university business days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the Dean or AVP will insist that it be followed. The role of the administrator is not to re-grade the assignment(s).
- If the instructor agrees, the grade will be changed, and the student academic record will be updated.

Level 3

- If the instructor does not agree that the grade should be changed, the Dean will request a second grading of the specific assignment or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Dean within 10 university business days.
- The grade appeal form, faculty response form, and the evaluation of the specific assignment 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, the Student Life Council Chair will require the individual to recuse himself/herself from the appeal process.
- A formal notification of the decision will be provided to the student by the council chair. This will complete the appeals process. The decision made at the Student Life Council is final for the appeal process.
- All documents related to the appeal will be filed electronically. Printed documents will be shredded.
- The student will be notified of results at each step of the grade appeal process.

Appeal of Academic Policy Decision

An academic policy appeal involves only those situations in which a student is seeking recourse from a university academic policy decision.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc.

Informal Process

Level 1

- The student must first contact the person or the department responsible for the policy decision to resolve the question informally. Such contact must occur within 10 university business days of the incident that generates the request for exception.
- The informal process may be ended at any time and the student may begin the formal procedure by submitting an appeal form within 20 university business days of the decision. Appeal forms are available from the Office of the Dean.

Formal Process

Level 2

- If the matter is not satisfactorily resolved at level one, the student may submit a written request within 20 university business days of the date of the decision that prompted the appeal to the Dean for a review. The student should include thorough documentation supporting the student's claims.
- If the matter involves the Dean as faculty, the student may request that the Associate Vice President (AVP) for the School of Nursing (or designee) review the matter.
- If the published policy was not followed, the Dean or AVP will insist that it be followed.

Level 3

- If there is no resolution at level two, the Dean will forward the documentation for a review by the 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 and those involved in the policy decision.) If the matter involves a member of the Council, the Student Life Council Chair will require the individual to recuse himself/herself from the appeal process.

- A formal notification of the decision will be provided to the student by the Dean. This will complete the appeals process. The decision made at the Student Life Council is final for the appeal process.
- All documents related to the appeal will be filed electronically. Printed documents will be shredded.

Academic Grievance

An academic grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or a request for a grade change or the student believes the policies and/or actions of School of Nursing personnel are unjust.

Informal Process

Level 1

- If the student believes the published policies were not followed or he/she believes the policies and/or actions of School of Nursing personnel were not just, the student must first contact the Dean within 10 university business days for a full explanation of the policy and how the policy was followed. This is not a second hearing of an appeal.
- Due to the implications of a grievance, the student must submit a written grievance form at this step of the process. The grievance form may be obtained from the Office of the Dean. If a properly completed form is not received by the university within 10 university business days of the date on which the event that gave rise to the complaint occurred, the student will forfeit any further right to grieve.
- If the complaint involves the Dean, the student may request that the AVP for the School of Nursing (or designee) review the matter.
- The informal process may be ended at any time and the student may begin the formal procedure.

Formal Process

Level 2

- If the matter is not satisfactorily resolved at level one, the student may request that the AVP review the matter by requesting such a review.
- If the complaint involves the AVP, the student may request that the Vice President for Academic Affairs (VPAA) for the School of Nursing (or designee) review the matter.
- A formal notification of the decision will be provided to the student by the AVP.

Level 3

- If the matter is not satisfactorily resolved at level two, the student may request a review of the matter by the VPAA by forwarding the grievance form. If the university does not receive a request for a level three review within 10 university business days of the level two decision, the student will forfeit any further right to grieve.
- A formal notification of the decision will be provided to the student by the VPAA. This will complete the grievance process.
- All documents related to the grievance will be filed electronically. Printed documents will be shredded.

Division of Pre-licensure Nursing

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 traditional format (four year) and Transition to Nursing (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 baccalaureate degree program in nursing at Indiana Wesleyan University is accredited by the commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The Pre-licensure Nursing program are also accredited by the Indiana State board of Nursing.

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 communications, and psychology).
4. Completion of health clearance form.
5. CPR certification.
6. Certified criminal background check.
7. Completion of math requirement - MAT-107 or higher (prefer MAT113).
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

There is a one-time assessment testing fees and program fee. 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. 33).
6. For students accepted into the Pre-licensure Nursing Program (traditional track) at IWU, previously completed college nursing courses (C or higher from regionally accredited colleges/universities) will be evaluated for IWU course equivalency as long as they are no more than five years old from the time of completion to the time of starting the nursing program at IWU. If the time limit criterion is met, course syllabi and course calendar from the transfer institution will be evaluated for IWU course equivalency.

All criteria for acceptance will be successfully completed before any nursing coursework is attempted.

College of Arts and Sciences (p. 30)

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 \(p. 33\)](#)

[Schedule Changes and Withdraws \(p. 33\)](#)

[Study Abroad](#)

[Academic Policies \(p. 44\)](#)

[Academic Requirements \(p. 54\)](#)

[Competency and Proficiency Requirements - Bachelor's Degree \(p. 63\)](#)

[General Education Requirements - Bachelor's Degree \(p. 64\)](#)

[Graduation Requirements and Procedures](#)

[Student Development \(p. 68\)](#)

[Financial Information \(p. 76\)](#)

Academic Requirements

MINIMUM NURSING ACADEMIC REQUIREMENTS

A student may progress through the Pre-licensure Division Nursing Program when meeting *all three of the following requirements*:

1. Achieving a C or higher in all NUR courses.
2. Maintaining a nursing GPA of 2.75 or higher (NUR courses only).
3. Maintaining a cumulative GPA of 2.75 or higher (all IWU courses).

A student who does not meet one or more of these minimum requirements will be placed on nursing academic probation.

DEFINITION OF NURSING ACADEMIC PROBATION

Nursing academic probation is a status resulting from failure to meet the minimum requirements of the Pre-Licensure Division of the School of Nursing. Course grades and/or GPA earned during any term may result in a student being placed on nursing academic probation for the following semester. One probationary period is equal to one full semester.

PROBATION CRITERIA

An admitted nursing student will be placed on nursing probationary status when one or more of the criteria occur within a semester/term:

- Criteria 1: C- or lower in one or two NUR course/s (considered course failure).
- Criteria 2: NUR GPA of less than 2.75.
- Criteria 3: CUM GPA of less than 2.75.

Two probationary periods are permitted during entire enrollment in Pre-Licensure nursing.

DEFINITION OF ACADEMIC DISMISSAL

Academic dismissal is the removal of a student from enrollment in the Pre-licensure Division of the School of Nursing due to one or more of the dismissal criteria below. Academic dismissal means a student can no longer register for NUR clinical courses leading to a BSN degree.

DISMISSAL CRITERIA

A student will be dismissed from Pre-Licensure nursing if one or more of the following criteria occur:

- Criteria 1: Failure (C- or lower) of three NUR courses (in one or more semesters/terms).
- Criteria 2: Failure (C- or lower) of the same NUR course twice.
- Criteria 3: Failure to meet the requirements to be removed from probation by the end of the second probationary period.

READMISSION

After dismissal, a student may be eligible to apply for readmission to the Pre-licensure Division of the School of Nursing (SON) after ALL of the following criteria have been met:

- Criteria 1: Three years have passed since dismissal
- Criteria 2: All sciences completed within 5 years of readmission or work in a field utilizing the sciences
- Criteria 3: Completion of twelve credit hours from an accredited college/university with a GPA of 2.75 prior to readmission
- Criteria 4: Interview with the SON Dean of the Pre-licensure Division of Nursing or a designee
- Criteria 5: May be required to audit or repeat courses according to IWU's Repeating Course Policy
- Criteria 6: All other Pre-licensure admission requirements

REQUIREMENTS DURING PROBATION

A student on probationary status due to Probation Criteria 1 (C- or lower in one or two NUR course/s) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed.
- Register for the NUR course/s for which the student has obtained a C- or lower.
- Meet with an advisor within the first two weeks of the semester and at midterm
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Attain a passing grade in the repeated NUR course.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Attain a passing grade in the repeated NUR course.

A student on probationary status due to Probation Criteria 2 (NUR GPA of less than 2.75) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed
- Continue in NUR courses
- Meet with an advisor within the first two weeks of the semester and at midterm.
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Raise NUR GPA to at least 2.75 by the end of the probationary semester.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Must raise NUR GPA to 2.75 or above by the end of the probationary semester.

A student on probationary status due to Probation Criteria 3 (CUM GPA of less than 2.75) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed
- Continue in NUR courses, as desired.
- Meet with an advisor within the first two weeks of the semester and at midterm.
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Raise CUM GPA to at least 2.75 by the end of the probationary semester.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Must raise CUM GPA to 2.75 or above by the end of the probationary semester.

REMOVAL OF PROBATIONARY STATUS

A student will be removed from probationary status for the next semester/term after all requirements are met as stated above and all other minimum academic requirements are maintained.

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. 524)
School of Health Sciences:	765-677-2035 School of Health Sciences - contact information (p. 632)

Nursing Student Drug Screening Policy

Purpose: To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the School of Pre-Licensure Nursing will undergo similar testing to meet the criteria of clinical agencies. All students in the nursing programs will undergo drug testing as a condition of admission into the program. Those admitted prior to the May 1, 2017 policy implementation will be screened prior to the Fall 2017 semester in order to allow continued participation in the nursing program.

Policy: Indiana Wesleyan University School of Pre-Licensure Nursing enforces a zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical affiliation experiences. Infringement of this policy will cancel the offer of admission, and for those admitted to the nursing programs, be subject to disciplinary action up to and including academic dismissal.

1. Student admission to the nursing program is contingent upon a drug screening test result indicating no evidence of drug use. A drug screening result indicating dilution of the sample will require a repeat drug test.
2. The student is responsible for the cost of the drug screening which is part of the background check conducted for admission and the screening must be completed within 30 days prior to starting clinical.
3. In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, student admission to the nursing program will be denied. Results will be submitted to the program director or designee.
Duty to Report: if the student is a license/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).
4. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty. However, when such prescribed or over-the-counter medications affect clinical judgement, the student's safety or the safety of others, the student will be removed from clinical. The program Director will be consulted to determine if the student is capable of continuing to participate in academic and clinical programs. The Student Life Council may be consulted.
5. If at any time faculty or an administrator suspect a student is impaired due to drug or alcohol use while in the clinical, the student will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student's expense. Impaired students will not be permitted to drive and must bear the cost of transportation. The student will be suspended from all clinical activities until the investigation into the situation is complete.
6. In the event of medication administration/handling discrepancy (i.e., in the case of the improper documentation of narcotics) or in the event of a medical error, accident or injury, testing will be conducted according to the policy of the clinical agency.
7. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.
8. In the event of a positive drug screening of a student currently enrolled in the nursing program, the student will be dismissed from the program. **Duty to Report:** If the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).
9. Random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program.

Petitions, Appeals, and Grievances

See the Petitions, Appeals, and Grievances (p. 525) section in the School of Nursing for Pre-licensure Nursing Division policies.

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.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

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 Gen Eds/Supporting Courses (47 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

	MAT-107 or higher, MAT-113 preferred	3
PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
ENG-120	Research Writing	3
COM-100	Principles of Communication	3
THE-101	Theology of Christian Life	3
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
PHE	Activity Elective	1

Electives (16 hours)

Students must take at least 7 credit hours from 3 different subject codes. Students may take any courses for the remaining credit hours needed.

A student pursuing an additional major, minor, or certificate may utilize those courses to complete this elective section as overlap policies are not meant to apply to this section for students pursuing more than one major.

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.

For students accepted into the Transition to Nursing (TTN) program, previously completed college courses (C or higher from regionally accredited colleges/universities) in Nutrition, Pharmacology, Pathophysiology, and/or Research will be evaluated for IWU course equivalency as long as they are no more than five years old from the time of starting the TTN program. If the time limit criterion is met, course syllabi and course calendar from the transfer institution will be evaluated for IWU courses equivalency.

Fees

There is a one-time assessment testing fees and program fee. 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 or higher (prefer MAT113).

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	Nursing From a Christian Worldview	2
NUR-470	Community Health Nursing	5
NUR-473	Nursing Leadership and Management	5

Division of Post-licensure Nursing

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.

Policies and Regulations - Division of Post-licensure Nursing

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

Academic Calendar - Courses in IWU-National and Global 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. Online classes meet in an asynchronous environment through the university's learning management system. Certain programs require students to complete project team assignments. Practice experiences are an essential component of all School of Nursing programs and take place in the student's community.

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 IWU-National and Global 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. In general, no waivers are allowed for courses taken at other colleges/universities.

RNBSN Students may complete the core nursing courses by following the recommended fast-track schedule. It is not recommended that students take more than two core courses at a time. Students who wish to take more than two core courses should contact their academic advisor to determine the potential impact of such a decision.

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Admission and Registration

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.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 (2.0) or whose previously accrued IWU institutional GPA is below the minimum required for progression in the program (2.75) 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 IWU cumulative 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 VPAA for 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.
- **Conditional** - Students currently enrolled in an associate degree in nursing program (AAS or ADN) at a regionally accredited institution may be conditionally accepted when they can show prior completion of at least 12 transferable hours and evidence of acceptance into an associate level nursing program. Full, unconditional admission to the RNBSN Program will be granted when the student meets the criteria for RNBSN Program admission.
- **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.

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.

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.

Attendance Policy

Because of the delivery method of IWU-National and Global 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 readmission 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.

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 IWU-National and Global 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

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser 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.

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.

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 a IWU-National and Global 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.

Readmission After More Than Six Years by Portfolio

Students who began the Post-licensure (RNBSN) program more than six years prior to a request for readmission will be required to demonstrate competency under the current *Essentials of Baccalaureate Education for Professional Nursing Practice* and BSN program outcomes.

- Reentering students will be required to demonstrate competency by completing those portions of a portfolio addressing the courses they have already taken. Upon satisfactory review of the portfolio these students will be allowed to reenter the program to complete the BSN degree. (Portions to be completed will be selected by Post-licensure leadership.)
- Course substitutions are available for nearly all of the old curriculum. If the student needs more than two substitutions or a course for which a substitution is not available, they are counseled to reenter and complete under the current catalog.
- If no course substitution is available, or the student needs to substitute more than two courses, they are counseled to reenter and complete under the current catalog.

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 Studies.
- Three semester credits in Biblical Studies/Philosophy/Religion.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

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
A	4.0
A-	3.7

B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

The following grades are not figured into the GPA:

W
I
CR
NC
AU

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned.

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. In these rare situations, a grade of “I” (incomplete) may be issued after completing the following process:

- The student must request an “I” from the instructor via email.
- The student must have completed at least 75% of the coursework.
- The instructor must obtain approval via email from the Program Leader.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50

Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these dates. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

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 prior to the degree conferral date. 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 six conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) -

Academic Honors (Baccalaureate Candidates) - Academic Honors are awarded at commencement to baccalaureate degree candidates with the identified grade point averages listed below. Academic Honors are not awarded to associate's or master's degree students. Academic Honors are based upon the Honors grade point average (GPA). It should be noted that the Honors GPA includes transfer grades and as a result may differ from a student's cumulative GPA. For student enrolled in undergraduate programs at the Marion campus, Academic Honors listed in the commencement program are based on all IWU academic work completed one semester prior to the student's final semester and all transfer work. Academic Honors listed on the official transcript and diploma will reflect all applicable academic work at the time of conferral. Academic Honors are awarded based on the following criteria:

- 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).
- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- The student's current Honors GPA, as listed on the student's degree audit, which includes transfer grades.

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, and honors (bachelor's only). A student's financial account must be settled to receive a diploma.

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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

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 emailed to the student. The Leave of Absence Application can be downloaded by going to the following link:

<https://myiwu.indwes.edu/directory/student-services/registrationchanges/pages/default.aspx>. 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: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, 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, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

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. Documentation is required for an extension on a leave. 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.

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.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Low Enrollment in Onsite Classes

Should the total number of students enrolled in an onsite class 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 classes 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 class. If students are nearing completion, this fact will be taken into consideration before any decision is made.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-

specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
- Credits from a previously-awarded master's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.

- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Satisfactory Academic Progress and Academic Standing

Students enrolled in a SON National & Global program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the IWU catalog and the School of Nursing Student Handbook.

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 AVP for 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.

Student Professional Performance Policy

Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Nursing.

It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.

Progressive discipline: The School of Nursing promotes a policy of progressive or corrective discipline, however serious infractions may warrant immediate removal from clinical or academic setting, imposition of a written reprimand, suspension, or dismissal.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the ANA Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.

Transfer of Credit Policy

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. The credit must be taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

The following are exceptions to the transfer policy and credits earned are not counted toward the honors GPA:

- Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) and national College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.
- Courses from non-accredited 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, ACE, and/or NCCRS credit.
- The following pertain to applicants to the Division of Post-licensure Nursing:
 - 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. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. 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.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in 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 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. A student who violates the attendance policy with the last workshop of a course will receive an "F" for the course.

Administrative withdrawals assigning a grade of "W" will also happen as follows:

- A student who violates the attendance policy prior to the last workshop of a course will be administratively withdrawn from the course.
- A student who never attends a course will be administratively withdrawn from not only that course but all subsequent courses.

Students withdrawing from the first course of a core program must withdraw from the entire program.

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.

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.

The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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.

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/>.

Indiana Wesleyan University provides an option for obtaining credit through experiences where college level learning has taken place, but was gained outside of the traditional college classroom setting. This option is called Prior Learning Assessment (PLA). IWU uses the principles and guidelines put forth by the Council for Adult and Experiential Learning (CAEL) who has served as a leader in the development and implementation of assessment for experiential learning since 1974.

Students are required to submit their documentation for PLA consideration through the IWU student portal. This documentation should clearly articulate a student's academically relevant, non-university learning. Students are responsible to develop their PLA submissions independently and follow the guidelines provided by the Coordinator of Prior Learning Assessment. After all required documentation is received, the information is sent to faculty members whose knowledge and expertise qualify them to evaluate learning gained through experience.

PLA submissions enable IWU to evaluate and assign university credit for the student's university level learning. No grades are assigned; only credit awarded.

The PLA submission is reviewed only by those who have an official reason for doing so: the PLA staff, faculty evaluators and accrediting association members. Any data received from the PLA process that may be made public will be generalized and will in no way be attributed to an individual unless the student provides a signed authorization. Students should not include any materials in the PLA submission that violate the legal and moral rights to privacy of other individuals.

The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 18) also apply to all Prior Learning Assessment submissions.

Undergraduate students accepted to or enrolled in any of the IWU-National and Global associate or baccalaureate degree programs are eligible to complete PLA. Graduate students may apply for PLA credit in approved graduate programs. Credit hours awarded may be counted toward general education, elective or select core requirements as applicable to the undergraduate degree or as specified for approved graduate programs.

The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning 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.

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 a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) 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 (p. 321)" for limitations on transfer work.

Financial Information

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. 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 Student Account Services.

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 making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. 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 percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Practice Experience Costs

All Indiana Wesleyan University, IWU-National and Global Nursing programs include practicum/clinical/practice experiences that require placement in a clinical facility or with a preceptor. Any cost for clinical placement is the responsibility of the student. The financial obligation incurred to facilitate placement will be subject to the policies in the Financial Information section of the University Catalog.

Refund Policies

Tuition and Technology Fee

Upon withdrawal from a course, tuition and the technology fee are prorated based on the date that the student requested the withdrawal as follows:

For courses consisting of 4-6 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 3rd week, there is no refund.

For courses consisting of at least 7 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 90%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 4th week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 4th week, there is no refund.

Changes to a student's schedule may affect their financial aid. Call the Financial Aid Office for information.

Other Fees

Once attendance has been established in a course, any other fees associated with that course (not tuition or technology fee) are non-refundable.

Textbooks Shipped by Tree of Life

Refunds for textbook charges are issued at the sole discretion of Tree of Life, according to their established refund policies. To avoid unnecessary charges, students should return each rental textbook at the completion of each class

- When a student withdraws from a course, Tree of Life will supply the student with a prepaid label to return related materials as long as the student contacts Tree of Life Customer Support within 14 days of the course start date, ships the item within 5 business days of the contact, and the enrollment files reflect that the customer is no longer enrolled in this course (within 14 days of the start date). Upon receipt of the item, Tree of Life will refund the amount billed for the item minus shipping fees.
- Promptly contact Tree of Life for a Return Authorization for Credit for a course from which you have withdrawn.
- Refunds issued by Tree of Life will be applied as a credit to the student account.

Indiana Wesleyan University is not responsible for issuing refunds for Rentals not Returned, books not received, or books for withdrawn courses. All textbook issues should be immediately addressed with Customer Care at Tree of Life in order to

receive the appropriate credit.

Regulations and Policies

In compliance with federal regulations for the student who has received financial aid, any amount due will be returned to the appropriate aid sources.

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.

Decisions regarding refunds are made by Student Account Services, and in isolated cases, by the Financial Appeals Committee.

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 Student Account Services. 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 6 months 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 Information

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 <https://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 nor professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of six school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. 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 2018-2019 award year is \$6,095.

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 nor 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 2018-2019 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Indiana State Grant Aid – primarily consists of the Frank O'Bannon Grant, the 21st Century Scholarship, and the Adult Student Grant. Indiana grant recipients may take courses that meet at a site located within Indiana or online. Tuition reimbursement that a student receives may affect the amount of the state grant 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 April 15 state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition- and fee- only grant. More details are available on the state website at <https://www.in.gov/che/4506.htm>.

For the 21st Century Scholarship, please refer to the state website at <https://scholars.in.gov> for the eligibility requirements and other details.

For the Adult Student Grant, please refer to the state website at <https://www.in.gov/che/4509.htm> for eligibility requirements

and other details.

How Frank O'Bannon Grant and 21st Century Scholarship funds are awarded and disbursed: There are two state terms in the state academic year. Funds are awarded in one payment per state term. For the Frank O'Bannon Grant and the 21st Century Scholarship, the first state term begins in the first 6-month timeframe where a student is enrolled full-time (at least 12 credit hours). The second 6-month state grant term begins immediately after the first. For students enrolled full-time on the 28th day of the state grant term, the earliest date state grant funds will be disbursed is on the 29th day of that term. For students not enrolled full-time on the 28th day of the state grant term but who later become enrolled full-time within that term, the earliest date state grant funds will be disbursed is on the last day of the course in which the student completes full-time enrollment for the term. The state grant term dates that IWU reports to the Indiana Commission for Higher Education are specific to each student's enrollment pattern. These dates may be viewed on the student's account at the ScholarTrack website.

Credit completion requirements: Students receiving Indiana grant awards are required to meet certain credit completion requirements to renew Indiana grant awards for subsequent years.

- For Frank O'Bannon Grant maximum award renewal, students must successfully complete (receive passing grades for) at least 30 credit hours during each state academic year ("on-time" renewal). Frank O'Bannon Grant students who successfully complete at least 24 credit hours each state academic year ("full-time" renewal) will remain eligible for the grant but will receive a lesser amount than a student who completes 30 credit hours.
- For 21st Century Scholarship renewal, students must successfully complete at least 30 credit hours each state academic year to renew eligibility for subsequent years.
- For Adult Student Grant renewal, students must successfully complete 18 credit hours in the state academic year to renew eligibility for subsequent years. The IWU National & Global Financial Aid Office continually seeks to establish the state grant academic year in a way that maximizes both current year eligibility and renewal possibilities for the next academic year.

Kentucky State Grant 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). 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). Students must be enrolled in at least 6 credit hours of courses for the term taken at a site located within Kentucky in order for online courses to count toward the credit hour requirement. 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). 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 \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9,500 for freshmen, \$10,500 for sophomores, and \$12,500 for juniors and seniors. Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For undergraduate students who demonstrate financial need and who have not met their lifetime maximum borrowing limits, 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, 2018, through June 30, 2019, the interest rate is 5.045% for subsidized and unsubsidized Direct Loans for undergraduate students. The interest rate is 6.595% for unsubsidized 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.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 7.595% interest rate available to parents of dependent undergraduate 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 and their spouses, including members of the Reserves and National Guard. Students must submit a discount application, available online at <https://www.indwes.edu/adult-graduate/financial-aid/active-duty-military-discount>.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your program representative or by emailing Deanna Bowman at Deanna.Bowman@indwes.edu.

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 cover fully the tuition costs.

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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid 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 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 approximately 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 Grant Aid is disbursed as a credit to the IWU student account in one payment per state term. Indiana state grants may be applied toward tuition and fee costs.

Kentucky State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term.

Ohio State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term. Ohio state grants may be applied toward tuition costs only.

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.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept an awards package.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. 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. For a break between classes of more than 180

days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Services for Students - Division of Post-licensure Nursing

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that seeks to care for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. 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 shepherd. *Spiritcare* offers help, hope, and healing for students in crises. 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 and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.

- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the Spiritcare Chaplaincy Program through the student portal at myiwu.indwes.edu/Chaplaincy or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Books and Materials

Indiana Wesleyan University's IWU-National and Global programming has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, the required resource materials for our students are included with the program and are supplied through IWU's chosen supplier and distributor, Tree of Life Bookstores. Some of these required resources are in digital form and can be accessed directly in the learning management system or through a online digital resource library upon individual student registrations. Any non-digital resources will be shipped directly to students prior to each course. For any non-customized print materials that are not part of the first course of a program, students wishing to obtain these specific materials on their own, may contact the Tree of Life Bookstores for further information.

Please note: Any attempted return of materials are subject to policies and procedures as applied by Tree of Life Bookstores. Please contact Tree of Live Bookstores for details related to any possible return of materials.

Should it become necessary for a student to withdraw from a course, any course not completed before the specified time remaining on their access to the digital materials, additional charges may be applied. Hard copy resource 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/or course is not completed, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials.

More information can be obtained by contacting Tree of Life Bookstores at 888-392-2930, 765-674-9530 ext. 1, or <http://www.treeoflifebooks.com/customerservices/>.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases.. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities 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

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

"No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance." –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 Offered - Division of Post-licensure Nursing

The Division of Post-licensure Nursing offers:

- A Certificate in Human Trafficking Studies which provides the learner with a foundational knowledge of human trafficking principles, policies, and approaches.
- 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.

Certificate Program

Certificate - Human Trafficking Studies

The Certificate in Human Trafficking Studies will provide the learner with a foundational knowledge of human trafficking principles, policies and approaches. This groundwork is applicable to all disciplines. The knowledge gained will enhance the learner's ability to engage in the anti-human trafficking arena in their respective disciplines and broaden individual knowledge base.

Upon completion of this certificate program, students should be able to:

- Evaluate the multiple components of human trafficking.

- Effectively engage with other professions involved in anti-trafficking efforts.
- Integrate principles of scholarship, leadership, and service to the arena of human trafficking.
- Evaluate self as a change agent in the human trafficking arena.
- Explore the realities of human trafficking.

ADMISSION REQUIREMENTS

- Accepted as a regular degree seeking student or as an unclassified student.
- Official college or university transcripts showing completion of 60 or more credit hours.

PROGRESSION REQUIREMENTS

- First two courses NUR-321 and NUR-322 (or alternatives) must be completed with a grade of "C" or higher to progress in program.

COMPLETION REQUIREMENTS

- 12 credit hours from the selected courses in the specified certificate area.
- Grade of "C" or higher in all certificate courses.

Human Trafficking Studies Certificate - Program of Study

Certificate Courses

	Choose one of the following:	
NUR-318	Beyond Suffering	3
CDV-320	Issues in Human Trafficking	3
REL-312	Hope and Suffering	3
IPE-321	Hope, Suffering, and Human Trafficking	3
NUR-321	Hope, Suffering, and Human Trafficking	3
	Choose one of the following:	
NUR-322	Universal Trafficking in Persons	3
IPE-322	Universal Trafficking in Persons	3
	Choose one of the following:	
NUR-421	Trauma Informed Approaches	3
IPE-421	Trauma Informed Approaches	3
	Choose one of the following:	
NUR-422	Ethics and Advocacy in Human Trafficking	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

BSN - Post-licensure (RNBSN)

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.

Outcomes of the Baccalaureate Nursing Programs

At the completion of the baccalaureate nursing program at Indiana Wesleyan University the graduate will be prepared to:

- Apply leadership skills to professional nursing practice.
- Integrate nursing knowledge and evidence-based practice while providing culturally competent care.
- Employ effective communication and interprofessional collaboration for the improvement of client outcomes.
- Demonstrate spiritual values and professional ethics from a Christian worldview when providing nursing care.

Admission Requirements

The admission requirements for the Bachelor of Science in Nursing degree offered through the School of Nursing's Division of Post-licensure Nursing are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA).
- Associate degree with a major in Nursing.
- Prior completion of at least 60 transferable credit hours 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 from a state board of nursing approved school of nursing (diploma or proprietary school of nursing) who have passed the NCLEX-RN exam may be eligible to apply for credit through the 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.
- 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.
- Conditional Acceptance: Students currently enrolled in an associate degree in nursing program (i.e. AAS or ADN) at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) may be conditionally accepted when they can show:
 - Prior completion of at least 12 transferable credit hours
 - Evidence of acceptance into an associate level nursing program. Full, unconditional admission to the RNBSN Program will be granted when the student meets the criteria for RNBSN Program admission.

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 120 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. 541)).
- 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.
- A criminal history background check, drug testing, and immunization tracking will be conducted at the student's expense. Practice sites may have additional requirements, e.g., health physical, which will be conducted at the student's expense. Instructions for the criminal background check, drug screening, and immunization tracking will be sent to students by the Division of Post-licensure Nursing. Progression in the program will depend on compliance with and/or the results of these checks.
- RNBSN students may complete the core nursing courses by following the recommended fast-track schedule. It is not recommended that students take more than two core courses at a time. Students who wish to take more than two core courses should contact their academic advisor to determine the potential impact of such a decision.
- 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	3
NUR-335	Foundations for Professional Practice	3
NUR-385	Nursing Process: Health Indicators and Clinical Prevention	3
NUR-440	Evidence-Based Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5
NUR-415	Leadership and Management in Nursing	4
NUR-495	Baccalaureate Capstone: Synthesis and Evaluation	5
	Nursing Topics (2-2 credit hour courses)	4

Nursing Elective Options

Two courses are required from the following options to fulfill the Nursing Elective requirement:

NUR-235	Perspectives on Poverty and Health	2
NUR-237	Complementary and Alternative Therapies	2
NUR-312	Parish Nursing/Faith Community Nursing	2
NUR-334	Focused Health Assessment of the Well Adult	2

NUR-365	Ethics	2
NUR-401	Transcultural Healthcare	2
NUR-402	Cross-Cultural Experience	2
NUR-450	Nursing From a Christian Worldview	2
NUR-322	Universal Trafficking in Persons	3

Division of Masters Nursing

Policies and Regulations - Masters Nursing

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 - Masters Nursing

Academic Calendar - Masters Nursing courses are offered under the semester credit 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. 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 or as a residency. All online classes meet in an asynchronous environment. Practice experiences are an essential component of all School of Nursing programs and take place in the student's community.

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 maximum number of 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 IWU-National and Global programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course (or the first block of courses) in the core program with a passing grade in order to maintain enrollment. 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.

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.

Admission and Registration

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.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic

accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARrequest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 VPAA for 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 (e.g., elective) 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.

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 Dean and the student to make arrangements to retake this class 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

Because of the delivery method of IWU-National and Global 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. Documentation of such circumstances is required.
- 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. Documentation of such circumstances is required.

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 readmission 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.

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 IWU-National and Global 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 proven *emergency circumstances*, a student may be allowed one absence in any practicum 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.

Nurse Practitioner (FNP and PMHN) Practicum Courses Attendance Policy: The Primary Care (PYC) Nurse Practitioner (NP) 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.

Audit of Courses

A student 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.

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)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

Repeated Courses - A student may repeat any course once 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. Unless otherwise noted a 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/online format may not be repeated for a grade through independent learning/study.

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. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request an "I" from the instructor via email.
- The student must have completed at least 75% of the coursework.
- The instructor must obtain approval via email from the Program Leader.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

Probationary Status - Students enrolled in a graduate nursing program will be placed on probation if their GPA falls below 3.0.

Students are given the opportunity to satisfactorily raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The GPA is reviewed after the set timeframe, 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.

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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these dates. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed. 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 prior to the degree conferral date. Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date. PYC students must complete a minimum of 700 hours of supervised practicum with no less than 525 patient encounters. Out of the total 525 encounters students must complete a minimum of 300 adult patient encounters, (40 of these related to women’s health), and 150 Pediatric encounters.

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 six 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 and date of degree. 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 emailed to the student. The Leave of Absence Application can be downloaded by going to the following link:

<https://myiwu.indwes.edu/directory/student-services/registration-changes/pages/default.aspx>. 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: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, 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, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

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. Documentation is required for an extension on a leave. 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.

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.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.

- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
- Credits from a previously-awarded master's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Satisfactory Academic Progress and Academic Standing

Students enrolled in a SON National & Global program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the IWU catalog and the School of Nursing Student Handbook.

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 or six credit hours, whichever is greater, 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 or six credit hours, whichever is greater.
- 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 VPAA for 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. In addition, students enrolled in any Nurse Practitioner program or the doctoral program will be academically dismissed upon receipt of a second unsatisfactory grade.

Student Professional Performance Policy

Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Nursing.

It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.

Progressive discipline: The School of Nursing promotes a policy of progressive or corrective discipline, however serious infractions may warrant immediate removal from clinical or academic setting, imposition of a written reprimand, suspension, or dismissal.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the ANA Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.

Transfer between Majors

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 prayerful deliberation after acquiring the knowledge necessary to make the decision.

The Masters Nursing majors are designed around an accelerated cohort model, intended to foster a group dynamic and support system conducive for adult learning. 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, catalog requirements, 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 Credit Transfer Policy

Transfer of credit will be considered for graduate work provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University. The credit must be taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "C" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
- Only graduate courses in which a student has earned a grade of "C" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.

- For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Credit hours accepted in transfer are recorded as part of the student's official academic record. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. Transfer of credit will be determined by the Dean of the Division of Masters Nursing or designee.

Transcripts from International Institutions

Transcripts from International 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.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in 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 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. A student who violates the attendance policy with the last workshop of a course will receive an "F" for the course.

Administrative withdrawals assigning a grade of "W" will also happen as follows:

- A student who violates the attendance policy prior to the last workshop of a course will be administratively withdrawn from the course.

- A student who never attends a course will be administratively withdrawn from not only that course but all subsequent courses.

Students withdrawing from the first course of a core program must withdraw from the entire program.

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.

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 Masters Nursing program may request by email to the Vice President of Academic Affairs for 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 are subject to any changes in curriculum upon returning.

A student may re-enroll in the Division of Masters Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the Dean of the Division of Masters Nursing. Re-enrollment will be dependent upon the decision of the Division Dean 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 - Masters Nursing

Practice Experience Costs

All Indiana Wesleyan University, IWU-National and Global Nursing programs include practicum/clinical/practice experiences that require placement in a clinical facility or with a preceptor. Any cost for clinical placement is the responsibility of the student. The financial obligation incurred to facilitate placement will be subject to the policies in the Financial Information section of the University Catalog.

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. 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 Student Account Services.

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 making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. 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 percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A

“Statement of Benefits” obtained from the Department of Veterans’ Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Refund Policy - Degree Programs

For courses that are longer than eight weeks, tuition and technology fee is refunded according to the following schedule:

- Withdrawal prior to the second session of the course (no attendance or attendance within only the first seven days of the course) – full tuition and tech fee refund
 - Withdrawal between the 8th and 14th days of the course (attendance in not more than the first two weeks) – 90% tuition and tech fee refund.
 - Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 75% tuition and tech fee refund.
 - Withdrawal between the 22nd and 28th days of the course (attendance in not more than the first four weeks) – 50% tuition and tech fee refund
 - Withdrawal after the 29th day from the start date of the course – no tuition or tech fee refund
- For courses that are eight weeks or less in length, tuition and technology fee is refunded according to the following schedule:
- Withdrawal within the first week of the course – 100% tuition and tech fee refund.
 - Withdrawal between the 8th and the 14th days of the course (attendance in not more than the first two weeks) – 75% tuition and tech fee refund.
 - Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 50% tuition and tech fee refund.
 - Withdrawal after the 22nd day - no tuition or tech fee refund
- For courses that are one week in length, tuition and technology fee is refunded according to the following schedule:
- Withdrawal within the first onsite day (2nd day on the course calendar) – 100% tuition and tech fee refund
 - Withdrawal after the first onsite day – no tuition or tech fee refund.

Once attendance has been established in a course, the Educational Resource Fee is non-refundable.

In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

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.

Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

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>.

Textbook Returns

When a student withdraws from a course, Tree of Life will supply the student with a prepaid label to return related materials as long as the student contacts Tree of Life Customer Support within 14 days of the course start date, ships the item within 5 business days of the contact, and the enrollment files reflect that the customer is no longer enrolled in this course (within 14 days of the start date). Upon receipt of the item, Tree of Life will refund the amount billed for the item minus shipping fees.

Student Account Appeals

A written appeal may be submitted to Student Account Services. 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 6 months 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 - Masters 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.

Nurse Faculty Loan Program (NFLP) - is a loan program administered through the Health Resources and Services Administration to provide loan funds to students enrolled in an eligible advanced degree program in nursing (for IWU students, the Master of Science in Nursing Education and the Doctor of Nursing Practice degree programs) and who intend to teach full-time upon graduation. After graduation, 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. As the grant requires submission of data to the government on its use, recipients must agree to follow-up information requests for reporting purposes. Students who appear to meet the eligibility requirements will receive information explaining the application process.

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, 2019, through June 30, 2020, the interest rate is 6.08% 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 7.08% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Military Preferred Tuition Discount – is a tuition discount to all active duty military personnel, National Guard, Reserves, retirees, veterans, spouses, surviving spouses, dependents with educational benefits, and DoD employees. Students must submit a discount application, available online at https://www.indwes.edu/adult-graduate/financial-aid/current_military_preferred_tuition_application_2019.pdf.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your program representative or by emailing N&Gdiscounts@indwes.edu.

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.

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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

How and When Student Financial Aid is Disbursed

Nurse Faculty Loan Program (NFLP) funds are awarded upon receipt of all application materials. The funds are applied as a credit to the IWU student account, generally in one payment per term.

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term/award period. For students in a non-term program format, the disbursement occurs 14-21 days after the start of the award period. For students in a term-based program format, the disbursement occurs 6 days after the start of the first class attended in the term.

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.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept an awards package.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. 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. For a break between classes of more than 180 days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.

- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Services for Students - Masters Nursing

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Books and Materials

Indiana Wesleyan University's IWU-National and Global programming has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, the required resource materials for our students are included with the program and are supplied through IWU's chosen supplier and distributor, Tree of Life Bookstores. Some of these required resources are in digital form and can be accessed directly in the learning management system or through a online digital resource library upon individual student registrations. Any non-digital resources will be shipped directly to students prior to each course. For any non-customized print materials that are not part of the first course of a program, students wishing to obtain these specific materials on their own, may contact the Tree of Life Bookstores for further information.

Please note: Any attempted return of materials are subject to policies and procedures as applied by Tree of Life Bookstores. Please contact Tree of Live Bookstores for details related to any possible return of materials.

Should it become necessary for a student to withdraw from a course, any course not completed before the specified time remaining on their access to the digital materials, additional charges may be applied. Hard copy resource 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/or course is not completed, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials.

More information can be obtained by contacting Tree of Life Bookstores at 888-392-2930, 765-674-9530 ext. 1, or <http://www.treeoflifebooks.com/customerservices/>.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that seeks to care for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. 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 shepherd. Spiritcare offers help, hope, and healing for students in crises. Chaplains can provide the

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.
- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the Spiritcare Chaplaincy Program through the student portal at myiwu.indwes.edu/Chaplaincy or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities in their area.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

"No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance." –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

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 Offered - Masters Nursing

MSN Degree Programs

The Division of Masters Nursing offers the Master of Science in Nursing degree with majors in Nursing Administration, Nursing Education, and Primary Care Nursing with a specialization in Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. (Nursing Education and Nursing Administration programs are also available to students with an Associate of Science in Nursing through the ASN-MSN program). Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration and an abbreviated MSN in Nursing Administration for registered nurses who have already earned an MBA.

ASN-MSN

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- Associate Degree in Nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA)
- A grade point average of 3.0 on a 4.0 from the Associate Degree granting college or university.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN programs.
- Original transcript from the degree granting institution.
- At least one year of professional practice.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

Progression Policy:

- Successful completion of all undergraduate courses with a minimum grade of "C" and a cumulative GPA of at least 3.0
- Successful completion of all MSN core courses with a minimum grade of "C" and a cumulative GPA of at least 3.0.
- Successful completion of all major specific courses, with a minimum grade of "B" and cumulative GPA of at least 3.0.
- All courses must be completed in lock-step progressions. Failure to do so will result in immediate administrative withdraw.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any nursing program at IWU.

- Students must fulfill all requirements as stipulated by practicum sites. Students must be licensed in the state in which they are completing practicum course experiences.
- Students who maintain continuous enrollment, make normal progress toward a degree, and earn their degree within a maximum of five years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

Graduation Requirements

Completion of this program awards the MSN degree. A BSN is not awarded.

To graduate, students must have completed the following:

- Completion of all undergraduate and MSN requirements for the specific program major.
- Met the minimum grade requirement for each course.
- Cumulative GPA of 3.00 or higher.
- 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.

ASN-MSN - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Undergraduate Courses

All undergraduate courses must be completed with a grade of "C" or higher.

NUR-320	Introduction to Baccalaureate Nursing	3
NUR-335	Foundations for Professional Practice	3
NUR-401	Transcultural Healthcare	2
NUR-450	Nursing From a Christian Worldview	2
NUR-415	Leadership and Management in Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
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-Nursing Administration

All major courses must be completed with a grade of "B" or higher.

NRA-513	Introduction to Professional Development for Advanced Practice in Nursing Administration	1
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 Behavior	3
NRA-675	Innovative Strategies for Nurse	3

	Leaders	
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
NRA-693	Integration of Theory Into Nursing Administration Practice	1

Major Courses-Nursing Education

All major courses must be completed with a grade of "B" or higher.

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-662	Advanced Health and Physical Assessment	3
NRE-664	Concepts of Leadership for Nurse Educators	2
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4

Total Credit Hours: 0

MSN - Nursing Administration

The Master of Science in Nursing Degree - Nursing Administration Major provides a Christian academic environment to prepare students to be world changers. It is designed to develop transformational leaders who are effective stewards of healthcare resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates will be prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate transformational and servant leadership concepts into the role of a nurse administrator.
- Create an evidence-based approach to healthcare management and leadership.
- Utilize effective stewardship of human and financial resources in healthcare administration.
- Design effective, efficient, and innovative healthcare systems.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume

including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*.

- 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 or graduate grade-point average of 3.0 on a 4.0 scale from accredited program where at least nine graduate Nursing credits were completed.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

- 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.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- 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.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major (NRA prefix) course.
- Cumulative GPA of 3.00.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

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-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-513	Introduction to Professional Development for Advanced Practice in Nursing Administration	1
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 Behavior	3
NRA-675	Innovative Strategies for Nurse Leaders	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
NRA-693	Integration of Theory Into Nursing Administration Practice	1

Nursing Administration (Post-MBA) - Program of Study

Students who have met all Masters 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
NRA-513	Introduction to Professional Development for Advanced Practice in Nursing Administration	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
NRA-675	Innovative Strategies for Nurse Leaders	3
MOL-520	Ethical Challenges of Leadership	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-678	Advanced Nursing Management	5
NRA-693	Integration of Theory Into Nursing Administration Practice	1
	Masters 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 Masters Nursing elective (non practicum) 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.

Upon completion of the program, students will be able to:

- Demonstrate successful integration of knowledge to function in the nurse educator role.
- Use an evidence based approach to guide professional practice as a nurse educator.
- Apply stewardship principles to resources in the educational environment.
- Evaluate nursing curricula for scope and effectiveness in preparing nurses to meet local and global needs.
- Apply a biblical worldview to academic decision making as a nurse educator.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*.
- 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 or graduate grade-point average of 3.0 on a 4.0 scale from accredited program where at least nine graduate Nursing credits were completed.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course. Progression in the program may depend on the results of these checks.

Program Requirements

- 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.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- Nursing Education 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.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major course.
- Cumulative GPA of 3.0.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

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-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.

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-662	Advanced Health and Physical Assessment	3
NRE-664	Concepts of Leadership for Nurse Educators	2
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3

NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4

Total Credit Hours: 0

MSN - Primary Care Nursing (Family Nurse Practitioner)

The Master of Science in Nursing degree with a major in Primary Care Nursing and a specialization in Family Nurse Practitioner 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 family nurse practitioner certification by the appropriate credentialing body.

The Primary Care Nursing (FNP) program at Indiana Wesleyan University is committed to transforming students to be world changers through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and servant leadership development.

Upon completion of the program, students will be able to:

- Provide primary care to diverse populations across the lifespan.
- Initiate an evidence-based approach to improve primary care practice.
- Collaborate with multiple professions to provide care for individuals, families, and communities with complex health needs.
- Integrate a Christian perspective in providing primary care.
- Influence healthcare policy, organization, and finance in primary care practice.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.25 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

OR

- Graduate grade-point average of 3.0 on a 4.0 scale from a regionally accredited school where at least nine credits were completed.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. At least one recommendation must be from a supervisor from within the last two years. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.

- Original transcript from the undergraduate degree granting institution and institution where graduate courses were taken.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

- 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.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements. Family Nurse Practitioner students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- 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.
- Family Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Re-enrollment policy for Primary Care Majors

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 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 in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major (PYC prefix) course.
- Cumulative GPA of 3.0.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- PYC students must complete a minimum of 700 hours of supervised practicum with no less than 645 patient encounters. Out of the total 645 encounters students must complete a minimum of 300 adult patient encounters, (40 of these related to women's health), and 150 Pediatric encounters.
- Payment of all tuition and fees is required to receive a diploma.

Primary Care Nursing (Family Nurse Practitioner) - 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-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.

PYC-513	Introduction to Professional Development for Advanced Practice in Primary Care Nursing	1
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-660	Advanced Health Assessment	6
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

Total Credit Hours: 0

MSN - Primary Care Nursing (Psychiatric Mental Health Nurse Practitioner)

The Master of Science in Nursing (MSN) degree with a major in Primary Care Nursing and a specialization in Psychiatric Mental Health Nurse Practitioner at Indiana Wesleyan University, School of Nursing, prepares registered nurses as Psychiatric Mental Health Nurse Practitioners (PMHNP) for independent and interprofessional clinical practice to treat psychiatric mental health conditions of people across the lifespan. Students learn decision making and direct accountability for diagnosing and treating individuals with psychiatric mental health and co-occurring medical conditions. Students accrue a minimum of 525 practicum hours, and attend an onsite course in advanced health assessment and two intensives. Those who earn this MSN degree are eligible to test for certification as a Psychiatric Mental Health Nurse Practitioner through the American Nurses Credentialing Center (ANCC).

Upon completion of this program, students should be able to:

- Provide care for diverse populations with psychiatric mental health needs.
- Treat individuals with psychiatric mental health conditions across the lifespan.
- Collaborate with interprofessional healthcare teams and community organizations to provide care for individuals with multiple health needs.
- Serve as an advocate for vulnerable populations with psychiatric mental health conditions.
- Address the spiritual needs of the psychiatric mental health patient/client.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.25 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

OR

- Graduate grade-point average of 3.0 on a 4.0 scale from a regionally accredited school where at least nine credits were completed.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. At least one recommendation must be from a supervisor from within the last two years. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses were taken.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

- 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.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements. Psychiatric Mental Health Nurse Practitioner students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- 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.
- Psychiatric Mental Health Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Re-enrollment Policy for Primary Care Majors

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 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 in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major course.
- Cumulative GPA of 3.00.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Primary Care Nursing (Psychiatric Mental Health Nurse Practitioner) - 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-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.

PMHN-513	Introduction to Interprofessional Practice for the Psychiatric Mental Health Nurse Practitioner	1
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PMHN-620	Neuro-Psychopharmacology	2
PMHN-652	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner	4
PMHN-622	Diagnostic Reasoning	2
PMHN-630	Psychotherapeutic Modalities Across the Lifespan I	5
PMHN-640	Psychotherapeutic Modalities Across the Lifespan II	5

PMHN-650	Psychotherapeutic Modalities Across the Lifespan III	5
PMHN-693	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1

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. This degree is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. The 60-credit hours include 30 credits from Nursing and 30 credits coming from Business.

This major is designed to develop transformational leaders with strong fiscal knowledge and skill who are effective stewards of health care resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates will be prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate transformational and servant leadership concepts into the role of a nurse administrator.
- Create an evidence-based approach to healthcare management and leadership.
- Utilize effective stewardship of human and financial resources in healthcare administration.
- Integrate nursing and business skills to create effective, efficient, and innovative healthcare systems.
- Design operational and strategic plans for healthcare systems based on sound finance, accounting, and economic principles.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*.
- 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 or Graduate grade-point average of 3.0 on a 4.0 scale from accredited program where at least 9 Graduate Nursing credits were completed.
- 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.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.

- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- At least one year of professional practice.
- A criminal history background check (at the student's expense) must be completed before registration for any track of the Masters Nursing program. Letters of acceptance from the Division of Masters Nursing will include instructions for completing the criminal background check. The criminal background check must be completed no earlier than two weeks before the beginning of the first course.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete any Nursing course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- 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.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Graduation Requirements

To graduate, students must meet the following requirements:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-513, NRA-671, NRA-672, NRA-673, NRA-675, NRA-676, NRA-678, and NRA-693 must be completed with a grade of "B" or higher.
- Cumulative GPA of 3.0.
- The dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

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
NRA-513	Introduction to Professional Development for Advanced Practice in Nursing Administration	1
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	3

	Resources	
NRA-675	Innovative Strategies for Nurse Leaders	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
NRA-693	Integration of Theory Into Nursing Administration Practice	1

Business Administration Courses

MGMT-501	Foundations of Graduate Business	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

Post Master's Degree Certificate Programs

The School of Nursing offers certificate programs in Nursing Administration, Nursing Education, Family Nurse Practitioner (FNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP) for students who have a Master's degree in Nursing from a regionally accredited university with national nursing accreditation (CCNE, ACEN).

Post Masters Certificate - Nursing Administration

Upon completion of this program, students should be able to:

- Integrate transformational and servant leadership concepts into the role of a nurse administrator.
- Create an evidence-based approach to health care management and leadership.
- Utilize effective stewardship of human and financial resources in health care administration.
- Design effective, efficient, and innovative health care systems.

Admission Requirements

An individual with a Master's degree in Nursing from a college or university accredited by an agency recognized by both the USDoe and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post master's certificate in a Masters Nursing major for which they do not already hold a degree.
- Must meet Masters Nursing admission requirements (p. 587) for the major program.
- Must submit an official transcript showing completion of a master's degree in Nursing.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Program Requirements

- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Completion Requirements

To complete the Post-master's certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Master's Degree Certificate Nursing Administration - Program of Study

Plan of Study for Nursing Administration Post Master's Certificate

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 Behavior	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5

Post Masters Certificate - Nursing Education

Upon completion of this program, students should be able to:

- Demonstrate successful integration of knowledge to function in the nurse educator role.
- Use an evidence-based approach to guide professional practice as a nurse educator.
- Apply stewardship principles to resources in the educational environment.
- Evaluate nursing curricula for scope and effectiveness in preparing nurses to meet local and global needs.
- Apply a biblical worldview to academic decision making as a nurse educator.

Admission Requirements

An individual with a Master's degree in Nursing from a college or university accredited by an agency recognized by both the USDoe and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post master's certificate in a Masters Nursing major for which they do not already hold a degree.
- Must also meet Masters Nursing admission requirements (p. 590) for the major program.
- Must submit an official transcript showing completion of a master's degree in Nursing.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or

- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the Post Master's certificate in Nursing Education program, prerequisites are a Graduate level

Pharmacology, Pathophysiology, and Physical Assessment.

Program Requirements

- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Completion Requirements

To complete the Post-master's certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Master's Degree Certificate Nursing Education - Program of Study

Plan of Study for Nursing Education Post Master's Certificate

Prerequisites: Graduate Level Physical Assessment, Graduate Level Pathophysiology, and Graduate Level Pharmacology

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4
NRE-664	Concepts of Leadership for Nurse Educators	2

Post Masters Certificate - Family Nurse Practitioner (FNP)

Upon completion of this program, students should be able to:

- Provide primary care to diverse populations across the lifespan .
- Initiate an evidence-based approach to improve primary care practice.
- Collaborate with multiple professions to provide care for individuals, families, and communities with complex health needs.
- Integrate a Christian perspective in providing primary care.
- Influence healthcare policy, organization, and finance in primary care practice.

Admission Requirements

An individual with a Master's degree in Nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post master's certificate in a Masters Nursing major for which they do not already hold a degree.
- Must meet Masters Nursing admission requirements (p. 592) for the major program.

- Must submit an official transcript showing completion of a master's degree in Nursing.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the FNP Post Master's certificate, the prerequisites are Graduate Level Pharmacology, Pathophysiology, and Advanced Health Assessment. These prerequisites can be met in one of the following ways:

- Successfully complete a program-specific Pharmacology, Pathophysiology, and/or Advanced Health Assessment course with a minimum grade of "B" within one year of the start of the program.
- Successfully achieve an 87% on the IWU Pharmacology, Pathophysiology, and/or Advanced Health Assessment competency exams. Competency exams must be completed within six months of starting the PMC program. The applicant will be given two attempts to pass the exams. A fee will be assessed for each exam/attempt.
- Provide proof of current APRN certification and 500 hours of current APRN practice within the last year.

Program Requirements

- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements. Nurse Practitioner students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B status; and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.

Completion Requirements

To complete the Post-master's certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Master's Degree Certificate Family Nurse Practitioner - Program of Study

Plan of Study for Family Nurse Practitioner Post Masters Certificate

Prerequisites: Graduate Level Advanced Health Assessment, Graduate Level Pathophysiology, and Graduate Level Pharmacology

Prerequisite Courses

PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-660	Advanced Health Assessment	6

Core Courses

PYC-602	Professional Role Development for the Advanced Practice Nurse	2
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

Post Masters Certificate - Psychiatric Mental Health Nurse Practitioner (PMHNP)

Upon completion of this program, students should be able to:

- Provide care for diverse populations with psychiatric mental health needs .
- Treat individuals with psychiatric mental health conditions across the lifespan.
- Collaborate with interprofessional healthcare teams and community organizations to provide care for individuals with multiple health needs.
- Serve as an advocate for vulnerable populations with psychiatric mental health conditions.
- Address the spiritual needs of the psychiatric mental health patient/client.

Admission Requirements

An individual with a Master's degree in Nursing from a college or university accredited by an agency recognized by both the USDoe and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post master's certificate in a Masters Nursing major for which they do not already hold a degree.
- Must meet Masters Nursing admission requirements (p. 594) for the major program.
- Must submit an official transcript showing completion of a master's degree in Nursing.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the PMHNP Post Master's certificate, the prerequisites are Graduate Level Pharmacology and Pathophysiology. These prerequisites can be met in one of the following ways:

- Successfully complete a program-specific Pharmacology and/or Pathophysiology course with a minimum grade of "B" within one year of the start of the program.
- Successfully achieve an 87% on the IWU Pharmacology and/or Pathophysiology competency exams. Competency exams must be completed within six months of starting the PMC program. The applicant will be given two attempts to pass the exams. A fee will be assessed for each exam/attempt.
- Provide proof of current APRN certification and 500 hours of current APRN practice within the last year.

Program Requirements

- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements. Psychiatric Mental Health Nursing students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B status; and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Psychiatric Mental Health Nursing students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Psychiatric Mental Health Nursing students will be academically dismissed upon receipt of a second unsatisfactory grade.

Completion Requirements

To complete the Post-master's certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.

- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate. Gainful Employment

Post Master's Degree Certificate Psychiatric Mental Health Nursing - Program of Study

Plan of Study for Psychiatric Mental Health Nurse Practitioner Post Master's Certificate

Prerequisites: Graduate Level Pharmacology and Pathophysiology

PMHN-513	Introduction to Interprofessional Practice for the Psychiatric Mental Health Nurse Practitioner	1
PYC-602	Professional Role Development for the Advanced Practice Nurse (Not required if student holds current NP certification)	2
PMHN-622	Diagnostic Reasoning	2
PMHN-652	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner	4
	(Eligible for transfer) OR	
PMHN-653	Assessment of the Psychiatric/Mental Health Client	1
PMHN-620	Neuro-Psychopharmacology	2
PMHN-630	Psychotherapeutic Modalities Across the Lifespan I	5
PMHN-640	Psychotherapeutic Modalities Across the Lifespan II	5
PMHN-650	Psychotherapeutic Modalities Across the Lifespan III	5
PMHN-693	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1

Division of Doctoral Nursing

Doctorate of Nursing Practice graduates are prepared to lead healthcare organizational and nursing practice at the highest level.

Graduates of DNP programs will be able to:

- Apply principles of organizational leadership for evidence based quality improvement and systems thinking.
- Influence healthcare practice at local, state, and/or federal levels.
- Integrate character, scholarship, and leadership principles into the doctoral level of nursing practice.
- Apply principles and attitudes of cultural competence to advanced global nursing leadership.

Policies and Regulations - Doctoral Nursing

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

Academic Calendar - DNP courses are offered under the semester credit 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. All online classes meet in an asynchronous environment.

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 maximum number of 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 IWU-National and Global programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course (or the first block of courses) in the core program with a passing grade in order to maintain enrollment. 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.

Admission

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

See each section for admission requirements specific to the doctoral programs.

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.

Satisfactory Academic Progress and Academic Standing

Students enrolled in a SON National & Global program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the IWU catalog and the School of Nursing Student Handbook.

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25.

Students on probation are given the opportunity to raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The GPA is reviewed after the set timeframe, 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 remove the academic probationary status within the probation period.
- A student with more than one incomplete on record is subject to academic suspension.

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 Vice President of Academic Affairs for the School of Nursing.

Academic Dismissal

- Upon a second academic suspension in the same program, students will be dismissed and are not eligible to reapply to Indiana Wesleyan University.

- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within four years for the DNP program or six years for the BSN to DNP programs will be administratively withdrawn.

Attendance Policy

The doctoral program is a blend of onsite residencies and interactive online workshops. Students are required to attend all onsite residencies and course workshops, and substantively engage in all required learning activities.

- **Residency Attendance** - Residency requirements for the doctoral program are satisfied by attending three onsite sessions on the Marion, Indiana campus. Students are expected to attend throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during that time. If a student needs to withdraw from a residency, and the withdrawal date is after fees have been spent (DNP-801, DNP-803, DNP-805), residency fees are non-refundable. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, illegal drugs, use of firearms, and unethical or illegal activities. Residency dates will be posted in advance. Transportation to and from campus is at the student's expense.
 - Residency I – Orientation to the DNP Program and DNP Project requirements
 - Residency II – DNP Project proposal presentation
 - Residency III –DNP Project presentation
- **Online Attendance** - Attendance is determined by activity during a workshop. A student is reported absent for a workshop if there is not at least one assignment submission. 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 Dean of SON Doctoral Programs or designated academic leader and by arrangement with the Office of Student Services prior to the start of the first day of the last workshop of the course. Refund and academic withdrawal policies apply.

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)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3

D	1.0
F	.0

The following grades are not figured into the GPA:

W
I
CR
NC
AU

Repeated Courses - By university policy, 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. Unless otherwise noted a course may be repeated once. However, the passing grade for DNP students is a "B" and thus students may repeat once any course in which a grade lower than a B (B-, C+, etc) was earned.

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/online format may not be repeated for a grade through independent learning/study.

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. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request an "I" from the instructor via email.
- The student must have completed at least 75% of the coursework.
- The instructor must obtain approval via email from the Program Leader.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these dates. Three additional conferral dates are available in between the graduation ceremonies in which

degrees may be conferred and posted to the student's transcript should all requirements be completed. 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 prior to the degree conferral date. 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 six 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 and date of degree. A student's financial account must be settled to receive a diploma.

Practicum Hours

A minimum of 1000 graduate level practicum hours are required to be eligible for graduation. Practicum hours may be a culmination of practicum hours completed during a nursing master's degree program and the DNP program. A maximum of 500 practicum hours may be transferred from a master's level practicum experience. Applicants who cannot provide documentation of practicum hours completed at the MSN level may provide proof of APRN certification, which verifies having acquired a minimum of 500 practicum hours. In this circumstance, 500 practicum hours will be accepted. Other validated exceptions may be considered on an individual basis.

Practicum hours may be accrued by completion of work or projects as approved by the course faculty or Dean of the SON Doctoral Programs, or designated academic leader. Further explanation of practicum hours can be found in the DNP Project Manual.

Transfer of Credit Policy

Students may transfer up to three hours of post-masters credit taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) 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 was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing clinical content may not be met by transfer (Advanced Healthcare Policy, Global Healthcare, and all DNP Professional Project courses).

Credit hours accepted in transfer are recorded as part of the student's official academic record. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-

specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
- Credits from a previously-awarded masters's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.

- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Financial -Doctoral Nursing

Practice Experience Costs

All Indiana Wesleyan University, IWU-National and Global Nursing programs include practicum/clinical/practice experiences that require placement in a clinical facility or with a preceptor. Any cost for clinical placement is the responsibility of the student. The financial obligation incurred to facilitate placement will be subject to the policies in the Financial Information section of the University Catalog.

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. 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 Student Account Services.

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 making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. 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 percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.

- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Refund Policy - Degree Programs

For courses that are longer than eight weeks, tuition and technology fee is refunded according to the following schedule:

- Withdrawal prior to the second session of the course (no attendance or attendance within only the first seven days of the course) – full tuition and tech fee refund
 - Withdrawal between the 8th and 14th days of the course (attendance in not more than the first two weeks) – 90% tuition and tech fee refund.
 - Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 75% tuition and tech fee refund.
 - Withdrawal between the 22nd and 28th days of the course (attendance in not more than the first four weeks) – 50% tuition and tech fee refund
 - Withdrawal after the 29th day from the start date of the course – no tuition or tech fee refund
- For courses that are eight weeks or less in length, tuition and technology fee is refunded according to the following schedule:

- Withdrawal within the first week of the course – 100% tuition and tech fee refund.
 - Withdrawal between the 8th and the 14th days of the course (attendance in not more than the first two weeks) – 75% tuition and tech fee refund.
 - Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 50% tuition and tech fee refund.
 - Withdrawal after the 22nd day - no tuition or tech fee refund
- For courses that are one week in length, tuition and technology fee is refunded according to the following schedule:
- Withdrawal within the first onsite day (2nd day on the course calendar) – 100% tuition and tech fee refund
 - Withdrawal after the first onsite day – no tuition or tech fee refund.

Once attendance has been established in a course, the Educational Resource Fee is non-refundable.

In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

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.

Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

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 Student Account Services. 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 6 months 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 - Doctoral 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.

Nurse Faculty Loan Program (NFLP) - is a loan program administered through the Health Resources and Services Administration to provide loan funds to students enrolled in an eligible advanced degree program in nursing (for IWU students, the Master of Science in Nursing Education and the Doctor of Nursing Practice degree programs) and who intend to teach full-time upon graduation. After graduation, 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. As the grant requires submission of data to the government on its use, recipients must agree to follow-up information requests for reporting purposes. Students who appear to meet the eligibility requirements will receive information explaining the application process.

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, 2019, through June 30, 2020, the interest rate is 6.08% 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 7.08% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your program representative or by emailing N&Gdiscounts@indwes.edu.

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 cover fully the tuition costs.

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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.

- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).

- Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
- The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

How and When Student Financial Aid is Disbursed

Nurse Faculty Loan Program (NFLP) funds are awarded upon receipt of all application materials. The funds are disbursed as a credit to the IWU student account, generally in one payment per term.

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term with that disbursement occurring 6 days after the start of the first class attended in the term.

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.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept an awards package.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180

credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. 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. For a break between classes of more than 180 days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Services for Students - Doctoral Nursing

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that seeks to care for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. 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 shepherd. Spiritcare offers help, hope, and healing for students in crises. 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 and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.
- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the Spiritcare Chaplaincy Program through the student portal at myiwu.indwes.edu/Chaplaincy or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities in their area.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

“No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance.” –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

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 Offered - Doctoral Nursing

Doctoral Degrees

DNP - Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of leadership, scholarship, and character to be world changers in global healthcare systems. The program is based on the understanding that nurses provide 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.

The Doctor of Nursing Practice program will prepare graduates to:

- Apply principles of organizational leadership for evidence based quality improvement and systems thinking.
- Influence healthcare policy at local, state, and/or federal levels.
- Integrate character, scholarship, and leadership into the doctoral levels of nursing practice.
- Apply principles of cultural competence to advanced global nursing leadership.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Academic Requirements:

- Submission of transcript for a completed master's degree in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Official transcripts from all post-high school educational experiences.
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.

Application:

- Submit the Indiana Wesleyan University (IWU) Division of Doctoral Nursing application for the DNP program.
- \$100 application fee. (Applicants will not be charged the application fee if they have previously paid the fee for enrollment at IWU.)
- Criminal background check.
- **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.

Professional Requirements:

- Submit proof of a current unencumbered RN license.
- Submit proof of a current unencumbered APRN license (if applicable).

- Submit resume/curriculum vitae.
- Submit three professional reference letters. These letters should be solicited from professionals who can address the applicant's qualifications for the doctoral programs.
- Submit a 2-3 page narrative describing practice experience and professional goals.
- Submit a 1-2 page summary of a practice related issue that will serve as the focus of the DNP Scholarly Project; include the significance and impact of the project to nursing and health care.

General Information Regarding Admission:

- An interview is required with applicants once all the admission criteria listed above have been met.
- 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.
- Computer literacy is imperative and proficiency in Microsoft Word, Excel and Power Point is expected.
- International travel is required.
- Once an application for the DNP program has been submitted, it will remain valid for 12 months.

Program Requirements

- Students must maintain 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 all practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.
- Continued enrollment in the program is subject at all times to review of the student's academic record and 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).
- All courses must be satisfactorily completed with a grade of "B" or above to proceed to the next course.
- Upon earning a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- **Degree Completion Limits** - The DNP program is designed as a lock-step curriculum to be completed in approximately 26 months. Program completion must be accomplished within four years of starting the program. 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 and DNP Project Manual changes, and incur any changes in program Tuition costs or fees. Any exceptions to this policy must be requested in writing to the Dean of SON Doctoral Programs or designated academic leader with the final decision resting with the Student Life Council.
- **DNP Project Continuation** - Doctoral students not completing the DNP Project by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour DNP Project Continuation course (DNP-900) continuously until for up to seven credits or the DNP Project 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 ten weeks in length.
- **Re-enrollment** - A student who wishes to re-enroll in the DNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the Dean of SON Doctoral Programs or designated academic leader 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. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- All courses passed with a grade of "B". B- is not a passing grade.

- A minimum of 1000 practicum hours.
- Successful completion, defense, and submission of the DNP Project.
- All degree requirements within four years of matriculation.
- All financial obligations must be settled in order to receive a diploma.

DNP - Doctor of Nursing Practice

DNP - Full-Time Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-801	DNP Project I	1
DNP-710	Science of Nursing	3
	DNP Residency I (Marion Campus - 4 days)	
DNP-802	DNP Project II	2
DNP-870	Critical Inquiry and Data Management	3
DNP-715	Systems and Organizational Leadership	3
DNP-803	DNP Project III	2
	DNP Residency II (Marion Campus - 4 days)	
DNP-750	Information Management	3
DNP-804	DNP Project 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	DNP Project V	2
	DNP Residency III (Marion Campus - 4 days)	

BSN to DNP - Doctor of Nursing Practice (Family Nurse Practitioner)

The Post-Baccalaureate Doctor of Nursing Practice program prepares nurses with a baccalaureate degree in nursing (BS or BSN) to achieve a doctoral degree. The program is designed to equip advanced practice nurses (APRNs) to practice at the highest level of leadership, scholarship, and character to be world changers in global healthcare systems. The focus of primary care is the interrelationship of theory, research, and evidence-based practice. Graduates of the program are eligible to apply for family nurse practitioner certification by the appropriate credentialing body.

The Doctor of Nursing Practice program with the specialization of Family Nurse Practitioner will prepare graduates to:

- Synthesize contemporary issues in relation to organizations.
- Apply an evidence-based approach in advanced practice across the lifespan.
- Collaborate with interprofessional teams to improve health outcomes in individuals, families, and diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop an innovative approach to evidence-based practice.

- Provide culturally relevant health care from a biblical perspective.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Nursing application for the Bachelor to DNP - FNP 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 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.

Academic Requirements:

- Submission of transcript for a completed baccalaureate degree in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Official transcripts from all post-high school educational experiences.
- Undergraduate GPA of 3.25 based on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours were completed.

Professional Requirements:

- Submission of current unencumbered RN license. 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.
- Submission of resume/curriculum vitae.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. These letters should be solicited from professionals who can address the applicant's qualifications for the doctoral program.
- Submission of a 2-3 page narrative describing practice experience and professional goals.
- A criminal history background check (at the student's expense) must be completed upon admission to the program and will be repeated prior to the NP practicum courses.

General Information Regarding Admission:

- The Division of Graduate Nursing may request an interview with an applicant once all the admission criteria listed above have been met.
- The number of applicants admitted to the Bachelor to DNP - FNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Proficiency in Microsoft Word, Excel, and Power Point is expected.
- Once an application for the Bachelor to DNP - FNP program has been submitted, it will remain valid for 12 months.

Program Requirements

Transfer Credits

Students may transfer up to nine hours of post-baccalaureate credit from a regionally accredited college or university provided that:

- The course is clearly comparable to one of the BDNP course offerings based on course description and learning outcomes.
- The course is at the 500 or higher numbering system (600 or higher for any doctoral level courses) and was not part of the baccalaureate degree requirements.

- A grade of “B” or higher was earned in the course.
- The course was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing practicum requirements may not be met by transfer course (NP practicum courses, graduate level health assessment, graduate level healthcare policy, cultural healthcare and all DNP project courses). All DNP project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies, onsite workshops, 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 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 is at the student’s expense.
- Nurse Practitioner Practicum Courses Attendance - The Nurse Practitioner 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.
- 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 Associate Director of Doctoral Programs or designated academic leader 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 Bachelor to DNP - FNP program is satisfied by attending three onsite residencies. 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. If a student does need to withdraw from a residency, and the withdrawal date is after fees have been spent (DNP-807 (p. 861), DNP-812), residency fees are non-refundable. 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, illegal drugs, use of firearms, and unethical or illegal activities.

Progression Requirements

- 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.
- Each course must be satisfactorily completed with a grade of “B” or above before progressing into the next course.
- Doctoral Nursing Students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain 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 multiple state licenses, all must be unencumbered. It is the student’s responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- A transcultural healthcare experience is required.

- Students must meet all practicum agency requirements. Nurse Practitioner students must have health clearance and documentation of TB, Rubella, and Hepatitis B status; and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Any student found to have falsified practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- 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.

Reenrollment

A student who wishes to re-enroll in the Bachelor to DNP - FNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the Dean for Doctoral Programs or designated academic leader 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. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.

A student may re-enroll in the Division of Graduate Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the Dean of Doctoral Programs. Re-enrollment will be dependent upon the decision of the Dean of Doctoral Programs or the SON Student Life Council if the Dean determines a higher level of appeal is required.

Re-enrollment Policy for Nurse Practitioner Specialization

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner specialization for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 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 in the graduate nursing program.
- The student requesting re-enrollment is responsible for payment of each competency exam and course audit.

Satisfactory Academic Progress

Students enrolled in the Bachelor to DNP - FNP program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *DNP 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 an "I" from the instructor via email.
- The instructor must obtain approval via email from the program leader.
- The student must have completed at least 75% of the course.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has ten 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 ten-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.

Probationary Status - Students enrolled in the Bachelor to DNP - FNP program will be placed on probation if their GPA falls below 3.25.

Students are given the opportunity to satisfactorily raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The GPA is reviewed after the set time frame, 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 or six consecutive credit hours, whichever is greater.
- A student with more than one incomplete on record is subject to academic suspension.

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 Vice President of Academic Affairs for the School of Nursing.

Academic Dismissal

- Upon a second academic suspension in the same program, students are not eligible to reapply to Indiana Wesleyan University.
- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within six years will be administratively withdrawn.

Practicum Hours

A minimum of 1000 graduate level practicum hours are required to be eligible for graduation. Practicum hours will be a culmination of practicum hours completed during the Bachelor to DNP - FNP.

Practicum hours may be accrued by completion of work or projects as approved by the course faculty or the Dean of Doctoral Programs or designated academic leader. Further explanation of practicum hours can be found in the DNP Project Manual and NP Clinical Guidelines.

Degree Completion Limits

The Bachelor to DNP - FNP program is designed as a lock-step curriculum to be completed in approximately 51 months. Students who do not maintain continuous enrollment will be required to reenroll (as space is available), meet all catalog requirements, DNP Scholarly Project Manual changes, NP Clinical Guideline changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the Dean of Doctoral Programs or designated academic leader.

DNP Project Continuation

Doctoral students who do not complete the DNP Scholarly Project by the end of program course work, will be required to enroll in a one-hour DNP Scholarly Project Continuation course continuously until the DNP Scholarly Project is successfully defended. Students will pay the one-credit-hour course tuition, \$500 additional DNP Scholarly Project Advisor fee, and any other required fees to maintain continuous enrollment. Each continuation course will be ten weeks in length. The maximum number of continuation courses will be seven.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Fulfillment of at least 1000 practicum hours.
- Successful completion, defense, and submission of the DNP Project.
- Degree requirements must be completed within 78 months of matriculation.

- All financial obligations must be settled in order to receive a diploma.

BSN-DNP Post Baccalaureate Doctor of Nursing Practice - FNP Specialization

BDNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

GRAD-780	Scholarly Writing	3
DNP-710	Science of Nursing	3
DNP-807	Scholarly Project Introduction	1
DNP-715	Systems and Organizational Leadership	3
DNP-740	Epidemiology and Population Health	3
DNP-795	Evidence-Based Project Planning	3
DNP-750	Information Management	3
PYC-614	Advanced Pathophysiology	4
DNP-820	Advanced Healthcare Policy	3
PYC-612	Advanced Pharmacology	4
DNP-870	Critical Inquiry and Data Management	3
	DNP Residency I (Marion Campus - 4 days)	
DNP-810	Scholarly Project I	4
PYC-660	Advanced Health Assessment	6
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
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
DNP-840	Resource Management in Healthcare	3
DNP-835	Healthcare Across Cultures	3
	DNP Residency II (Marion Campus - 4 days)	
DNP-812	Scholarly Project III	4

BSN to DNP - Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner)

The Post-Baccalaureate Doctor of Nursing Practice Psychiatric Mental Health NP program prepares nurses with a baccalaureate degree in nursing (BS or BSN) to achieve a doctoral degree. The program is designed to prepare nurses for advanced practice (APRN) in the mental health field at the highest level of leadership, scholarship, and character. The focus of the program is the interrelationship of theory, research, and evidence-based psychiatric mental health practice. Graduates of the program are eligible to take the PMH nurse practitioner certification exam from the appropriate credentialing body.

The Doctor of Nursing Practice program with the Psychiatric Mental Health specialization will prepare graduates to:

- Apply principles of organizational leadership for evidence based quality improvement in Psychiatric Mental Health systems.
- Serve as an advocate for vulnerable psychiatric populations.
- Influence psychiatric health care policy at local, state, and/or federal levels.

- Integrate organizational, client-centered, and culturally appropriate concepts into the planning, delivery, management, and evaluation of services to psychiatric populations.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Nursing application for the Bachelor to DNP - PMHNP 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 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.

Academic Requirements:

- Submission of transcript for a completed baccalaureate degree in nursing from a college or university accredited by an agency recognized by both the USDoE and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Official transcripts from all post-high school educational experiences.
- Undergraduate GPA of 3.25 based on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours were completed.

Professional Requirements:

- Submission of current unencumbered RN license. 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.
- Submission of resume/curriculum vitae.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the doctoral program.
- Submission of a 2-3 page narrative describing practice experience and professional goals.
- A criminal history background check (at the student's expense) must be completed upon admission to the program and will be repeated prior to the NP practicum courses.

General Information Regarding Admission:

- The Division of Graduate Nursing may request an interview with an applicant once all the admission criteria listed above have been met.
- The number of applicants admitted to the Bachelor to DNP - PMHNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Proficiency in Microsoft Word, Excel, and Power Point is expected.
- Once an application for the Bachelor to DNP - PMHNP program has been submitted, it will remain valid for 12 months.

Program Requirements

Transfer Credits

Students may transfer up to nine hours of post-baccalaureate credit from a regionally accredited college or university provided that:

- The course is clearly comparable to one of the Bachelor to DNP - PMHNP course offerings based on course description and learning outcomes.
- The course is at the 500 or higher numbering system (600 or higher for any doctoral level courses) and was not part of the baccalaureate degree requirements.
- A grade of “B” or higher was earned in the course.
- The course was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing practicum requirements may not be met by transfer course (NP practicum courses, graduate level health assessment, graduate level healthcare policy, cultural healthcare and all DNP project courses). All DNP project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies, onsite workshops, 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 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 is at the student’s expense.
- **Nurse Practitioner Practicum Courses Attendance** - The Nurse Practitioner 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.
- **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 Associate Director of Doctoral Programs or designated academic leader 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. 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. If a student does need to withdraw from a residency, and the withdrawal date is less than 10 days from the start date of the residency (DNP-801, DNP-810, and DNP-812), residency fees are non-refundable. 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, illegal drugs, use of firearms, and unethical or illegal activities.

Progression Requirements

- 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.
- Each course must be satisfactorily completed with a grade of “B” or above before progressing into the next course.
- Doctoral Nursing Students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain 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 multiple state

licenses, all must be unencumbered. It is the student's responsibility to notify the School of Nursing if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

- A transcultural healthcare experience is required.
- Students must meet all practicum agency requirements. Nurse Practitioner students must have health clearance and documentation of TB, Rubella, and Hepatitis B status; and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Any student found to have falsified practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- 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.

Reenrollment

A student who wishes to re-enroll in the Bachelor to DNP - PMHNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the Dean for Doctoral Programs or designated academic leader 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. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.

A student may re-enroll in the Division of Graduate Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the School of Nursing Student Life Council and the Dean of the Division of Graduate Nursing. Re-enrollment will be dependent upon the decision of the Division Dean or the SON Student Life Council.

Any student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner specialization for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 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 in the graduate nursing program.
- The student requesting re-enrollment is responsible for payment of each competency exam and course audit.

Satisfactory Academic Progress

Students enrolled in a DNP program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and 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 an "I" from the instructor via email.
- The instructor must obtain approval via email from the program leader.
- The student must have completed at least 75% of the course.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has ten 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 ten-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.

Probationary Status - Students enrolled in a DNP program will be placed on probation if their GPA falls below 3.25.

Students will be given the opportunity to satisfactorily raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The student GPA is reviewed after the second course/six credits, 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 or six consecutive credit hours, whichever is greater.
- A student with more than one incomplete on record is subject to academic suspension.

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 Doctoral Programs.

Academic Dismissal

- Upon a second academic suspension in the same program, students are not eligible to reapply to Indiana Wesleyan University.
- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within six years will be administratively withdrawn.

Practicum Hours

A minimum of 1000 graduate level practicum hours are required to be eligible for graduation. Practicum hours will be a culmination of practicum hours completed during the Bachelor to DNP - PMHNP.

Practicum hours may be accrued by completion of work or projects as approved by the course faculty or the Dean of Doctoral Programs or designated academic leader. Further explanation of practicum hours can be found in the DNP Project Manual and NP Clinical Guidelines.

Degree Completion Limits

The Bachelor to DNP - PMHNP program is designed as a lock-step curriculum to be completed in approximately 51 months. Students who do not maintain continuous enrollment will be required to reenroll (as space is available), meet all catalog requirements, DNP Scholarly Project Manual changes, NP Clinical Guideline changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the Dean of Doctoral Programs or designated academic leader.

DNP Scholarly Project Continuation

Doctoral students who do not complete the DNP Scholarly Project by the end of program course work, will be required to enroll in a one-hour DNP Scholarly Project Continuation course continuously until the DNP Scholarly Project is successfully defended. Students will pay the one-credit-hour course tuition, \$500 additional DNP Scholarly Project Advisor fee, and any other required fees to maintain continuous enrollment. Each continuation course will be ten weeks in length. The maximum number of continuation courses will be seven.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Fulfillment of at least 1000 practicum hours.

- Successful completion, defense, and submission of the DNP Scholarly Project.
- Degree requirements must be completed within 78 months of matriculation.
- All financial obligations must be settled in order to receive a diploma.

BSN-DNP Post Baccalaureate Doctor of Nursing Practice - PMHNP Specialization

BDNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

GRAD-780	Scholarly Writing	3
DNP-710	Science of Nursing	3
DNP-715	Systems and Organizational Leadership	3
DNP-740	Epidemiology and Population Health	3
PMHN-513	Introduction to Interprofessional Practice for the Psychiatric Mental Health Nurse Practitioner	1
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
DNP-820	Advanced Healthcare Policy	3
PYC-612	Advanced Pharmacology	4
PYC-614	Advanced Pathophysiology	4
PMHN-620	Neuro-Psychopharmacology	2
DNP-870	Critical Inquiry and Data Management	3
DNP-795	Evidence-Based Project Planning	3
DNP-810	Scholarly Project I	4
PMHN-652	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner	4
PMHN-622	Diagnostic Reasoning	2
PMHN-630	Psychotherapeutic Modalities Across the Lifespan I	5
PMHN-640	Psychotherapeutic Modalities Across the Lifespan II	5
PMHN-650	Psychotherapeutic Modalities Across the Lifespan III	5
DNP-840	Resource Management in Healthcare	3
DNP-802	DNP Project II	2
DNP-835	Healthcare Across Cultures	3
PMHN-693	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1
DNP-750	Information Management	3
DNP-812	Scholarly Project III	4

School of Health Sciences

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.

School of Health Sciences at a Glance

Mission and Vision

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.

The Indiana Wesleyan University School of Health Sciences seeks to become an influential provider of clinical, inter-professional, 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

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General Information:	765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu
School of Health Sciences Administration:	765-677-2035
Admissions:	800-468-6498, ext. 2860; 765-677-2860
Student Account Services:	765-677-2878; SASCustomerService@indwes.edu
Financial Aid:	765-677-2516; apsfinaid@indwes.edu
Office of Student Services:	Registration, Course Information 765-677-2359 student.services@indwes.edu
Registrar's Office:	Transcripts 765-677-2131 registrar@indwes.edu

School of Health Sciences - Policies and Regulations

Academic -School of Health Sciences

Academic Calendar - 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 non-traditional academic calendar.

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 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.

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

Students enrolled in the programs in the School of Health Sciences are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct as outlined in the student handbook of the student's respective program. Continued enrollment in these 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 student handbook of the student's respective program and/or IWU Catalog.

Placement on Probation - Students enrolled in a School of Health Sciences undergraduate program will be placed on probation if their GPA falls below the minimum standard defined by the program's student handbook in which the student is enrolled. 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; however, re-enrollment will depend on the course offerings and could be twelve months following the suspension. 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

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.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 - 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.

Registration - Registration occurs at the beginning of the student's program. When students submit their intent to enroll form, they are registered for all courses within the program. 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 Program Director/Academic Coordinator and the student to make arrangements to retake this class with another cohort 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.

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.

Attendance Policy

Students enrolled in the School of Health Sciences 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)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

Repeated Courses - A student may repeat any course once 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 to complete the course requirements by the last class session. However, extenuating circumstances may prevent the student from completing the course requirements in a timely manner. In these rare situations, to prevent grade penalization, a student may request an incomplete grade ("I") if he/she has met the course attendance requirements and completes the following process:

- Via email communication, the student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Program Director.

A student who receives an "I" has until the end of the subsequent term to complete and submit course requirements to the instructor issuing the "I" grade. If the student fails to complete the course requirements in the allotted time, the "I" will automatically become an "F."

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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies (Commencement) are held three times a year. Degrees are conferred and posted to the student's transcript on these dates. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

Students eligible for graduation (Commencement) are notified by the Office of Student Services of procedures and requirements for participation.

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 for that degree is not an option.

Graduation Requirements - All graduation requirements must be met and transcribed by Office of Student Services' established deadline. Students taking internal or external coursework need to ensure that transcripts, grades, and scores are received and transcribed by the deadline date.

Students may only receive one degree per commencement. Students meeting graduation requirements for multiple degrees need to apply for participation in one ceremony per degree. University-approved dual degree programs are 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 six conferral dates. Such students are not eligible to participate in a graduation ceremony for the completion second major.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned and date of degree. 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 emailed to the student. 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: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, 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, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

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. Documentation is required for an extension on a leave. 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.

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.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid:

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Petitions, Appeals, Grievances

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.

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.

Time frames referenced within are based on the ordinary grade appeal process. More time may be necessary in the event of a lengthy investigation, hearing, illness, university breaks, or other unforeseen circumstances. All grade appeals, including documentation, recommendations, and decisions, are reported to the School of Health Sciences Dean's office. 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 10 days of the posting of the grade.
- The informal process may end at any time and the complainant may begin the formal process as described below.

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 School of Health Sciences' Dean's office. If a properly completed grade appeal request form is not received by the Program Director* within 20 days of the grade posting date, the student forfeits further right to appeal.
- After the university receives the grade appeal request form, the director will notify the instructor on the nature of the appeal, provide the faculty grade appeal response form to the instructor, 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 Program Director will insist that it be followed. The role of the Program Director or Dean is not to re-grade the assignment(s).

Step 2

- If the instructor agrees that the grade should be changed, the instructor will change the grade and the academic record will be updated.
- If the instructor does not agree that the grade should be changed, the Program Director 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 Program Director within 10 days.
- The grade appeal form, faculty grade appeal response form, and the evaluation of the specific paper or examination will be submitted to the School of Health Sciences Student Development Council.
- 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 Development 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 by the chair of the School of Health Sciences Student Development Council.
- All grade appeals, including documentation, recommendations, and decisions related to federal or state regulations, will be reported to the Dean of the School of Health Sciences.
- Depending on the situation, the timeline may be expedited.

*If the matter involves the Program Director as the instructor, the Dean of the School of Health Sciences will assume the role of the Program Director for the purpose of this process.

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.

Time frames referenced within are based on the ordinary academic policy appeal process. More time may be necessary in the event of a lengthy investigation, hearing, illness, university breaks, or other unforeseen circumstances.

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. Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc.

All academic policy grievances will be reported to the Dean of the School of Health Science. 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:

- Level 1 - The student must first contact the person whom the student believes did not follow published policies, within 10 business days for a full explanation of the policy and how the policy was or was not 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 obtain an Indiana Wesleyan University School of Health Sciences Academic Grievance and Appeal Form from the School of Health Sciences' Dean's office requesting such a review. If a properly completed form is not received by the SHS Dean's office within 10 business 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. If this is the case then the Dean will notify the student of the decision, otherwise the matter will move to Level 3.

- Level 3 - If the matter is not satisfactorily resolved and the Dean's office receives a properly completed form within the stated time frame as outlined in Level 2, then the Dean will charge the School of Health Sciences Student Appeals Committee to review the matter. The School of Health Sciences Student Appeals Committee will notify the student of its decision, which will be final.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.

- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.
- Credits from a previously-awarded master's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

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 Office of Student 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.

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 Office of Student 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 cohort.

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 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.

Financial Aid - School of Health Sciences

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 <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid>.

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. The 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, 2019, through June 30, 2020, the interest rate is 6.08% 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 7.08% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loan. This is a credit-based federal loan.

Military Preferred Tuition Discount – is a tuition discount to all active duty military personnel, National Guard, Reserves, retirees, veterans, spouses, surviving spouses, dependents with educational benefits, and DoD employees. Students must submit a discount application, available online at https://www.indwes.edu/adult-graduate/financial-aid/current_military_preferred_tuition_application_2019.pdf.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your program representative or by emailing N&Gdiscounts@indwes.edu.

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 cover fully the tuition costs.

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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).

- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term with that disbursement occurring 6 days after the start of the first class attended in the term.

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.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept an awards package.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but

no loan repayment will be required. 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. For a break between classes of more than 180 days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Financial - School of Health Sciences

Tuition and Fees

The total cost of the program, including tuition and any fees, will be determined prior to the student's enrollment.

Services for Students - School of Health Sciences

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

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.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that seeks to care for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. 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 shepherd. *Spiritcare* offers help, hope, and healing for students in crises. 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 and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.
- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at myiwu.indwes.edu/Chaplaincy or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

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.

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.

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.

Commuter students are encouraged to eat their meals in the Baldwin dining room or the Wildcat Express. Commuter students may purchase points through Pioneer services 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. For those accessible to the IWU-Marion campus, the university Health Center is staffed by registered nurses, a nurse practitioner, and a part-time physician 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 and the physician. There is a fee to see the nurse practitioner and the physician, 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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

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.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities 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 published each spring that features the creative writing and visual art of students.

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.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

"No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance." –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 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 student communication. 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 - School of Health Sciences

The School of Health Sciences currently includes an Associate of Science with a major in Occupational Therapy Assistant (OTA) (p. 651) -offered at the Greenwood Education Center, a Post Professional Master of Science with a major in Athletic Training (MS AT) (p. 654), a Master of Public Health (MPH) (p. 657), and an Occupational Therapy doctoral degree (OTD) (p. 660). The School of Health Sciences is also planning to offer a doctoral degree in Physical Therapy in the near future at the IWU-Marion campus.. All of the programs in the School are committed to continuing and building upon the strong foundation of interprofessional education that is present at Indiana Wesleyan University.

Associate of Science - Occupational Therapy Assistant

The Occupational Therapy Assistant (OTA) program is a comprehensive 75 credit-hour program designed to prepare entry-level OTA practitioners and will culminate in an Associate of Science degree. The development of this program in the School of Health Sciences (SHS) university setting follows not only the evolution of the profession to foster greater scholarship, but that of cultivating development alongside the Indiana Wesleyan University Entry-Level Doctor of Occupational Therapy (OTD) program. The School of Health Sciences includes Public Health, Athletic Training, and is developing a Doctor of Physical Therapy Program. The conscious inclusion of intraprofessional/interprofessional experiences throughout the OTA program is a direct response to both Accreditation Council for Occupational Therapy Education (ACOTE) accreditation recommendations and the movement within health professions education to best prepare healthcare practitioners for teamwork and successful collaboration in their eventual employment settings.

The OTA program's primary guiding model is the Person-Environment-Occupation-Performance (PEOP). The concepts and terminology are taken from the PEOP, the Occupational Therapy Practice Framework (OTPF), and the American Council on Occupational Therapy Education (ACOTE) standards.

The PEOP model is the foundation of the Division of Occupational Therapy, as a whole, of both the OTD and the OTA programs. The model was chosen, based on the focus on "occupation" as the core construct of the occupational therapy profession leading to interventions based in purposeful engagement in occupations that are necessary and meaningful to the client. The PEOP model definition of the "client" encompasses individuals, organizations, and populations. This provides the holistic framework for education guiding the OTA student, in not only understanding, the self as an occupational being, but translates to organizations, to communities, and to populations.

Upon completion of the IWU Occupational Therapy Assistant Program, students will be able to demonstrate:

- Christ-like character: view self as a reflective occupational being with need for balance in personal health/wellness/spiritual character, creativity, and professional knowledge and skills that lead to therapeutic use of self with diverse clients/populations/communities.
- Engagement in intraprofessional/interprofessional collaborative evidence-based practice: through critical thinking and collaboration, demonstrate clinical reasoning and carry out scientific evidence-based client centered interventions that enable performance and engagement in meaningful occupations supporting health, well-being, and participation in life.
- Commitment to serving as an "agent of change" in the Community: recognize, meet, and advocate for the diverse occupational needs of clients/populations in their communities there-by demonstrating servant leadership, contributing to meeting changing world needs and promoting health, well-being, inclusion, and quality of life.
- Professional commitment: communicate effectively and ethically, demonstrate scholarship preparing for life-long learning in current and emerging practice areas, demonstrate support for professional organizations, and actively advocate for individual clients, organizations, and population needs.

Mission

Provide a Christ-centered experiential occupational therapy assistant curriculum that fosters evidence-based practice and lifelong intraprofessional/interprofessional collaboration, development, and servant leadership in providing ethical client-centered, occupation-based care, responsive to changing world needs in everyday living.

Vision

Prepare entry-level Occupational Therapy Assistant practitioners who embrace the art and science of occupational therapy, committed to life-long Christ-like character in serving as culturally sensitive and innovative agents of change in their communities facilitating health, well-being, and participation in activities/occupations across the lifespan.

Accreditation

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission Requirements

The Occupational Therapy Assistant Program is a Selective Admissions Program, which means not every student in the applicant pool may be accepted. Admission to the Occupational Therapy Assistant Program is competitive and enrollment in the program is limited because of available faculty, financial, and fieldwork resources. Requirements for admission to the program include:

- Attend an information session, which outlines the education, examination, and licensure process for successful completion of the OTA program and career development.
- Proof of high school graduation or GED certification.
- Official transcripts of all previous college work.
- Preference given for students who demonstrate a "C" or better in high school science courses and/or college-level science courses.
- Preference given to students with other degrees.
- Interview (arranged by invitation following receipt and review of all other application materials). Day of written essay/writing sample.
- Upon establishment of the qualified applicant pool; the top 30 candidates will be determined from the established point system for selection into the OTA Program.

Program Requirements

The OTA program is a lock-step program. All courses are carefully planned to provide for foundational learning, then build on previous learning and provide for skill development in preparation for the National Board for Certification in Occupational Therapy (NBCOT) exam and to practice as a licensed practitioner. 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. Students who are unable to complete a course or who receive an unsatisfactory grade will be allowed to repeat that course with the next cohort provided the student follows through with a petition for re-enrollment process. Tuition and fees will be charged for repeating the course. OTA students will be academically dismissed upon receipt of a second unsatisfactory grade.

- Students must earn a minimum grade of "B-" or "CR" in each course in the OTA program (exception: BIO-111 (p. 787)/BIO-112 (p. 787), "C" or higher).
- Students must maintain a cumulative GPA of 2.7.
- Students who do not earn the required grade or maintain a 2.7 will be administratively withdrawn from the OTA program at the end of the term and will not be able to continue with the next term.
- Students who have been administratively withdrawn may petition to re-enroll with the next cohort the following year and may be asked to audit courses to prepare for re-entry.

- Students with two unsatisfactory grades (including the same courses, repeated) will be academically dismissed from the program and ineligible to return.

Students must complete all graduation and fieldwork requirements in a timely manner. All Level II fieldwork must be completed within 18 months following completion of the didactic portion of the program.

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 overall GPA 2.7.
- Minimum grade of "B-" or higher all courses. Any course with a grade below "B-" must be repeated (exception: BIO-111/BIO-112 (p. 787), "C" or higher).
- Payment of tuition and fees is required to receive a diploma.

OTA - Occupational Therapy Assistant

OTA - Program of Study

Term 1

BIO-111	Anatomy and Physiology I	4
BIO-111L	Anatomy and Physiology I Lab	0
ENG-140	College Writing	3
PSY-150	General Psychology	3
BIL-113	Biblical Perspectives on Suffering and Disability	3

Term 2

BIO-112	Anatomy and Physiology II	4
BIO-112L	Anatomy and Physiology II Lab	0
MAT-112	General Statistics	3
OTA-110	Foundations of OT 1: Balance of Performance and Well-Being and Professional Responsibilities	2
PSY-250	Developmental Psychology	3

Term 3

OTA-120	Foundations of OT II: Models, Theories, Evidenced-Based Practice, and Intraprofessional/Interprofessional Communication	2
OTA-240	Functional Anatomy/Kinesiology	4
PHE-190	Medical Terminology	3
PSY-366	Psychology of Abnormal Behavior	3

Term 4

OTA-250	OT Theory and Concepts	3
OTA-260	Clinical Reasoning/Occupational Performance Patterns I: Pediatric/Adolescence Conditions	3
OTA-270	Clinical Reasoning/Occupational Performance Patterns II: Mental Health Conditions	3
COM-115	Introduction to Human Communication	3

Term 5

ENG-141	Research and Writing	3

OTA-300	Fieldwork IA: Community/Emerging Practice Skills Collaboration	1
OTA-310	Clinical Reasoning/Occupational Performance Patterns III: Adults with Orthopedic/Non-Neurological Conditions	4
OTA-320	Clinical Reasoning/Occupational Performance Patterns IV: Neurological Conditions	3
OTA-330	Fieldwork IB: Therapeutic Interventions /Clinical Applications	1
Term 6		
OTA-340	Administration, Management, Servant Leadership, Scholarship, and Professionalism	3
OTA-350	Clinical Reasoning and Competency/ Occupational Performance Patterns V: Life Satisfaction and Aging	3
OTA-360	Fieldwork IIA	6
Term 7		
OTA-365	Fieldwork IIB	2

Post-Professional Master of Science with a Major in Athletic Training

The Post Professional Master of Science degree with a major in Athletic Training (MS AT) is a 33-credit program which provides graduate students with the knowledge, values, skills, and clinical education to enhance their practice as certified athletic trainers. The program is designed for students who have completed an undergraduate degree in Athletic Training accredited by the Commission on Accreditation of Athletic Training Education (CAATE) standards.

Upon successful completion of the MS AT program students should be able to:

- Constructively self-evaluate regarding your strengths and weaknesses as an athletic training clinician.
- Critique prior learning experiences and develop a personal clinical philosophy.
- Effectively implement advanced clinical skills into your clinical practice.
- Make clinical decisions based on current evidence.
- Constructively evaluate scientific literature using critical thinking skills.
- Produce concise, accurately referenced, scientific writing.
- Demonstrate personal and professional growth, service, and leadership qualities.
- Organize and disseminate information for adult learners using active and effective pedagogical methods.
- Articulate a Christian worldview through health care practice with various patients.

Mission

The mission of the MS AT program is to provide high quality evidence-based educational opportunities for students to achieve intellectual, professional, and personal growth in the field of athletic training to service the healthcare needs of Indiana and beyond.

In achieving the mission of Indiana Wesleyan University and that of the MS AT program we will provide:

- A Christ-centered learning culture that promotes and assists in developing professional behaviors that incorporate the values and attitudes of excellence, caring, honesty, and respect that are consistent with the Code of Ethics by the National Athletic Trainers' Association and Standards of Professional Practice from the Board of Certification, Inc.

- A student-centered curriculum that critically studies the scope and practice of athletic training and builds upon the students' Post Professional athletic training foundational knowledge, increases their understanding of issues related to athletic health care through an evidence based curriculum, and prepares them to better engage and serve a diverse patient population.
- Didactic, laboratory, and online experiences that provide exposure to a broad range of traditional and emerging healthcare and human service delivery models.

Admission Requirements

A carefully completed application for admission should be submitted to the IWU School of Health Sciences MS AT program. Admission to the MS AT 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.

Applicants are required to meet the following criteria for consideration for admission:

- Applicants to the MS AT degree program must have a baccalaureate degree in Athletic Training from a regionally accredited college or university. The minimum grade point average (GPA) is 3.0 on a 4.0 scale.
- Applicants must be currently certified by the Board of Certification (BOC).
- Applicants with a GPA of less than 3.0 must take the Graduate Record Exam (GRE). If required, a GRE score of 146 on the verbal and 146 on the quantitative sections is recommended. GRE exams taken prior to August 1, 2011, require 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.
- **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.
- **Official Transcripts:** 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.
- **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 compliance and/or the results of these checks.
- **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.
- **References:** Three references are required. At least one of the references must be from an athletic training practitioner and another from a previous faculty member who can speak to the applicant's capacity to do graduate level work.
- **Writing Sample:** In a double-spaced typed essay of 500 to 750 words, applicants should explain their interest in the program, what they hope to achieve by completing the program, and how their personal or professional background relates to their interests or goals. The essay's content and the clarity of writing will be assessed as part of the admissions process.
- **Curriculum Vitae:** Other aspects of an applicant's record, such as educational achievement, professional experience, and clarity of career goals should be reflected in a curriculum vitae in determining admissibility. Generally, admission 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 Athletic Training.
- **Deadline for Application:** IWU has an early decision deadline of November 1/March 1 for all application materials including the interview with the faculty. Those applying after November 1/March 1 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the MS AT 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 applications are required for those who defer a year or miss the cutoff date for admissions.

General Information Regarding Admission

An interview will be requested of the applicant to the program.

- The number of applicants admitted to the MS AT program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for IWU's learning management system.
- 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 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.

Transfer Credits

Students may have graduate courses taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) considered for transfer into the MS AT. No more than six credits may be accepted as transfer credit. The MS AT Program Director will make the final decision as to the compatibility of the course to meet curricular standards. The following are minimal standards for review:

- The course is clearly comparable to one of the MS AT course offerings based on course description and learning outcomes.
- The course is at the 500 or higher numbering system.
- 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, and assessment requirements of the scholarship of discovery.

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 overall GPA of 3.00.
- Minimum grade of "B-" required for all courses within the MS AT program.
- Payment of tuition and fees is required to receive a diploma.

MS - Athletic Training

MS AT - Program of Study

Core Courses

Students are expected to attend a two week intensive training session on IWU campus at the beginning of their program.

ATR-560	Advanced Prevention and Emergency Management Techniques	3
ATR-575	Athletic Training Clinical Anatomy	3
ATR-585	Advanced Psychosocial Issues in Athletic Training	3
ATR-588	Epidemiology in Athletic Training	3
ATR-565	Advanced Evidence Based Practice	3
ATR-595	Nutritional and Pharmacological Aspects of Sport Performance	3
ATR-570	Leadership and Management in	3

	Athletic Training	
ATR-580	Athletic Training Research Methods I	3
ATR-590	Athletic Training Research Methods II	3
ATR-555	Health Information Technology and Informatics in Athletic Training	3
ATR-599	Athletic Training Seminar	3

Master of Public Health

The Indiana Wesleyan University (IWU) Master of Public Health (MPH) is a 43-credit-hour generalist degree designed to provide students with a thorough understanding of foundational public health knowledge including Biostatistics, Epidemiology, Environmental Health, Health Services Administration, and Social and Behavioral Health. 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 an online 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.

IWU's MPH program is an online degree offered through a well-recognized instruction modality. Students will take one eight week course at a time allowing them to earn a degree while maintaining their personal and professional commitments. Students will also engage in a hands-on, mentored experience in a public health setting that is arranged to coincide conveniently with one's work and life.

Upon satisfactory completion of the MPH program, students should be able to:

- Apply evidence-based knowledge of social, biological, and environmental determinants to disease and health conditions.
- Employ appropriate methods of design, analysis, and synthesis to address population-based health problems in urban, rural and global environments.
- Synthesize the interrelationships among the organization, delivery, and financing of health services.
- Communicate public health principles and concepts through various strategies across multiple sectors of the community.
- Promote diversity and cultural understanding in public health education, research, and practice.
- Demonstrate public health knowledge and skills in practice settings.
- Demonstrate effective leadership competencies for building partnerships in advocating for public health programs and policies.
- Articulate a Christian worldview toward various public health issues.

Accreditation

This degree program offered through Indiana Wesleyan University is seeking 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.

Admission Requirements

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 admission. Admission is awarded without regard to sex, race, color, age, religion, national origin, or disability.

- 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 for any completed undergraduate and graduate degree programs. Applicants with a GPA of 3.0 or below must take the Graduate Record Exam (GRE).

- **Application Form:** Submit a completed School of Health Sciences graduate application form.
- **Official Transcript:** Submit official transcripts from all universities and 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.
- **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 before 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.
- **References:** Submit three professional references. At least one of the references should be from a previous faculty member who can speak to your capacity to do graduate level work.
- **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.
- **Prerequisite Courses:** Students are required to have a grade of "B" or better in 200-level math (i.e. college algebra) or statistics course as a foundation for success in professional level graduate work in the MPH program.
- **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.
- **Criminal History:** After acceptance, but prior to enrollment, a company certified criminal history background check is conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations. A second background check and/or drug screen at progression in the program may depend on your compliance and/or the results of these checks.
- **In-person/Video Conference Interview:** Applicants to the Master of Public Health (MPH) degree program must participate in an interview conference with the program faculty. The interview conference will provide the opportunity to assess the applicant's understanding of public health and suitability for the academic rigors of the program.
- **Deadline for Application:** A July 1st deadline exists for the review of all the applicant's materials and applicant in-person/video conference with the faculty.

The Admission Committee decides the acceptability of applicants for the MPH program after evaluation of all required applications materials. Applications will not be reviewed until all applications materials are received and requirements are met. New or updated applications are required for those applicants who defer entrance after a year or who re-apply after initially declining an offer of acceptance.

Transfer Credit

The Indiana Wesleyan University Master in Public Health (IWU-MPH) program policy regarding transfer of credits allows students previously enrolled in a public health program from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoE) and the Council for Higher Education Accreditation (CHEA) to transfer up to twelve (12) hours of degree credit into the IWU MPH program curriculum. Hours of credit may be transferred, but grades earned in courses taken at another institution are not used in computing the student's graduate GPA at IWU.

To submit courses for transfer, students must submit a list of the courses they would like to transfer, along with the course descriptions, learning outcomes, and syllabi to the IWU MPH faculty. The MPH faculty evaluates the courses for equivalency with the course content and learning outcomes of the IWU MPH program. Any culminating project (e.g., capstone) or practicum requirement associated with the IWU MPH program must be taken at IWU.

Minimal conditions governing the transfer of earned graduate credits to the IWU MPH program, include:

- The student must have earned a minimum of a “B-“ in the course to be considered for transfer credit.
- The student must have taken the course within the past seven years.

Program Requirements

- Progression in the MPH program may depend on your compliance and/or the results of a background check or a drug screen. Clinical sites may have additional requirements (e.g., immunizations).
- Progression in the MPH program depends on a minimum grade of “B-“ or higher in all MPH courses. Any MPH course with a grade below B- must be repeated. All courses must be successfully completed in the sequence prescribed by the program.
- It is anticipated that the student will be able to complete the MPH degree in 28 months. If the student needs further time to complete the program requirements, then by program policy the MPH degree must be completed within 4-years of matriculation. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

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 overall GPA of 3.0.
- Minimum grade of "B-" or higher all MPH courses.
- Payment of tuition and fees is required to receive a diploma.

MPH - Public Health

MPH - Program of Study

Core Courses

MPH-100	MPH Student Orientation	
MPH-540	Foundations in Public Health Practice	3
MPH-560	Epidemiology in Public Health	3
IPE-545	Biostatistics	3
MPH-510	Social and Behavioral Aspects of Health	3
MPH-620	Health Systems Administration and Management	3
MPH-570	Environmental Health	3
MPH-610	Public Health Practicum	3
MPH-565	Research Methods I	3
MPH-605	Research Methods II	3
MPH-650	Health Program Planning, Implementation, and Evaluation	3
MPH-520	Global Health	3
MPH-645	Healthcare to Diverse Populations	3
IPE-555	Bioethics: Theory, Application, and Decision-Making	3
MPH-615	Health Policy	3
MPH-690	Master of Public Health Capstone	1

The practicum experience (MPH-610) consists of 200 hours of active involvement in a Public Health setting.

The capstone (MPH-690) is a scholarly project to demonstrate competency attainment in public health practice. The student will synthesize and integrate knowledge acquired in the MPH coursework and other learning experience; and apply theory and

principles to public health professional practice. The capstone project addresses a tangible public health problem.

Occupational Therapy Doctorate

The entry-level Doctor of Occupational Therapy Degree (OTD) is a comprehensive 105 credit-hour program designed to prepare graduates with the requisite knowledge and skills for practice as professional occupational therapists. The program is designed for students who have successfully earned a baccalaureate degree (or higher) in any field of study, and have also completed the required nine prerequisite courses necessary to prepare them for the OTD program's curricular content. The conscious inclusion of interprofessional learning experiences in the curriculum is a direct response to both ACOTE accreditation recommendations and the movement within health professions education to better prepare healthcare practitioners for teamwork and successful collaboration in their eventual employment settings.

The OTD program utilizes the Person-Environment-Occupation-Performance (PEOP) framework as a primary guiding model, while also incorporating concepts and language from the Occupational Therapy Practice Framework (OTPF). The PEOP model was selected for several reasons. First, the model is attractive for its focus on "occupation" as the core construct of the occupational therapy profession. The centrality of occupation in the model naturally leads to interventions based upon purposeful engagement in occupations that are necessary and meaningful to the client. Another feature of the PEOP model which makes it attractive to our program is the importance placed on client-centered care, including the definition of "client," which encompasses individuals, organizations, and communities. The focus of the model on occupational performance and participation helps students to see the link between the curricular design and the OTPF, which also stresses occupational performance and participation. Another important construct of the PEOP model which fits well into the curricular design at IWU is the emphasis on interprofessional teamwork in healthcare. And finally, the PEOP is appealing to Indiana Wesleyan University and our OTD program as it validates the importance of spirituality in the everyday lives of occupational therapy clients.

Vision and Mission

The vision of the Indiana Wesleyan University Occupational Therapy Program is to glorify God by changing the world of healthcare through the preparation of students who fully embrace the art and science of the occupational therapy, thus enabling graduates to provide compassionate, creative, ethical, and evidence-based services in an increasingly diverse and technologically advanced world.

The mission of the Occupational Therapy Program is to provide a Christ-centered curriculum to educate practitioners who will collaborate interprofessionally to promote client-centered, occupation-based practice and provide servant leadership within their communities. We value an active learning environment that fosters the holistic personal and professional development of students, faculty, and community members.

OTD Program Learning Outcomes

The learning outcomes of the proposed program mirror outcomes developed by the Accreditation Council for Occupational Therapy Education (ACOTE), and the desired outcomes of Indiana Wesleyan University (IWU) graduate education. Upon completion of the OTD program, graduates are expected to demonstrate competence in the following areas:

- **Servant Leadership/Advocacy:** Graduates of the OTD program will advocate, on behalf of consumers and the profession, as servant leaders who are actively involved in professional and community organizations.
- **Moral Character:** Graduates of the OTD program will promote occupational justice as people of moral character who apply Christ-like attitudes and ethical values.
- **Scholarship/Research:** Graduates of the OTD program will increase the body of knowledge in occupational therapy through scholarship and research in preparation for practice and life-long learning.
- **Global Perspective:** Graduates of the OTD program will address global and diverse occupational needs from a global perspective.
- **Evidence-Based Practice:** Graduates of the OTD program will apply occupational therapy scientific knowledge to create evidence-based intervention programs and/or protocols that are culturally responsive and client-centered.

- **Occupational Therapy Theory:** Graduates of the OTD program will apply theoretical models and practice frameworks when developing systems for the delivery of occupational therapy services.
- **Residency Project:** Graduates of the OTD program will demonstrate advanced practice competency in a chosen residency area.

Admission Requirements

The requirements for admission to the program include:

- Baccalaureate degree or higher in any field from a regionally accredited college or university. Degree may be pending completion at time of application.
- Baccalaureate overall GPA of 3.0 or better preferred.
- GPA of 3.0 or better in prerequisite courses (listed below).
- Completed documentation of volunteer/paid experience showing at least 10 hours of volunteer, work, or shadowing experience in at least two (2) OT practice environments.
- A competitive Graduate Record Exam (GRE) taken within the last five years, including the analytical writing component. Preferred candidates will score 145 or higher on both verbal and quantitative sections of the GRE, and a 4 or higher on analytical writing. (waived for applicants with graduate degrees)
- Interview (arranged by invitation when all other application materials have been received and reviewed).
- The following prerequisite courses or the equivalent must be completed with a grade of "B" or better. Unless specified, the courses below should have at least 3 credits to be considered as a prerequisite course. Students may complete up to two prerequisites in the summer session after acceptance into the program but before beginning the graduate level of study:
 - Human anatomy & physiology I (with lab)
 - Human anatomy & physiology II (with lab)
 - Abnormal Psychology or Psychopathology
 - Any lifespan human development course (covering the entire lifespan, birth through aging)
 - General/Introduction to Physics
 - General/Introduction to Psychology
 - Any statistics course (math or psychology)
 - Any sociology or anthropology course with a multicultural theme
 - Any medical terminology course (1-3 credits accepted)

Progression Requirements

Academic advisors will review students' progression in the OTD program at the end of each term, as needed. A student is progressed to the next term of the OTD program upon earning a minimum grade of "B-" or "CR" (pass) in all courses taken within a term while maintaining a cumulative GPA of 3.0 or higher. If a grade of "C+" or lower is earned, the student will be placed on Departmental Academic Probation and must repeat that course.

Due to the cohort nature of the curriculum, students who do not pass all courses in a given term will be required to withdraw from the program and petition for enrollment into the next cohort of students. If a student falls below the required 3.0 cumulative GPA or earns a grade of "C+" or lower, the student may be dismissed from the program. In such cases, students will not be automatically re-enrolled in the course the following year, but may re-apply for admission into the next class cohort. Students who fail to earn a passing grade on two or more courses (including the same course, repeated) will not be eligible to continue in the program and will be permanently dismissed from the program.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of study with a minimum cumulative GPA of 3.25.

- Minimum grade of "B-" or higher in each course
- The successful completion of all Fieldwork assignments to include site assessment documentation.
- Payment of all program tuition and fees is required to receive a diploma.

OTD - Occupational Therapy Doctorate

OTD - Program of Study

Core Courses

OTD-700	Theory, History, and Foundations of Occupational Therapy	3
OTD-705	Occupational Development and Assessment I	3
OTD-722	Health Sciences Research I	2
OTD-718	Clinical Anatomy	3
OTD-720	Human Motion	3
OTD-771	Leadership in Healthcare	3
OTD-730	Neuroscience	3
OTD-725	Musculoskeletal and Cardiopulmonary Intervention	3
OTD-738	Introduction to Pharmacology and Diagnostic Imaging	2
OTD-723	Health Sciences Research II	2
OTD-715	Biostatistics	3
OTD-820	Philosophy of Health and Wellness	3
OTD-760	Occupational Therapy and Community Practice	2
OTD-770	Culture and Spirituality in Healthcare	2
OTD-735	Behavioral Health and Group Process	3
OTD-765	Pediatric and School-Based Occupational Performance	4
OTD-763	Interprofessional Colloquium I	1
OTD-743	Culminating Project Planning Seminar I	1
OTD-768	Research Project I	1
OTD-749	Level I Fieldwork and Seminar I	1
OTD-785	Neurorehabilitation	4
OTD-795	Cognition and Perception	2
OTD-780	Educational and Instructional Strategies	3
OTD-769	Research Project II	1
OTD-706	Occupational Development and Assessment II	3
OTD-753	Culminating Project Planning Seminar II	1
OTD-750	Level I Fieldwork and Seminar II	1
OTD-762	Ethics in Healthcare	3
OTD-790	Global Health Initiative	3
OTD-751	Level I Fieldwork and Seminar III	1
OTD-745	Health Systems Administration/Management	3
OTD-775	Occupational Patterns in Aging	3
OTD-778	Enabling Meaningful Occupation	3
OTD-741	Therapeutic Modalities	2

OTD-800	Level II Fieldwork I	7
OTD-801	Level II Fieldwork II	7
OTD-802	Residency/Experiential Component	9
OTD-830	Culminating Project Seminar	1

Wesley Seminary at Indiana Wesleyan University

Wesleyan Seminary at a Glance

Mission of Wesley Seminary

Wesley Seminary prepares Christian Leaders to engage in missional ministry locally and globally.

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>

Academic Dean of Wesley Seminary

765-677-1241

Registrar's Office

765-677-2131

Office of Student Services

765-677-2359

Financial Aid Office

765-677-2516

Accounting

765-677-2878

Wesley Seminary - Policies and Regulations

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 - Wesley Seminary

Academic Calendar - Courses in the Seminary programs are offered under the semester hour system in two terms per calendar year. Each program consists of specific courses that are taught in a modular format and may be taken onsite or online. Online classes meet in an asynchronous environment through IWU's learning management system

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 - 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.

Academic Standing

Academic Probation - Students enrolled in a Master's program at Wesley Seminary will be placed on probation if their grade point average (GPA) falls below 2.5.

Students enrolled in a Doctoral program at Wesley Seminary will be placed on probation if their grade point average (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 Academic 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.

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Admission and Registration

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.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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 Operations and Enrollment 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 - 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.

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.

Optional Qualifications

- GRE: The Seminary Admissions Review 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 life experiences which have prepared you to pursue graduate 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 an extensive portfolio detailing ministry, life, and work experience and artifacts demonstrating this experience.
- Provide a 5 page sample of your writing ability.

Applications will be reviewed by the Seminary Admissions Review Committee which will include appropriate faculty representation. The Seminary Admissions Review Committee may request additional information and/or documentation as part of the review process. All "Accredited Degree Exemption" students will be accepted on probation.

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 or 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.

Applications will be reviewed by the Seminary Admissions Review Committee which will include appropriate faculty representation. The Seminary Admissions Review Committee may request additional information and/or documentation as part of the review process. All “Accredited Degree Exemption” students will be accepted on probation.

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.

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 or provide other means of proving English proficiency:

- 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.

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 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.

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.

- A student wishing to receive advanced standing with credit for BIBL-500, THEO-500, CHST-500, and MISS-500 must submit the application eight weeks prior to the first day of the month in which the course is offered in the student's 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.
- 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.

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.

Attendance Policy

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.

For onsite and residential classes, 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

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 Academic Dean of the Seminary.
- No change may be made from audit to credit, or credit to audit, after registration closes.

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. It is expected that all students will abide by the Wesley Seminary ethos statement.

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.

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 signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from Wesley Seminary 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

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 Academic 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 Academic Dean of Wesley Seminary by filing a form requesting such a review. This form may be obtained from the Academic 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 Academic Dean will notify the student of the decision.
3. Level 3 - If the matter is not satisfactorily resolved or if the Academic 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 Academic 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.

Indiana Wesleyan University will comply with any state mandated grievance policy that governs grievance process for students matriculating within the state in question. For a detailed listing of state-specific grievance policies, please visit the state-specific grievance policies.

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 information can be found at Non-Academic Appeal (p. 18).

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
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

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 - All course work is expected to be completed by the end of the term in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that semester, a professor may, at his or her discretion, award a grade of “I” (incomplete).

Criteria for awarding an incomplete grade:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Change in work schedule as required by employer
- Judicial obligations
- Other emergencies deemed appropriate by the instruction instructor

Students may be asked to supply documentation of the problem.

The student must have completed at least 75% of the coursework and must be passing the class at the time the incomplete grade is awarded. The faculty must obtain approval from the Dean before submitting a grade of “I” (incomplete). The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If at the end of the extension, the student has failed to complete the course requirements the faculty will enter the grade the student earned. Once an incomplete grade has been awarded, the student can not withdraw from the class. An incomplete cannot be issued if the student fails to meet the attendance requirements. An incomplete cannot be issued for gateway courses and sequential courses. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available at: Request for Incomplete Grade Form.

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. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. 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 has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering free. Payment must be provided, along with a complete address to which the transcript is to be delivered.

Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Three additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

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 prior to the degree conferral date. 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 conferral date. Students meeting requirements for more than one degree must apply for two different conferral dates 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 and date of degree. 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 emailed to the student. The Leave of Absence Application can be downloaded by going to the following link:

<https://myiwu.indwes.edu/directory/student-services/registrationchanges/pages/default.aspx>. 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: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, 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, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

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. Documentation is required for an extension on a leave. 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.

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.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits may be shared between academic credentials and sub-credentials awarded coevally, within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- Credits may be shared between a major and a minor, as long as the minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors, as long as each minor includes at least 15 unique credit hours unshared with any other major or minor.
- Credits may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
- Credits may be shared between two graduate majors as long as two thirds of the credits in each major are unique (unduplicated).
- Up to three credit hours may be shared between a certificate and a minor.
- Up to six credit hours may be shared between a certificate and a major (undergraduate or graduate).
- A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all of the course requirements for the major or minor and a minimum of nine new credits hours must be earned. New general education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript only on one of the conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credits applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

- The student must fulfill all of the requirements for any credential awarded.
- For credits from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
- The credits from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
- Up to 6 credits from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as each credential has at least 25% unique credits.
- The credits from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a master's degree.
- The credits from a previously-awarded graduate certificate or post-masters certificate may be applied to fulfill the requirements of a doctor's degree.

- Credits from a previously-awarded master's degree or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate certificate.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as each credential has at least 50% unique credits.
- The credits from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credits.
- The credits from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as each credential has at least 50% unique credits.

Transfer of Credit Policy

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 Academic 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, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological 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. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from international 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.

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. A student who violates the attendance policy with the last workshop of a course will receive an "F" for the course.

Administrative withdrawals assigning a grade of "W" will also happen as follows:

- A student who violates the attendance policy prior to the last workshop of a course will be administratively withdrawn from the course.
- A student who never attends a course will be administratively withdrawn from not only that course but all subsequent courses.

Students withdrawing from the first course of a core program must withdraw from the entire program and restart the program.

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.

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 when needed. 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 Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, 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 specific program (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. 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>. 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.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credits from IWU or other colleges or universities that are taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (USDoe) and the Council for Higher Education Accreditation (CHEA) (see Transfer of Credit Policy (p. 675) for current accrediting agencies), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or other colleges or universities that are regionally accredited, accredited by the Association for Biblical Higher Education (ABHE), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be

approved by program directors, graduate courses in which a student has earned a “B” or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in effect.

Financial - Wesley Seminary

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. 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 Student Account Services.

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 making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. 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 percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A “Statement of Benefits” obtained from the Department of Veterans’ Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Refund Policy

For courses that are longer than eight weeks, tuition and technology fee is refunded according to the following schedule:

- Withdrawal prior to the second session of the course (no attendance or attendance within only the first seven days of the course) – full tuition and tech fee refund
- Withdrawal between the 8th and 14th days of the course (attendance in not more than the first two weeks) – 90% tuition and tech fee refund.
- Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 75% tuition and tech fee refund.
- Withdrawal between the 22nd and 28th days of the course (attendance in not more than the first four weeks) – 50% tuition and tech fee refund
- Withdrawal after the 29th day from the start date of the course – no tuition or tech fee refund. For courses that are eight weeks or less in length, tuition and technology fee is refunded according to the following schedule:
- Withdrawal within the first week of the course – 100% tuition and tech fee refund.
- Withdrawal between the 8th and the 14th days of the course (attendance in not more than the first two weeks) – 75% tuition and tech fee refund.
- Withdrawal between the 15th and 21st days of the course (attendance in not more than the first three weeks) – 50% tuition and tech fee refund.
- Withdrawal after the 22nd day - no tuition or tech fee refund. For courses that are one week in length, tuition and technology fee is refunded according to the following schedule:
- Withdrawal within the first onsite day (2nd day on the course calendar) – 100% tuition and tech fee refund
- Withdrawal after the first onsite day – no tuition or tech fee refund. Once attendance has been established in a course, the Educational Resource Fee is non-refundable.

In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

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.

Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

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 Student Account Services. 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 6 months 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 - Wesley Seminary

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 all certifying statements.
- 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 registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- 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.
- Must maintain enrollment in classes.

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.

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 <https://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 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 canceled 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 canceled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds. Loan amounts for the 2018-2019 award year are \$80 per semester hour for Masters in Ministry programs and \$100 per semester hour for Masters of Divinity classes. More information may be found online at <https://www.wesleyan.org/ecd/loan-grant>.

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. The 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, 2018, through June 30, 2019, the interest rate is 6.595% 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 7.595% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Pastoral Discount – is a tuition discount offered to pastors who are taking courses in one of the approved ministry programs. For graduate students, a \$200 tuition discount is given to Wesleyan pastors; a \$100 tuition discount is given to non-Wesleyan pastors. Students must submit a discount application, available from your program representative.

Active Duty Military Discount – is a tuition discount to all active duty military personnel and their spouses, including members of the Reserves and National Guard. Students must submit a discount application, available online at <https://www.indwes.edu/adult-graduate/financial-aid/active-duty-military-discount>.

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 cover fully the tuition costs.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

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 Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid>:

- When completing the FAFSA (direct link is <https://fafsa.gov>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentloans.gov/>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID 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 Loan Counseling (Entrance, Financial Awareness, Exit) from the menu, and on the next page click on the Start button next to Entrance Counseling (Required). Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit (undergraduate or graduate).
- Master Promissory Note: Click on Complete Loan Agreement (Master Promissory Note), from the menu and click the Start button next to MPN for Subsidized/Unsubsidized Loans from the next page.
- The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

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. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students in non-term programs 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. Students in term-based program must be enrolled at least half-time for the term for federal loan funds to be disbursed. 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 IWU student email account that student 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. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. 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 near the start of class. The total loan amount is awarded typically in two disbursements per academic year (one disbursement per term) with the first disbursement occurring shortly after loan origination. Funds are applied as a credit on the IWU student account.

Ministerial Student Aid is disbursed in the form of a check to the student four times a year (January, February, July, and October) from Wesleyan Headquarters for courses completed during the prior period.

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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award 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 supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. 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. For a break between classes of more than 180 days in any 12-month period, 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 a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/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 term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/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 funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

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.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. 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.

Student's Rights and Responsibilities

As a student, you have 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, 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.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. 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.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- 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 Office 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, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Services for Students - Wesley Seminary

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

An academic advising team 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 face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses. Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The National and Global student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities in their area.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

"No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance." –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

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
 - Specializations are available in Children, Youth, and Family (p. 685), Church Health and Revitalization (p. 687), Church Planting and Multiplication (p. 688), Intercultural Studies (p. 690), Leadership (p. 692), Pastoral Care (p. 693), Spiritual Formation (p. 695), Wesley Studies, (p. 696) Worship Arts (p. 698), and Pastoral Ministry (p. 701) (fulfills Wesleyan ordination requirements)
- Master of Practical Theology
- Master of Divinity
 - Specializations are available in Children, Youth, and Family (p. 706), Church Health and Revitalization (p. 707), Church Planting and Multiplication (p. 709), Leadership (p. 712), Pastoral Care (p. 714), Spiritual Formation (p. 716), Wesley Studies (p. 717), and Worship Arts (p. 719)
- Doctor of Ministry
 - Specializations are available in Transformational Leadership (p. 723), Transformational Preaching (p. 724), and Spiritual Formation (p. 721)

Master of Arts - Ministry (36 Hours)

Wesley Seminary offers a 36 hour Master of Arts degree with specializations in several areas that provides graduate-level training for working ministry practitioners.

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:

- Evaluate present-day ministry issues in light of Christian history, scripture, and theology.
- Demonstrate intercultural competency in the practice of ministry.
- Personalize spiritual formation for sustainable ministry.

The Master of Arts with a major in Ministry is offered through classes which meet weekly online or on-site, or through week-long intensive classes.

Master of Arts - Ministry - Specialization in Children, Youth, and Family Ministry

Graduates of this program should be able to apply a core set of skills in ministry to children, youth, and family in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Children, Youth, and Family Ministry

CONG-530	Family Ministry for 21st Century Families	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

Electives

	Electives	6

Subtotal: 0

Master of Arts - Ministry - Specialization in Church Health and Revitalization

Graduates of this program should be able to apply a core set of skills in church health, growth, and revitalization in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.

- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

or

CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

or

MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Church Health and Revitalization

CONG-555	Diagnosis and Prescription for a Healthy Church	3

MIN-563	Power, Change, and Conflict Management	3

CONG-525	Newcomer Integration	3

CONG-560	Church Revitalization Field Study	3

Electives

	Electives	6

Subtotal: 0

Master of Arts - Ministry - Specialization in Church Planting and Multiplication

Graduates of this program should be able to apply a core set of skills in church planting and multiplication in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Church Planting and Multiplication

MISS-550	Multiply: Foundations of Church Planting and Multiplication	3

MISS-552	Core: the Calling, Character, and Competency of a Church Multiplier	3

MISS-553	Launch: Initiating Effective New Churches, Sites, and Venues	3

MISS-554	Thrive: Maximizing the Post-Launch Phase	3

Electives

	Electives	6

Subtotal: 0

Master of Arts - Ministry - Specialization in Intercultural Studies

The MA in Ministry with a specialization in Intercultural Studies is a practical and context-driven program. The curriculum is specifically designed to equip those who are called to intercultural ministry whether globally or among diaspora populations in the North American context. The coursework enables Christian leaders to demonstrate cultural competency and appreciation for the other and to engage other cultures in meaningful ways. The coursework also equips students to develop and lead Christian ministries in ways appropriate for their culture and ministry context. Through the problem-based learning approach, students immediately use skills learned in class to address issues in their ministry context. Peer-learning discussions allow students to benefit from each other's varied global experiences as they learn together.

Graduates of this program should be able to:

- Evaluate present-day ministry issues in light of Christian history, scripture, and theology.
- Demonstrate intercultural competencies in the practice of ministry.
- Personalize spiritual formation for sustainable ministry.
- Minister effectively in contexts of diversity exhibiting sensitivity to other religions and cultures.
- Integrate leadership and intercultural theories learned in class with experiential learning for successful contextual ministry.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:

- One from a pastor or denominational supervisor.
- A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Intercultural Studies

INST-560	Missiology	3
INST-580	Cross-Cultural Discipleship	3
INST-605	Intercultural Biblical Hermeneutics	3
LEAD-530	Change Agent	3

Electives

Electives

6

Subtotal: 0

Master of Arts - Ministry - Specialization in Leadership

Graduates of this program should be able to apply a core set of leadership, management, and communication skills in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500 The Bible as Christian Scripture 3

Church History - 3 Hours

CHST-500 Global Christian History 3

or

CHST-510 History of Christian Missions 3

Intercultural Competency - 3 Hours

MISS-500 Cultural Contexts of Ministry 3

or

MISS-510 Cultural Anthropology 3

Spiritual Formation - 3 Hours

SPIR-550 Spiritual Life and Leadership 3

Theological Studies - 3 Hours

THEO-500 Introduction to Christian Theology 3

Capstone - 3 Hours

MIN-598 Capstone 3

Specialization in Leadership

LEAD-545 Strategic Leadership and Management 3

LEAD-520 Communication and Leadership 3

LEAD-560 Power, Change, and Conflict Management 3

LEAD-550 Intergenerational Leadership 3

Electives

Electives 6

Subtotal: 0

Master of Arts - Ministry - Specialization in Pastoral Care

Graduates of this program should be able to apply a core set of skills in pastoral care in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:

- One from a pastor or denominational supervisor.
- A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Pastoral Care

PCNS-510	Introduction to Pastoral Care	3
PCNS-520	Crisis Intervention Strategies for Ministry	3
PCNS-610	Marriage and Family Counseling in Pastoral Ministry	3
PCNS-620	Cross-Cultural Counseling in Pastoral	3

Ministry	
Electives	
Electives	6
Subtotal: 0	

Master of Arts - Ministry - Specialization in Spiritual Formation

Graduates of this program should be able to apply a core set of skills in spiritual formation in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Spiritual Formation

SPIR-530	Spiritual Practices	3
CHST-525	Spiritual Traditions	3
THEO-525	Theology of Prayer	3
SPIR-575	Spiritual Retreat for the Leader	3

Electives

	Electives	6

Subtotal: 0

Master of Arts - Ministry - Specialization in Wesley Studies

Graduates of this program will be able to critically appropriate a Wesleyan ethos in its historical and global context and embody the Wesleyan means of grace.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.

- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

or

CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

or

MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Wesley Studies

Theology of Holiness - 3 Hours

THEO-543	Theology of Holiness	3

Historical Theology - 3 Hours

Take one from the following:

CHST-536	Wesleyan Church History and Polity	3

CHST-585	History of Early Methodism	3

CHST-610	Social Justice in the Wesleyan	3

Tradition

Systematic Theology - 3 Hours

Take one from the following:

THEO-610	Lyrical Theology of Charles Wesley	3
THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Practical Theology - 3 Hours

Take one from the following:

PROC-615	Wesleyan Homiletics	3
SPIR-530	Spiritual Practices	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century	3

Electives

Electives	6

Subtotal: 0

Master of Arts - Ministry - Specialization in Worship Arts

Graduates of this program should be able to apply a core set of skills in worship in order to participate effectively in God's advancing mission in the world.

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.

- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

or

CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

or

MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Worship Arts

WSHP-520	Space and Time in Worship	3

WSHP-540	Music and Arts in Worship	3

WSHP-560	Media and Technology in Worship	3

WSHP-580	Emerging Trends in Worship	3

Electives

	Electives	6

Subtotal: 0

Master of Arts - Ministry - Individualized Course of Study

This program is also offered in Spanish and French.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

Program Requirements

- 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.

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.
- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

or

CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

or

MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Electives

	Electives from Graduate Ministry Courses	18

Subtotal: 0

Master of Arts - Ministry (42 Hours)

Wesley Seminary offers a 42 hour Master of Arts degree with a specialization in Pastoral Ministry that provides graduate-level training for working ministry practitioners. This program will enable the student to be able to apply a specialized set of ministry skills required by The Wesleyan Church for ordination.

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 a core set of ministry skills in order to participate effectively in God's advancing mission in the world.

The Master of Arts with a major in Ministry is offered through classes which meet weekly online or on-site, or through week-long intensive classes.

Master of Arts - Ministry - Specialization in Pastoral Ministry

This program will enable the student to be able to apply a specialized set of ministry skills required by The Wesleyan Church for ordination.

Admission Requirements

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 or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- 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.

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.
- 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 an advanced Bible, theology, or church history elective.

Program Requirements

- 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.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (42 Hours)

This 42 hour program with a specialization in Pastoral Ministry will enable the student to apply a specialized set of ministry skills required by The Wesleyan Church for ordination in order to participate in the mission of God in the world.

Core Courses

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 3 Hours

SPIR-550	Spiritual Life and Leadership	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Capstone - 3 Hours

MIN-598	Capstone	3

Specialization in Pastoral Ministry

MDIV-500	Pastor, Church & World	3
LEAD-545	Strategic Leadership and Management	3
WSHP-520	Space and Time in Worship	3
PROC-520	Transformational Communication	3
CONG-530	Family Ministry for 21st Century Families	3
PCNS-510	Introduction to Pastoral Care	3
CHST-536	Wesleyan Church History and Polity	3
THEO-543	Theology of Holiness	3

Master of Practical Theology

The Master of Practical Theology (MPTh) is a 36 hour (2 year) master's degree that can be taken subsequent to a student's completion of at least 30 graduate level credit hours (such as a completed MA). This MPTh would create "Master of Divinity (MDiv) equivalence" for students who have completed another master's degree or part of another master's degree. Upon completion of the MPTh, a student would be eligible to apply to a Doctor of Ministry program.

Students completing the MPTh should be able to:

- Demonstrate a solid biblical, theological, historical, and contextual foundation for ministry.
- Integrate the Bible, Christian theology, and church history with selected areas of the practice of ministry.
- Effectively apply a theoretical knowledge to the practice of ministry in selected areas of the practice of ministry.

Master of Practical Theology

This program is offered in English and Spanish.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative undergraduate grade-point average (GPA) of at least 2.5 from the baccalaureate degree granting institution.
- An official transcript from the degree granting institution.
- Two references, including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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).

Program Requirements

- 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
- Students are required annually in August to submit an updated Church Endorsement Form in order to continue in the MPTh degree program.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- The MPTh degree must be completed in no less than two years and within six years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

MPTH Program of Study

Core 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
MIN-695	Integration Capstone	3

Praxis Courses

Take three of the following 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

Subtotal: -0

Master of Divinity

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, be officially engaged in ministry with a local church, and have an appropriate ministry context including access to a local body of Christian believers with whom they can successfully complete the required "in-ministry" assignments of the program. Students take required courses (60 hours) in a carefully sequenced 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.

Master of Divinity

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.

- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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	1

	& Appraisal	
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		

Master of Divinity - Specialization in Children, Youth, and Family Ministry

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.

- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Children, Youth, and Family Ministry

CONG-530	Family Ministry for 21st Century Families	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

Electives

	Elective	3
Subtotal: 0		

Master of Divinity - Specialization in Church Health and Revitalization

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Church Health and Revitalization

CONG-555	Diagnosis and Prescription for a Healthy Church	3
MIN-563	Power, Change, and Conflict Management	3
CONG-525	Newcomer Integration	3
CONG-560	Church Revitalization Field Study	3

Electives

	Elective	3
Subtotal: 0		

Master of Divinity - Specialization in Church Planting and Multiplication

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - a. One from a pastor or denominational supervisor.
 - b. A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Church Planting and Multiplication

MISS-550	Multiply: Foundations of Church Planting and Multiplication	3
MISS-552	Core: the Calling, Character, and Competency of a Church Multiplier	3
MISS-553	Launch: Initiating Effective New Churches, Sites, and Venues	3
MISS-554	Thrive: Maximizing the Post-Launch Phase	3
Electives		
	Elective	3
Subtotal: 0		

Master of Divinity - Specialization in Intercultural Studies

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.

- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Intercultural Studies

INST-560	Missiology	3
INST-580	Cross-Cultural Discipleship	3
INST-605	Intercultural Biblical Hermeneutics	3
LEAD-530	Change Agent	3

Electives

	Elective	3

Subtotal: 0

Master of Divinity - Specialization in Leadership

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Leadership

LEAD-545	Strategic Leadership and Management	3
LEAD-520	Communication and Leadership	3
LEAD-560	Power, Change, and Conflict Management	3
LEAD-550	Intergenerational Leadership	3

Electives

	Elective	3

Subtotal: 0

Master of Divinity - Specialization in Pastoral Care

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.

- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Pastoral Care

PCNS-510	Introduction to Pastoral Care	3
PCNS-520	Crisis Intervention Strategies for Ministry	3

PCNS-610	Marriage and Family Counseling in Pastoral Ministry	3
PCNS-620	Cross-Cultural Counseling in Pastoral Ministry	3
Electives		
	Elective	3
Subtotal: 0		

Master of Divinity - Specialization in Spiritual Formation

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.

- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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

Specialization in Spiritual Formation

SPIR-530	Spiritual Practices	3
SPIR-575	Spiritual Retreat for the Leader	3
THEO-525	Theology of Prayer	3
CHST-525	Spiritual Traditions	3

Electives

	Elective	3
Subtotal: 0		

Master of Divinity - Specialization in Wesley Studies

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.

- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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 &	1

	Transformation	
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

Specialization in Wesley Studies

Theology of Holiness - 3 Hours

THEO-543	Theology of Holiness	3

Historical Theology - 3 Hours

Take one from the following:

CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3

Systematic Theology - 3 Hours

Take one from the following:

THEO-610	Lyrical Theology of Charles Wesley	3
THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Practical Theology - 3 Hours

Take one from the following:

PROC-615	Wesleyan Homiletics	3
SPIR-530	Spiritual Practices	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century	3

Electives

	Elective	3

Subtotal: 0

Master of Divinity - Specialization in Worship Arts

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.

Admission Requirements

- A baccalaureate or master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.

- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- An endorsement from their local church board or appropriate church body.
- 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.

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.
- 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.

Program Requirements

- 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.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

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
MIN-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	1

	& Appraisal	
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
Specialization in Worship Arts		
WSHP-520	Space and Time in Worship	3
WSHP-540	Music and Arts in Worship	3
WSHP-560	Media and Technology in Worship	3
WSHP-580	Emerging Trends in Worship	3
Electives		
	Elective	3
Subtotal: 0		

Doctor of Ministry

The Doctor of Ministry (DMin) degree is a 38 semester credit hour degree that provides advanced knowledge and research skills in relation to an area of ministry practice. The program is structured around two one-week intensives a year for three years under the supervision of a faculty mentor, supplemented by online courses that prepare a student for work on an individual Research Project. At the end of the first three years, the student is assigned a Project Advisor, who will work with the student in the fourth and any subsequent year through the proposal, implementation, and completion phases of the Project.

A student who has successfully completed the degree should be able to:

- Demonstrate doctoral-level competency in the knowledge and skills related to an area of ministry practice, including the implementation of that practice in varying cultural contexts.
- Conduct self-directed research on an area of ministry practice, culminating in a doctoral-level project that presents a research-based solution to a ministry problem and makes a contribution to scholarship and research in that area.
- Apply biblical, theological, and historical insights to the practice of ministry with advanced understanding.
- Demonstrate spiritual, personal, and professional growth in conjunction with growth in the knowledge and skills related to an area of ministry practice.

Specialization Distinctives

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Doctor of Ministry - Specialization in Spiritual Formation

Admission Requirements

- A Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA.
- Students who only have 60 credit hours of graduate work may be provisionally admitted to the DMin, with the understanding that they must satisfactorily complete those 12 hours before final admission to the program and matriculation into a cohort.

- At least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. Up to 20% of students in the DMin program may be admitted without meeting the three year requirement.
- For students whose first language is not English (or Spanish for Spanish DMin cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, the TOEFL is required. Students must receive at least a score of 550 on the paper test, an 80 on the internet test, or a 6.5 on the IELTS.
- Official transcript from degree granting institution(s).
- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- A sample of academic writing (10 to 20 page work).

Program Requirements

- **Intensives** - A student takes two weeks of intensive courses per year for the first three years (it is also possible that some of these courses might be taken online). Each intensive course is 5 semester credit hours, making up 30 of the 38 degree hours. These intensives would involve extensive pre- and post-course work. In some cases, a Faculty Mentor may wish to do one of the “intensive” courses online, but no more than 50% of any cohort design will involve purely online courses.
- **Absence from Intensives** - In the case of a major emergency, with the permission of the Faculty Mentor, a student may miss one intensive session (one week) in the degree program. In such cases it is up to the Mentor to determine an appropriate way for the student to make up for the lost learning. If a student misses more than one intensive session, however, the student will have to withdraw from the program and reapply to a subsequent cohort.
- **Withdrawals** - If a student withdraws from a DMin cohort and then is readmitted to a subsequent DMin cohort, the student may be required to audit seminars for which they have already received credit.
- **Project** - Students will be assigned a Project Advisor near the end of the initial three years. An External Reader will also be chosen. Students will continue to register for MIN-802 Project Continuation (one credit hour) until project completion. The substance of the student's work will be in dialog with the Project Advisor. The oral defense will include the student, the Project Advisor, the Faculty Mentor (if different from Project Advisor), and an External Reader.

Graduation Requirements

- Successful completion of 38 hours of coursework with at least 3.00 GPA. Intensive courses will be graded. Project courses will be pass/fail.
- A minimum grade "B" in each course.
- Successful oral defense of a submitted project.
- All requirements for the degree must be completed within seven years of enrollment in the DMin.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

DMin Program of Study

Foundational Courses

MIN-701	Statement of the Problem	2
MIN-702	Literature Review	2
MIN-703	Methods of Research	2
MIN-800	Ministry Project 1	1
MIN-801	Ministry Project 2	1

Specialization in Spiritual Formation

SPIR-711	Spiritual Formation Seminar 1: Practical Theology of Person- Forming	5
SPIR-712	Spiritual Formation Seminar 2: Historical Theology of Person- Forming	5
SPIR-713	Spiritual Formation Seminar 3: Practical Theology of Community- Forming	5

SPIR-714	Spiritual Formation Seminar 4: Historical Theology of Community- Forming	5
SPIR-715	Spiritual Formation Seminar 5: Practical Theology of Society- Forming	5
SPIR-716	Spiritual Formation Seminar 6: Historical Theology of Society- Forming	5
Subtotal: 0		

Doctor of Ministry - Specialization in Transformational Leadership

Admission Requirements

- A Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA.
- Students who only have 60 credit hours of graduate work may be provisionally admitted to the DMin, with the understanding that they must satisfactorily complete those 12 hours before final admission to the program and matriculation into a cohort.
- At least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. Up to 20% of students in the DMin program may be admitted without meeting the three year requirement.
- For students whose first language is not English (or Spanish for Spanish DMin cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, the TOEFL is required. Students must receive at least a score of 550 on the paper test, an 80 on the internet test, or a 6.5 on the IELTS.
- Official transcript from degree granting institution(s).
- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- A sample of academic writing (10 to 20 page work).

Program Requirements

- **Intensives** - A student takes two weeks of intensive courses per year for the first three years (it is also possible that some of these courses might be taken online). Each intensive course is 5 semester credit hours, making up 30 of the 38 degree hours. These intensives would involve extensive pre- and post-course work. In some cases, a Faculty Mentor may wish to do one of the “intensive” courses online, but no more than 50% of any cohort design will involve purely online courses.
- **Absence from Intensives** - In the case of a major emergency, with the permission of the Faculty Mentor, a student may miss one intensive session (one week) in the degree program. In such cases it is up to the Mentor to determine an appropriate way for the student to make up for the lost learning. If a student misses more than one intensive session, however, the student will have to withdraw from the program and reapply to a subsequent cohort.
- **Withdrawals** - If a student withdraws from a DMin cohort and then is readmitted to a subsequent DMin cohort, the student may be required to audit seminars for which they have already received credit.
- **Project** - Students will be assigned a Project Advisor near the end of the initial three years. An External Reader will also be chosen. Students will continue to register for MIN-802 Project Continuation (one credit hour) until project completion. The substance of the student's work will be in dialog with the Project Advisor. The oral defense will include the student, the Project Advisor, the Faculty Mentor (if different from Project Advisor), and an External Reader.

Graduation Requirements

- Successful completion of 38 hours of coursework with at least 3.00 GPA. Intensive courses will be graded. Project courses will be pass/fail.
- A minimum grade "B" in each course.
- Successful oral defense of a submitted project.
- All requirements for the degree must be completed within seven years of enrollment in the DMin.

- Payment of all tuition and fees is required to receive a diploma. (p. 685)

DMIN Program of Study

Foundational Courses

MIN-701	Statement of the Problem	2
MIN-702	Literature Review	2
MIN-703	Methods of Research	2
MIN-800	Ministry Project 1	1
MIN-801	Ministry Project 2	1

Specialization in Transformational Leadership

LEAD-711	Leadership Seminar 1: Foundations of Urban, Rural, and Suburban Leadership	5
LEAD-712	Leadership Seminar 2: Foundations of Small and Large Ministry Leadership	5
LEAD-713	Leadership Seminar 3: Foundations of Wesley's Leadership	5
LEAD-714	Leadership Seminar 4: Foundations of Multiplication and Renewal Leadership	5
LEAD-715	Leadership Seminar 5: Foundations of Multi-Cultural and Multi-Ethnic Leadership	5
LEAD-716	Leadership Seminar 6: Foundations of a Leadership Specialty	5

Subtotal: 0

Doctor of Ministry - Specialization in Transformational Preaching

Admission Requirements

- A Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA.
- Students who only have 60 credit hours of graduate work may be provisionally admitted to the DMin, with the understanding that they must satisfactorily complete those 12 hours before final admission to the program and matriculation into a cohort.
- At least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. Up to 20% of students in the DMin program may be admitted without meeting the three year requirement.
- For students whose first language is not English (or Spanish for Spanish DMin cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, the TOEFL is required. Students must receive at least a score of 550 on the paper test, an 80 on the internet test, or a 6.5 on the IELTS.
- Official transcript from degree granting institution(s).
- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- A sample of academic writing (10 to 20 page work).

Program Requirements

- **Intensives** - A student takes two weeks of intensive courses per year for the first three years (it is also possible that some of these courses might be taken online). Each intensive course is 5 semester credit hours, making up 30 of the 38 degree hours. These intensives would involve extensive pre- and post-course work. In some cases, a Faculty Mentor may wish to do one of the “intensive” courses online, but no more than 50% of any cohort design will involve purely online courses.
- **Absence from Intensives** - In the case of a major emergency, with the permission of the Faculty Mentor, a student may miss one intensive session (one week) in the degree program. In such cases it is up to the Mentor to determine an

appropriate way for the student to make up for the lost learning. If a student misses more than one intensive session, however, the student will have to withdraw from the program and reapply to a subsequent cohort.

- **Withdrawals** - If a student withdraws from a DMin cohort and then is readmitted to a subsequent DMin cohort, the student may be required to audit seminars for which they have already received credit.
- **Project** - Students will be assigned a Project Advisor near the end of the initial three years. An External Reader will also be chosen. Students will continue to register for MIN-802 Project Continuation (one credit hour) until project completion. The substance of the student's work will be in dialog with the Project Advisor. The oral defense will include the student, the Project Advisor, the Faculty Mentor (if different from Project Advisor), and an External Reader.

Graduation Requirements

- Successful completion of 38 hours of coursework with at least 3.00 GPA. Intensive courses will be graded. Project courses will be pass/fail.
- A minimum grade "B" in each course.
- Successful oral defense of a submitted project.
- All requirements for the degree must be completed within seven years of enrollment in the DMin.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

DMin Program of Study

Foundational Courses

MIN-701	Statement of the Problem	2
MIN-702	Literature Review	2
MIN-703	Methods of Research	2
MIN-800	Ministry Project 1	1
MIN-801	Ministry Project 2	1

Specialization in Transformational Preaching

PROC-711	Preaching Seminar 1: Formation of the Preacher	5
PROC-712	Preaching Seminar 2: Biblical Interpretation for Preaching	5
PROC-713	Preaching Seminar 3: Preaching as Historical Movement	5
PROC-714	Preaching Seminar 4: Creativity, Imagination, and Story	5
PROC-715	Preaching Seminar 5: Incarnational Preaching in Context	5
PROC-716	Preaching Seminar 6: Sermon Planning and Preaching for Special Occasions	5

Subtotal: 0

Doctor of Ministry - Individualized Course of Study

Admission Requirements

- A Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA.
- Students who only have 60 credit hours of graduate work may be provisionally admitted to the DMin, with the understanding that they must satisfactorily complete those 12 hours before final admission to the program and matriculation into a cohort.
- At least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. Up to 20% of students in the DMin program may be admitted without meeting the three year requirement.

- For students whose first language is not English (or Spanish for Spanish DMin cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, the TOEFL is required. Students must receive at least a score of 550 on the paper test, an 80 on the internet test, or a 6.5 on the IELTS.
- Official transcript from degree granting institution(s).
- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- A sample of academic writing (10 to 20 page work).

Program Requirements

- **Intensives** - A student takes two weeks of intensive courses per year for the first three years (it is also possible that some of these courses might be taken online). Each intensive course is 5 semester credit hours, making up 30 of the 38 degree hours. These intensives would involve extensive pre- and post-course work. In some cases, a Faculty Mentor may wish to do one of the “intensive” courses online, but no more than 50% of any cohort design will involve purely online courses.
- **Absence from Intensives** - In the case of a major emergency, with the permission of the Faculty Mentor, a student may miss one intensive session (one week) in the degree program. In such cases it is up to the Mentor to determine an appropriate way for the student to make up for the lost learning. If a student misses more than one intensive session, however, the student will have to withdraw from the program and reapply to a subsequent cohort.
- **Withdrawals** - If a student withdraws from a DMin cohort and then is readmitted to a subsequent DMin cohort, the student may be required to audit seminars for which they have already received credit.
- **Project** - Students will be assigned a Project Advisor near the end of the initial three years. An External Reader will also be chosen. Students will continue to register for MIN-802 Project Continuation (one credit hour) until project completion. The substance of the student's work will be in dialog with the Project Advisor. The oral defense will include the student, the Project Advisor, the Faculty Mentor (if different from Project Advisor), and an External Reader.

Graduation Requirements

- Successful completion of 38 hours of coursework with at least 3.00 GPA. Intensive courses will be graded. Project courses will be pass/fail.
- A minimum grade "B" in each course.
- Successful oral defense of a submitted project.
- All requirements for the degree must be completed within seven years of enrollment in the DMin.
- Payment of all tuition and fees is required to receive a diploma. (p. 685)

DMin Program of Study

Foundational Courses

MIN-701	Statement of the Problem	2
MIN-702	Literature Review	2
MIN-703	Methods of Research	2
MIN-800	Ministry Project 1	1
MIN-801	Ministry Project 2	1

Electives

Electives from Doctoral Ministry Courses	30

Subtotal: 0

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, Master of Science, Master of Science in Nursing, Master of Business Administration, Master of Public Administration, Master of Theological Studies, Master of Public Health, Master of Practical Theology, Master of Divinity, Master of Education, Master of Social Work, Doctor of Nursing Practice, Doctor of Philosophy, Doctor of Ministry, and Occupational Therapy Doctorate. 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.

Mission of 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 4201 S Washington St Marion IN 46953-5279 http://graduate.indwes.edu http://myIWU.indwes.edu
Dean of The Graduate School	765-677-1138
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516 or 765-677-2116
Accounting	765-677-2878
Registrar's Office	765-677-2131

IWU Graduate Programs

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 (p. 193)
- Community Counseling (p. 193)
- Marriage and Family Counseling/Therapy (p. 193)
- School Counseling (p. 193)
- Addictions Counseling (p. 193)

- (p. 193)
Student Development Administration (p. 193)

Certificate Programs

- Addictions Counseling Certificate
(p. 202)
- Graduate Counseling Post-Master's Certificate (p. 203)

The School of Theology and Ministry offers the Bachelor of Science to Master of Arts degree in Christian Ministries in the:

- Kern Ministry Program (p. 269)
- Master of Arts in Christian Ministries (p. 269)

In the College of Adult and Professional Studies:

The DeVoe School of Business offers the following programs:

- Master of Business Administration with majors in:
 - Business Administration (p. 372)
 - Healthcare Administration (p. 373)
 - Personal Financial Planning (p. 374)
 - Project Management (p. 375)
 - School Administration (p. 377)
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Nursing) (p. 378)
- Master of Science degree with majors in:
 - Accounting (p. 365)
 - Human Resource Management (p. 366)
 - Management (p. 369)
- Graduate Certificates in the areas of:
 - Biology (p. 387)
 - Mathematics (p. 387)
 - Physics (p. 388)
 - Technology/Digital Literacy (p. 389)
- Doctor of Business Administration with majors in:
 - Accounting (p. 380)
 - Healthcare Administration (p. 382)
 - Management (p. 384)

The School of Service and Leadership offers the following programs:

- Master of Public Administration (p. 456)
- Master of Arts with a major in Psychology (p. 434)
- Master of Social Work (p. 437)
- Master of Arts degree with a major in Organizational Leadership (p. 467)
- Doctor of Philosophy degree with a major in Organizational Leadership (p. 468)

The School of Education Leadership offers the following programs:

- Transition to Teaching Initial Licensure Program (p. 515)
- Teaching Certificate Programs (p. 511)
- Master of Education with majors in:
 - (p. 487)
Christian Education (p. 487)
 - Instruction in Early Learning (p. 488)
 - Teacher Leadership - Elementary Education (p. 489)
 - Teacher Leadership - Secondary Education (p. 491)
- Master of Science with majors in:
 - Curriculum, Assessment and Instruction (p. 494)
 - School Administration (p. 495)
 - Special Education (p. 500)
- School Administration Certificate Program (p. 507)

In the School of Nursing:

Graduate Studies in Nursing offers the following degrees:

- Master of Science in Nursing with majors in:
 - Nursing Administration (p. 587)
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Business and Leadership) (p. 597)
 - Nursing Education (p. 590)
 - Primary Care - Family Nurse Practitioner (p. 592)
 - Primary Care - Psychiatric Mental Health Nursing (p. 594)
- Doctor of Nursing Practice (p. 619)

In the School of Health Sciences:

The School of Health Sciences offers the following degrees:

- (p. 657)
Master of Public Health (p. 657)
- (p. 654)
Master of Science with a post-professional major in Athletic Training (p. 654)
- Occupational Therapy Doctorate (p. 660)

In Wesley Seminary at Indiana Wesleyan University:

Wesley Seminary offers the following degrees:

- Master of Arts - Ministry (p. 685)

-

Master of Divinity

- Master of Practical Theology (p. 703)
- DMIN - Ministry (p. 721)

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

ACC 203 - 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.

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.

Crosslisted as: ACC.

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).

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

ACC 311 - Intermediate Financial Accounting and Reporting I (3)

A study of the theoretical foundation and concepts related to financial accounting and reporting. Specific topics include accounting information systems, income statement, balance sheet and reporting standards for cash, receivables, inventories, plant assets, depreciation and the statement of cash flows. The course also includes a study of financial accounting and reporting similarities and differences related to the convergence of GAAP and International Accounting Standards. Course content will be updated to reflect the CPA Exam Blueprint. Prerequisites for Pre-Accounting Majors: ACC-202 and a minimum cumulative GPA of 2.5. Prerequisites for all other majors: Admission to the DeVoe Division of Business.

Crosslisted as: ACC.

ACC 312 - Intermediate Financial Accounting And Reporting II (3)

A study of the theoretical foundation and concepts related to financial accounting and reporting. Specific topics include stockholders' equity, leases, current and long-term liabilities, revenue, recognition, income taxes, pensions, error analysis, and the statement of cash flows. The course also includes a study of financial accounting and reporting similarities and differences related to the convergence of GAAP and International Accounting Standards. Course content will be updated to reflect the CPA Exam Blueprint. Prerequisites for Pre-Accounting majors: ACC-311 and a minimum cumulative 2.5 GPA. Prerequisites for all other majors: ACC-311 and Admission to the DeVoe Division of Business.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

ACC 381 - Accounting Internship (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.

Crosslisted as: ACC.

ACC 390 - International Business - Travel (3)

This travel course provides students with the opportunity to briefly immerse themselves in other cultures so that they can better understand how businesses operate elsewhere in the world. Students will explore first-hand how business decision-making is impacted by cultural, political, economic and social differences as well as the cultural complexities of differing values and beliefs. Students will also explore the role that American business can play in mutually beneficial relationships across borders. Learning to adapt to the various challenges associated with international travel and living in another culture will be a significant

part of the students' experience. Intercultural credit may be met by successfully completing ACC-390/BUS-390. Prerequisite: Admission to the Division and International Trip Application Approval.

Crosslisted as: ACC.

ACC 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 Division.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

ACC 488 - Special Topics in Accounting (1 to 3)

This course covers one or more special topics in Accounting 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.

ACC 490 - Accounting Full-Time Internship (9 to 15)

An opportunity for accounting majors to experience the professional responsibilities of the CPA in a public accounting firm (or the accounting department or not-for-profit organization) during a semester-long full-time internship. This work experience is intended to provide the accounting major with opportunities for intensive observation of business and accounting principles in action as well as engagement in the critical thinking and problem solving aspects of the accountant's professional life. Prerequisite: Admission to the Division 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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

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.

Crosslisted as: ACC.

ACCEPT - Accepted Into Major

A0000

ACCEPT ADCMJR - Accepted Into Addictions Cnslng Major (0)

ACCEPT ATHMJR - Accepted Into Athletic Training Major (0)

B0000

ACCEPT BUSDIV - Accepted Into Business Division Major (0)

E0000

ACCEPT EXSMJR - Accepted Into Exercise Science Major (0)

M0000

ACCEPT MUSDIV - Accepted Into Music Division Major (0)

N0000

ACCEPT NURMJR - Accepted Into Nursing Major (0)

P00000

ACCEPT PSYDEPT - Accepted Into Psychology Dept. Major (0)

S00

ACCEPT SOTE - Accepted Into SOTE (0)

ACCEPT SOTM - Accepted Into SOTM (0)

S0000

ACCEPT SWKMJR - Accepted Into Social Work Major (0)

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.

Crosslisted as: ACCT.

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.

Crosslisted as: ACCT.

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 client behavior on the services being performed, and demonstrate the importance of identifying and adhering to requirements, rules, and standards. Students will relate ethics and business law to the accuracy and fairness of financial statements. 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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview and the Virtuous Business Model will be integrated into all aspects of accounting, financial reporting, and decision-making.

Crosslisted as: ACCT.

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; evaluate 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; evaluate financial statement reports to determine compliance with regulatory requirements; and determine appropriate accounting treatment for new or unusual transactions. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated throughout the accounting and financial reporting process.

Crosslisted as: ACCT.

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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated throughout the entire course. Students will also be introduced to various Microsoft Excel Spreadsheet procedures for protecting, analyzing, and presenting financial information.

Crosslisted as: ACCT.

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 computeraided audit techniques, and create audit reports that fairly and accurately represent the financial status of an organization. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated throughout all accounting and audit processes.

Crosslisted as: ACCT.

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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated into all aspects of accounting reporting and decision making.

Crosslisted as: ACCT.

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 potentially fraudulent activities. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated throughout the forensic accounting and fraud detection process.

Crosslisted as: ACCT.

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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical worldview will be integrated throughout the entire course.

Crosslisted as: ACCT.

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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. Biblical and ethical principles will be integrated throughout the course.

Crosslisted as: ACCT.

ACCT 521 - Nonprofit Financial Statement Analysis (3)

Students in this course will evaluate and interpret the financial statement treatment for different types of non-profit organizations. Students will research non-profit financial statements and compare their format and footnotes with Not-For-Profit Generally Accepted Accounting Principles. Students will also analyze the financial health of a non-profit organization and explain the meaning of the footnotes. A biblical framework will be integrated throughout the course.

ACCT 522 - Financial Reporting (3)

Students in this course will examine financial statements to understand key differences in the nature of firms' operations, and how those operations are financed. Students will explain the major sources and uses of cash reported on the statement of cash flows. Students will also interpret the shareholder's equity section of the balance sheet, and assess the importance of credit risk assessment in lending decisions and how credit ratings are determined. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A Biblical framework will be integrated throughout the course.

ACCT 530 - CPA Exam Prep: Financial Accounting & Reporting (3)

Students in this course will analyze past CPA exam questions to prepare for the Financial Accounting section of the CPA exam. Students will study accounting theory and practice related to financial accounting, cost/managerial accounting, and governmental and non-profit accounting. Also covered is the structure of the Financial Accounting Reporting section. Students will devise strategies to study and pass this section of the CPA exam.

ACCT 531 - CPA Exam Prep: Auditing & Attestation (3)

Students in this course will analyze past CPA exam questions to prepare for the Auditing Attestation Section of the CPA exam. Students will study ethics, professional responsibilities, and general principles, assessing risk and developing a planned response, performing further procedures and obtaining evidence, and forming conclusions and reporting. Also covered is the structure of the Auditing Attestation section, along with strategies for passing this section of the CPA exam.

ACCT 532 - CPA Exam Prep: Business & Concepts (3)

Students in this course will analyze past CPA exam questions to prepare for the Business Concepts section of the CPA exam. Students will study corporate governance, economic concepts and analysis, financial management, information technology, and

operations management. Also covered is the structure of the Business Concepts section. Students will devise strategies to study for this section of the CPA exam.

ACCT 533 - CPA Exam Prep: Regulation (3)

Students in this course will analyze past CPA exam questions to prepare for the Regulation section of the CPA exam. Students will study ethics, professional responsibilities and federal tax procedures, business law, federal taxation of property transactions, federal taxation of individuals, and the federal taxation of entities. Also covered is the structure of the Regulation section, along with devising strategies to study and pass this section of the CPA exam.

ACCT 540 - CMA Exam Prep: Financial Planning, Performance & Analytics (3)

Students in this course will analyze past CMA exam questions to prepare for Part 1A of the CMA exam. Students will study external financial reporting, planning, budgeting, forecasting, and performance management. Also covered is the structure of Part 1A of the CMA exam. Students will devise strategies to study for the CMA exam.

ACCT 541 - CMA Exam Prep: Performance Management: Planning, Budgeting, and Forecasting (3)

Students in this course will analyze past CMA exam questions to prepare for Part 1B of the CMA exam. Students will study cost management, internal controls, technology, and analytics. Also covered is the structure of Part 1B of the CMA exam. Students will devise strategies to study and pass this part of the CMA exam.

ACCT 542 - CMA Exam Prep: Strategic Financial Management (3)

Students in this course will analyze past CMA exam questions to prepare for the Part 2A of the CMA exam. Students will study financial statement analysis, corporate finance, and decision analysis. Also covered is the structure of the Part 2A of the CMA exam, along with strategies for passing this part of the CMA exam.

ACCT 543 - CMA Exam Prep: Decision Analysis (3)

Students in this course will analyze past CMA exam questions to prepare for Part 2B of the CMA exam. Students will study risk management, investment decisions, and professional ethics. Also covered is the structure of Part 2B of the CMA exam, along with strategies for passing this part of the CMA exam.

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

Crosslisted as: ACCT.

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. Real-world problems and applications will be incorporated to maximize the development of skills valued by the market place. A biblical framework will be integrated throughout the course.

Crosslisted as: ACCT.

ACCT 730 - Financial Reporting (4)

In this course, students will evaluate financial reporting methodologies that solve financial reporting problems suitable for the changing global marketplace using new applications of theory or changes in standards and their impact on financial reporting. Students will justify the practice of financial reporting and related technical issues, evaluate sustainability accounting and reporting, and create a personal code of ethics in reporting that is in alignment with the Virtuous Business Model.

ACCT 731 - Accounting in the Global Marketplace (4)

In this course, students will interpret accounting standards across the global workplace and analyze new applications of theory or changes in standards and their impact on international accounting. Students will assess the convergence of international standards on the U.S. GAAP and corporations, evaluate the implications of convergence between the major accounting standards, and evaluate the impact of the Virtuous Business Model upon present international accounting standards.

ACCT 732 - Advanced Topics in Management Accounting (4)

In this course, students will integrate advanced topics of accounting into applications usable within the global workplace and formulate transfer-pricing policy to meet organizational needs while being in alignment with the Virtuous Business Model. Students will critique the elements of strategic management accounting, assess risk and uncertainty factors in capital project appraisals, and incorporate nonfinancial performance measurements into financial reports.

ACCT 733 - Doctoral Accounting Seminar (4)

In this course, students will synthesize theoretical models and their implications to the practice of accounting and evaluate the underlying theoretical approaches to setting standards. Students will critique the conceptual frameworks for the FASB and IFRS, assess the economic consequences of accounting standards using the Virtuous Business Model, and analyze the significance of the Sarbanes-Oxley Act and other U.S. and international legislation and regulations in accounting.

ACCT 790 - Applied Doctoral Program Evaluation and Assessment - Accounting (4)

This is the culminating course of the DBA program in which students will defend their doctoral project. Students in this course will integrate forward-thinking virtuous leadership into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and evaluate new applications of theory or changes in standards and their impact on accounting. Students will synthesize advanced research in education, consulting, or business leadership into their doctoral practice in order to create new accounting knowledge for application in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives. Prerequisite: Completion of all other required courses.

ACCT - Accounting Capstone

ACSI - ACSI Credential Program

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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, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the ACSI Credentialing program.

Crosslisted as: ACSI.

ACSI - Orientation to the ACSI Credentialing Program

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ADC - Addiction Programs and Professional Development

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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).

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

ADC 413 - Addictns 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.

Crosslisted as: ADC.

ADC 414 - Addictions 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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

ADC 462 - Addictions Counseling Practicum II (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.

Crosslisted as: ADC.

ADC 463 - Addictions Counseling Practicum III (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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

ADC 471 - Addictions Counseling Practicum I (2)

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). 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 screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458.

Crosslisted as: ADC.

ADC 472 - Addictions Counseling Practicum II (2)

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). By the end of ADC-472, students must have completed at least 160 practicum hours in order to continue on to the next practicum course. 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 screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-471

Crosslisted as: ADC.

ADC 473 - Addictions Counseling Practicum III (2)

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). 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 screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-472

Crosslisted as: ADC.

ADC 474 - Addictions Counseling Practicum IV (2)

This course intends to provide the student with practical experience in the area of addictions while fulfilling the practicum requirements specified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). Students are required to complete a minimum of 350 field hours under the direct supervision of a licensed professional by the end of the practicum series (ADC-471-474). 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 screening, intake, and orientation will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement

experiences. Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458. Pre-requisite: ADC-473

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADC.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

ADM 320 - Business Statistics (3)

This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

ADM 430 - Leadership Perspectives (3)

The student will examine the types and approaches of current business leaders from different approaches including servant leadership. Through evaluation of the servant leadership approach, the student will appraise relationship building of leaders through a biblical worldview. Developing global leadership perspectives affecting leadership effectiveness are studied by students in this course.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.)

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

ADM 557B - Applied Management Project II (1)

A continuation of ADM-557A.

Crosslisted as: ADM.

ADM 557C - Applied Management Project III (1)

A continuation of ADM-557A and ADM-557B.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

ADM 575 - Independent Study (1 to 3)

Independent study in the area of business or management. Requires departmental permission.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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).

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

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.

Crosslisted as: ADM.

ADM - Advanced Managerial Economics**ART - 3D Modeling and Animation I****ART - Art****ART 101 - Ideation/Interpretation 1 (3)**

An introductory studio course designed to immerse students in iterative design processes in order to understand the elements and principles of design. Design solutions will be produced both collaboratively and individually.

ART 111 - OBS/REP 1: Empirical Drawing (3)

An introductory studio course for artists and designers centered on drawing from direct observation using traditional perceptual measuring tools and simple materials.

ART 120 - OBS/REP 2: Empirical Drawing (3)

An intermediate studio course centered on drawing complex subjects such as the figure and interior space from direct observation using traditional perceptual measuring tools. Prerequisite: ART-111.

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.

Crosslisted as: ART.

ART 123 - Empirical Sculpture (3)

An introductory studio course focused on accurately perceiving, measuring, and representing forms from the human figure to structural space using simple materials.

ART 131 - Ideation/Interpretation 2 (3)

A studio-based course designed to immerse students in creative thinking through a diverse array of methods and materials. The Elements and Principles of Design will be applied to human-centered problems, and design solutions will be produced both collaboratively and individually. Prerequisites: ART-101 and ART-111.

ART 133 - Color (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-101.

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.

Crosslisted as: ART.

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.)

Crosslisted as: ART.

ART 201 - Human Centered Design 1 (3)

This introductory course will expose the student to the human centered design thinking. Developing an approach to design that listens, connects and then creates design solutions. This class involves students in a social design process which includes these steps...Empathy-Define-Ideate-Prototype-Test.

ART 205 - Social Innovation (3)

In this course, students are introduced to the basic skills they will need to be an actor in the field of social innovation. They will complete readings, journal assignments, and group activities while learning about change models, research methods, relationship building, and facilitation techniques. At the end of the course, each student leads a group discussion, drawing on skills explored throughout the semester.

ART 216 - Western Art Appreciation (3)

Through the study of Western art history and style, students will discover the longstanding aesthetic and cultural value of visual art in society. The course expands understanding of the essential elements of visual art and explores how to appreciate the works of a variety of artists from Medieval times to the present. Prior basic experience in appreciating and analyzing visual art is recommended.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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-101.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 240 - Placemaking Design (3)

This class will help students learn to collaboratively and strategically shape the physical and social character of neighborhoods, towns, cities and regions. It will accomplish this by researching and analyzing social design which animate public and private spaces, rejuvenates structures and streetscapes, improves local business viability and public safety. The class also helps equip students in collaborative design skills they will put to use within communities to create positive social change. Prerequisite: ART-224.

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.

Crosslisted as: ART.

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-101 and ART-111.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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-101, ART-111, and ART-131.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 255 - Batik (3)

A study in various techniques of surface designing, including dyeing and printing on fabrics. Prerequisites: ART-221 and ART-324.

Crosslisted as: ART.

ART 256 - Weaving I (3)

A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 261 - Survey of Western Art History I (3)

An introductory survey history of Western art and architecture from the prehistoric to the medieval era. Prerequisite: MUS-180.

Crosslisted as: ART.

ART 262 - Survey of Western Art History II (3)

An introductory survey history of Western art and architecture from the Renaissance to the postmodern era. Prerequisite: MUS-180.

Crosslisted as: ART.

ART 265 - Sustainable Design (3)

This is a foundations class engaging in the research of design methods and problem solving related to sustainability issues which affect the life of individuals and communities. While exploring responsible use of resources and materials students will learn various approaches to sustainable design. They will explore how sustainability issues affect everyone and every community. This class encourages students to be positive agents of change in the ways resources are employed.

ART 266 - Printmaking I (3)

An introduction to basic skills of printmaking methods, including woodcut, engraving, intaglio, and lithography.

Crosslisted as: ART.

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-111

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 301 - Structures (3)

This class will teach students how to collaboratively and strategically shape the physical character of structures. It will accomplish this by exploring design which rejuvenates structures and streetscapes, improves local business viability and public safety. It also helps equip students in collaborative design skills through an introduction to the fundamentals of structural design. Prerequisite: ART-224.

ART 311 - 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-101 and ART-131.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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: ART-111.

Crosslisted as: ART.

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-101.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 340 - Grant Writing and Fundraising (3)

This course will guide the student through the grant writing process - learning best practices for developing grant programs, proposals, and budgets for social art and design projects will be emphasized. In this class a student will have the opportunity to initiate conversations with people in the community to understand the type of funding needs common to a private or public entity. From their research and networking with people, the student will write a grant in an effort to raise a predetermined amount of money to assist the group or organization. The student's efforts will not be limited to fundraising. For the purpose of developing empathy, the student will be encouraged to participate in the organization's activities to better understand the people he or she are serving.

ART 343 - Ceramics II (3)

A continuation of Ceramics I with emphasis on wheel throwing, glaze formulas, and firing techniques. Prerequisite: ART-241.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 365 - Design and Community Development (3)

In this course the student will apply best practices of design stewardship using existing art and community resources to solve human centered design problems. The student will explore community needs and analyze how design could alleviate or address a specific community design problem. Through their research they will also participate in a community service learning project. All of these actions combine to help acquire a design process based in Empathy-Define-Ideate-Prototype-Test. The format of the course will require fieldwork directly with a community contact/organization. Prerequisite: ART-224.

ART 366 - Printmaking II (3)

A continuation and specialization of skills in a specific area of printmaking. Prerequisites: ART-266.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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-273.

Crosslisted as: ART.

ART 379 - Color (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.

Crosslisted as: ART.

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 beginning with the Civil War and through contemporary culture. Prerequisites: ART-245.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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: ART-261 or ART-262.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 385 - Baroque Art (3)

A study of the architecture, painting, and sculpture of 17th century Europe, with an emphasis on the arts of Italy, Spain, and the Low Countries. Prerequisite: ART-261 or ART-262.

Crosslisted as: ART.

ART 386 - Nineteenth Century Art (3)

A survey of late eighteenth- and nineteenth-century art, with an emphasis on painting in Paris and the emergence of modernism the latter half of that period. Prerequisite: ART-261 or ART-262.

Crosslisted as: ART.

ART 387 - Art of Modern Europe (3)

European painting and sculpture from post-Impressionism to 1945. Prerequisite: ART-261 (was ART-381) or ART-262 (was ART-382).

Crosslisted as: ART.

ART 390 - The Arts and Christian Worship (3)

ART390 examines the historical and theological intersections of the arts in Christian worship, with an emphasis on the visual arts. Students will investigate the role of art, both past and present, in Orthodox, Catholic, and Protestant traditions. Students will also reflect on the theological and social contexts that have shaped their individual understanding of the role and value of the visual arts as an instrument of worship. 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.

Crosslisted as: ART.

ART 399H - Honors Thesis/Project (3)

ART 346CC - Global Studies (3 to 4)

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 431 - Contemporary Painting (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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 471 - Senior Project 1 (3)

This is the first of a two semester senior capstone class. The student will investigate and research a community social design problem in preparation for their senior exhibit. The goal of this course is to offer a solution to an existing community social design problem. Prerequisites: ART-201, ART-205, ART-240, ART-265, ART-301, ART-365 or permission of the division chair.

ART 472 - Senior Project 2 (3)

This senior capstone course is an opportunity for students to demonstrate what they have learned within the Design for Social Impact major. In the second semester the student will develop an alternative design solution to a persistent community social design problem. They will collaborate with civic, business, local government and community members in identifying the proposed need then propose a solution. The design projects are selected from problems submitted by the students, faculty and local industry. Industry projects are given preference since these projects are best suited for meeting the course objectives. As much as possible this class will simulate the post graduate job environment. Prerequisite: ART-471.

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.

Crosslisted as: ART.

ART 474 - Illustration II (3)

Illustration II is an advanced course which reinforces technical and conceptual proficiencies as a means to galvanize narrative communication. In addition the course will venture to strengthen the students signature style while producing a portfolio of work which reflects the aspirations of a seasoned professional. Prerequisites: ART-245 and ART-374 or permission of the professor.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ART 477 - Thematic Illustration III (3)

Thematic Illustration is a course developed for the student who aspires to apply the sequential process of story-telling through the venue of children's literature. The course will immerse the student into the process of developing a central visual narrative from sketch concepts to subsequent visual imagery. Prerequisites: ART-474.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

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.

Crosslisted as: ART.

ATR - Administration of Athletic Training

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. Interprofessional practice and collaboration will be discussed.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 220 - Therapeutic Modalities (3)

Familiarizes the athletic training student with contemporary physical agent modalities, therapeutic interventions of acute injuries, appropriate physiology, indications, contraindications, uses, and methods of applications.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 231 - Advanced Athletic Training (2)

An introduction to critical decision making leading to clinical outcomes through evidence-based practice.

Crosslisted as: ATR.

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

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 299 - Athletic Training Practicum II (1)

Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athlete's 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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 350 - Seminar in Athletic Training (1)

Series of professional topics relating to athletic training, involving problem solving, and arranged readings and presentations.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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 healthcare administration. Site placement will be coordinated with the course instructor.

Crosslisted as: ATR.

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. Open only to students in Athletic Training and Exercise Science majors.

Crosslisted as: ATR.

ATR 440 - Pharmacology and Therapeutic Medications (2)

This course provides an introduction to therapeutic drugs, with an emphasis on medications seen in allied health settings. General pharmacological principles such as pharmacokinetics and pharmacodynamics are introduced as well as how physical

activity affects these actions. Normal physiological processes are discussed and how various medications are used to affect processes.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 492 - Administration of Athletic Training (2)

In-depth study of healthcare and 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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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 devices and durable medical equipment. 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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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 compliment healing for various pathologies. Students will learn indications, contraindications, uses, and methods of applications for each modality covered.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 555 - Health Information Technology and Informatics in Athletic Training (3)

This course provides the post-professional athletic training student with the conceptual knowledge and professional skills to capitalize on the principles of health informatics and effectively adopt health information technology in clinical practice, both of which are critical for today's healthcare professional. The ramifications of the HITECH Act of 2009, the use of clinical information systems' data to demonstrate the role of an athletic trainer, and the effects of mobile applications in clinical practice will be examined. Consideration of the ethical use of data, technology, and information management will be evaluated throughout the course.

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.

Crosslisted as: ATR.

ATR 565 - Advanced Evidence Based Practice (3)

This course builds on a foundation for the post-professional certified athletic trainer for advanced clinical scholarship and enhanced patient outcomes, while cultivating skills in analytic methods guided by evidence based practice. Students will appraise current research in their practice interests to develop advanced athletic training clinical skills.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 580 - Athletic Training Research Methods I (3)

This course is designed to introduce post-professional athletic training students to common research methods used by athletic training professionals. Coursework focuses on conducting research, identifying variables, development of a research question/purpose statement, and ethics in research.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 588 - Epidemiology in Athletic Training (3)

This course is designed to educate the post-professional certified athletic trainer with an in-depth study of how epidemiology informs the healthcare practices for physically active patients. Examination of the prevalence, risk factors, and surveillance of sports-related injury and illness at youth, college, and professional levels will be evaluated. Evidence-based practice requires clinicians to be knowledgeable of the current standards of care and promote their willingness to consider the research on emerging therapeutic interventions.

ATR 590 - Athletic Training Research Methods II (3)

This course is designed to introduce post-professional athletic training students to the research process. Coursework will focus on development of a research question/purpose statement, building the literature review, identifying a rationale for a research

study/project, and writing the abstract, introduction, methods, results, and conclusion sections based on peer-reviewed journal author's guide.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

ATR 599 - Athletic Training 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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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 healthcare field. Topics will be presented by a wide range of healthcare professionals including, but not limited to, physical therapists, nurse practitioners, massage therapists, dentists, physicians, etc.

Crosslisted as: ATR.

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 healthcare 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 healthcare administration. Site placement will be coordinated with the course instructor.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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.

Crosslisted as: ATR.

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 healthcare and how they overlap in the practice of athletic training.

Crosslisted as: ATR.

BADM - Applied Doctoral Program Evaluation and Assessment

BADM - Business Administration

BADM 590 - Business Administration Capstone (3)

Students in this course will analyze both internal and external business conditions, and apply critical thinking to the design of ethical solutions for complex business administration problems. Students will integrate principles of leadership and organizational behavior with a biblical framework in order to demonstrate awareness of cultural and ethnicity differences. Prerequisite: successful completion of all core courses

Crosslisted as: BADM.

BADM 591 - Business Administration Strategy and Policy Capstone (3)

Students in this course will analyze both internal and external business conditions, and apply critical thinking to the design of ethical solutions for complex business administration problems. Students will integrate principles of leadership and organizational behavior with a biblical framework in order to demonstrate awareness of cultural and ethnicity differences. Students will also create a plan for lifelong personal, professional, and spiritual growth. Prerequisite: Successful completion of all MBA courses.

BADM 701 - Residency 1: The DBA Journey (1)

This course introduces the student to the Doctor of Business Administration program. Students will apply problem-based learning to real-world problem solving, analyze lifelong learning skills needed for today's dynamic business environment, and evaluate new business administration knowledge for application in the global workplace. Students will contrast the Virtuous Business Model with their personal and professional behavior and beliefs. This course includes an onsite residency.

BADM 702 - Foundations of Doctoral Research (4)

In this course, students will learn how to conduct doctoral level, problem based research. Specifically, students will evaluate potential problem scenarios to determine aligned research approaches, distinguish between research methods, propose a hypothesis and research questions, and determine the appropriate data collection methodology for specific research questions. Students will critically analyze published research to reveal gaps in the knowledge base and synthesize the concepts of truth and knowledge between the secular perspectives of epistemology and ontology with the Virtuous Business Model. Prerequisite: BADM-701

BADM 703 - Virtuous Leadership and Global Based Teams (3)

In this course, students will critique leadership aspects of real world situations from the perspective of the Virtuous Business Model, distinguish among current leadership theories including servant leadership, and assess success factors for leadership within a global team environment. Students will appraise change-management situations to determine specific leadership elements and appropriate best practices. Students will assess potential ethical leadership solutions using the Virtuous Business Model.

BADM 704 - Economic Analysis for Virtuous Leaders (4)

In this course, students will discover the strategic economic questions all firms must answer and appraise the various objectives and economic data needed for an industry analysis. Students will investigate the economic data to determine the competitive environment of an industry. Students will interpret economic data to create an economic forecast and determine opportunities and risks within the economic analysis. Students will critique the economic decision-making process of organizations within an industry for alignment with the Virtuous Business Model.

BADM 705 - Virtuous Marketing (3)

In this course, students will distinguish marketing perspectives in an industry analysis and construct a theoretical marketing model that integrates the Virtuous Business Model. Students will create strategies and ethical solutions for complex marketing problems. Students will critique real world marketing problems for an organization in an industry using problem based learning.

BADM 706 - Residency 2: Success Skills (1)

This course starts the second year of the DBA program. In this course, students will develop collaborative relationships that support problem-based learning, synthesize new research skills for application in the global workplace, and evaluate potential research methodologies for alignment with research goals. This is a required onsite course. Prerequisite: BADM-702

BADM 707 - Data Analytics and Research (4)

In this course, students will develop research and data analytical skills for use in solving business problems. Students will assess research methodologies for applicability to research projects, design research plans to test research hypotheses, and conduct research in alignment with the Virtuous Business Model. Students will incorporate data analytics and research into their doctoral-level practice.

BADM 708 - Virtuous Business in a Global Marketplace (3)

In this course, students will demonstrate forward-thinking virtuous decision-making within the global team-based business environment, integrate the Virtuous Business Model into an organizational framework, and differentiate supply chain considerations for multiple global operations. Students will create change management solutions and strategies for complex operational problems and synthesize advanced research in operations with their doctoral-level practice.

BADM 709 - Current Issues for the Virtuous Organization (3)

Students will assess forward-thinking leadership challenges arising from current events. Current business events will be critiqued using the perspective and values of the Virtuous Business Model. Students will recommend ethical responses consistent with the Virtuous Business Model to address current business events. The impact of current issues on organizations and integrating synthesized research into current events will be incorporated into the student's doctoral-level practice. Prerequisite: BADM-710

BADM 710 - Residency 3: Completing the Doctoral Project (1)

In this course, students will apply forward-thinking leadership skills that enhance solving of real-world problems, critique completed projects in order to reflect upon personal and organizational effectiveness. Students will prepare written

documentation for both academic and professional audiences and integrate a virtuous worldview in both their personal and professional lives. This course requires an onsite residency. Prerequisite: BADM-706

BADM 751 - Applied Doctoral Project 1: Prospectus (1)

In this course, students will assess potential industries for future research that aligns with personal and professional goals and integrate the virtuous business model into personal research goals. An approved Industry Selection form is required to successfully complete this course.

BADM 752 - Applied Doctoral Project 2: Human Factor Analysis (1)

In this course, students will assess human factor and economic issues and identify various leadership challenges facing organizations within potential industries in order to inform the design of solutions to real world management problems. Students will distinguish potential partner organizations for future collaborative projects. An approved industry analysis is required to successfully complete this course. Prerequisite: BADM-751

BADM 753 - Applied Doctoral Project 3: Environmental Analysis (1)

In this course, students will assess environmental issues in potential industries for future research projects. The alignment of potential industries with the Virtuous Business Model will be evaluated. A partner organization with which to conduct the ADP will be determined. An approved Partner Selection Form is required to successfully complete this course. Prerequisite: BADM-752

BADM 754 - Applied Doctoral Project 4: Problem Scenario (1)

In this course, students will evaluate leadership challenges within a specific partnership organization and synthesize available data sources to determine inconsistencies and contradictions. Students will recognize multidimensional problems that will require complex problem solving and, together with the partner organization, identify the problem that will be the focus of the ADP. An approved Project Proposal (Chapter One) is required to successfully complete this course. Prerequisite: BADM-753

BADM 755 - Applied Doctoral Project 5: Hypothesis Generation (1)

In this course, students will identify facts and positions held by various stakeholder groups and integrate known factual data in a systematic, holistic understanding of the problem. Students will investigate any information deficiency which prevents solution of a problem scenario and examine existing research and best practices to determine potential solutions. An approved literature review (Chapter 2) is required to successfully complete this course. Prerequisite: BADM-754

BADM 756 - Applied Doctoral Project 6: Research Plan (1)

In this course and BADM-757, students will create a research plan to investigate potential solutions to organizational problems, conduct the approved research, and evaluate the results to determine a recommended solution. An approved research plan is required to successfully complete this course. Prerequisite: BADM-755

BADM 757 - Applied Doctoral Project 7: Active Research (1)

In this course, student will complete the research started in BADM-756 and evaluate the results to determine a recommended solution. A recommended solution with supporting documentation is required to successfully complete this course. Prerequisite: BADM-756

BADM 758 - Applied Doctoral Project 8: Research Analysis and Recommendations (1)

Students in this course will synthesize research findings within the context of a partner organization, develop recommendations for changes in existing practice in order to improve organizational outcomes, and create a change management plan to implement those changes. Students must successfully complete the Change Management Plan report in order to complete this course. Prerequisite: BADM-757

BADM 780 - Doctoral Career Preparation (4)

In this course, students will develop new knowledge for application in the global workplace and design solutions to real world business administration problems using new applications of theory or changes in present practice. Students will determine the current demand for labor and required skillsets within a desired industry segment, and create tools to use in pursuing employment opportunities. Students will integrate the Virtuous Business Model into a personal philosophy appropriate for business education, business leadership and/or consulting. Prerequisite: BADM-710

BADM 781 - Teaching Practice Seminar (4)

Students will critique their own existing assumptions and beliefs about adult learning and evaluate best practices for educating adults. Fundamentals of human knowledge development will be explored. In addition, students will devise a personal philosophy of teaching consistent with the Virtuous Business Model and best practices of adult teaching and learning. Students will apply their personal philosophy and best practice to the creation of syllabi and curriculum for both online and face-to-face educational settings. Prerequisite: BADM-710

BADM 782 - Leadership Practice Seminar (4)

In this course, students will evaluate leadership perspectives and develop a personal leadership philosophy that is consistent with their values and the Virtuous Business Model. Students will analyze the realities of leadership in today's complex and diverse organizations, including assessment of common problems and specific opportunities for leadership growth and development. Assessing the key roles and responsibilities for senior leaders within an organization will enable students to critique success factors for leadership. This course is designed to help prepare students for an executive leadership role. Prerequisite: BADM-710

BADM 783 - Consulting Practice Seminar (4)

In this course, students will prepare themselves for employment as an independent consultant or in a consulting role as part of an improvement team. Students will diagnose specific consulting opportunities within their area of expertise. Students will implement best consulting practices and develop a personal consulting style consistent with the Virtuous Business Model. Students will create unique consulting marketing strategies for specific industries and organizations. Prerequisite: BADM-710

BADM 785 - Comprehensive Exam (1)

Students will critique research in business administration from the perspective of their doctoral-level practice, demonstrate subject matter expertise in business administration, and synthesize a personal code of ethics that incorporates the Virtuous Business Model. Prerequisite: BADM-780

BADM 790 - Applied Doctoral Program Evaluation and Assessment (4)

This is the culminating course of the DBA program in which students will defend their doctoral project. In this course, students will synthesize new business administration knowledge and skills for application in the global workplace leading to advanced ethical change management solutions and strategies for complex business problems. Students will demonstrate forward-thinking virtuous leadership within the global team-based business environment and integrate a virtuous worldview in both their personal and professional lives. Students will design solutions to real world business administration problems using new applications of theory or changes in present practice. Students must have successfully defended their Applied Doctoral Project report and submitted both their Academic and Trade Journal Papers for publication. Prerequisite: BADM-780 and BADM-785

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.

Crosslisted as: BIB.

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.

Crosslisted as: BIB.

BIB - Introduction to the New Testament

BIBL - Apocalyptic Literature

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.

Crosslisted as: BIBL.

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.

Crosslisted as: BIBL.

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)

Crosslisted as: BIBL.

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.

Crosslisted as: BIBL.

BIBL 520 - Biblical Theology (3)

This course follows the central theological themes of Scripture as they move through the biblical canon, including the character and mission of God, creation and the redemption of Christ, the ongoing work of the Holy Spirit, as well as God's walk with humanity and the people of God. Various approaches to the unity and diversity of Scripture will be presented.

BIBL 525 - Bible Storytelling (3)

This Bible Storytelling course explores various methodologies designed to prepare persons to perform Scripture publicly. The course uses performance criticism and other methodologies and exposes students to concepts from oral interpretation of literature. Special attention is given to the skills needed to perform Bible passages orally without visual aids and teach others to do likewise.

BIBL 550 - Historical Context of Jesus and the Gospels (3)

This course offers an investigation of life in the biblical world of the first century Palestine. It will focus on worship and architecture, art and literature, occupations, and daily life of people living in the Middle East at the time of Christ. Special attention will be placed on topics and the Old Testament texts that bring understanding to the interpretation of the Gospel narratives. Prerequisite: BIBL-500

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.

Crosslisted as: BIBL.

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.

Crosslisted as: BIBL.

BIBL 501ES - 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.

Crosslisted as: BIBL.

BIBL 511ES - 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.

Crosslisted as: BIBL.

BIBL 610 - Torah Engagement: The Formation of Worship (3)

This course involves a critical examination of Torah texts that address components of worship. The method of inquiry involves, firstly, literary engagement with key phrases and concepts in the Torah texts; secondly, historical engagement with exegetical analysis; thirdly, engagement theologically with pertinent biblical texts outside the Torah; and finally, cultural engagement with the development of a preaching or teaching series. Prerequisite: BIBL-500

BIBL 615 - Mark for Ministry (3)

This course involves a close reading of the Gospel of Mark. It addresses issues of textual, historical, cultural, literary, theological concerns. Students will examine Mark's overall structure, its emerging themes, and its application for the church today.

BIBL 621 - Paul: Ministry & Theology (3)

This course examines the ministry of the apostle Paul and his practical theology as a unity that responds to the ministerial demands of his context. Students will study the gospel of Jesus proclaimed by Paul, within the multicultural setting in which the message was announced. Emphasis will be made, not only on the mind of the apostle, but also on the practices he himself embodied over time as part of his approach to Christian living and mission. Pre-requisite BIBL-500

BIBL 630 - Exegesis of Wisdom Literature (3)

This course focuses on the close reading of the biblical books of Job, Proverbs, Ecclesiastes, and pseudopigraphal books of Wisdom of Ben Sira and Wisdom of Solomon designed to refine methods of interpreting the genre of Wisdom Literature as a whole and these books in particular. In the process, attention is given to the genre of Wisdom Literature in the culture of the Ancient Near East and its parallels in the Wisdom Literature of Israel. This course also embraces the studies of the relationship between human character and life circumstances as presented in the Wisdom Corpus themes of life, death, work, etc. The final emphasis is given to the interpretation of Jesus' teaching as those of a wisdom teacher. Prerequisite: BIBL-500

BIBL 640 - Prophetic Literature: Preaching the Truth (3)

This course involves critical examination of prophetic texts that address preaching as purification of worship. The method of inquiry involves, firstly, exegesis of the prophetic texts to receive the prophetic word; secondly, examination of corresponding historical and literary contexts to determine rhetorical significance; thirdly, exegesis of congregational preaching as worship to

establish correlations; and finally, deployment of the appropriate word in a rhetorically creative medium. Prerequisite: BIBL-500

BIBL 660 - Apocalyptic Literature (3)

A critical study of the books of Revelation and Daniel as well as other apocalyptic writings from the Intertestamental and early Christian periods. Prerequisite: BIBL-500

BIL - Acts of the Apostles

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 113 - Biblical Perspectives on Suffering and Disability (3)

Every person, at some point in life, faces suffering, illness, and some degree of disability. The Bible offers several perspectives on the nature and meaning of suffering and disability. This course will provide a brief introduction to major portions of scripture and survey the insights that they offer on suffering and disability. The course materials contain several connections to real stories and personal experiences of suffering and disability. The learning culminates by summarizing biblical materials around theological themes that frame the development of Christian character in the midst of suffering and disability.

BIL 114 - Christian Faith, Character, and Virtue (3)

The Christian faith and the Bible offer distinctive perspectives on good character and the development of character and virtue. This course will present biblical foundations, emphasizing the life of Jesus, for an understanding of Christian character and how character and virtue are formed. The course will present several concrete approaches to developing and practicing Christian character and virtue.

BIL 115 - Life and Faith in the New Testament (3)

The New Testament contains twenty-seven books that can be gathered into a few major blocks: Synoptic Gospels, Luke-Acts, the writings of John, the letters of Paul, the General Epistles, and Revelation. This course presents basic tools for studying the New Testament and investigates the use of scripture in Christian worship. The course surveys the special emphases of the major blocks of the New Testament and traces themes of life, faith, and salvation through each of them.

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.

Crosslisted as: BIL.

BIL 109ES - 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 111ES - Introduction to Old Testament (3)

This course presents an overview of the Old Testament. The authorship, date, historical background, geography, literary design, and redemptive theme of each book in the Old Testament will be addressed. Not open to students with credit in BIL-101. / Este curso presenta un panorama del Antiguo Testamento, que abarca las cuestiones de paternidad literaria, fechas, trasfondo histórico, geografía, diseño literario y temas de redención en cada libro del Antiguo Testamento. No está abierto para los estudiantes con créditos en BIL-101.

BIL 111FR - 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 112ES - Introduction to New Testament (3)

This course is an overview of the New Testament with emphasis on authorship, date, historical background, geography, and themes of the books of the New Testament. Included in this is a historical review of the intertestamental period which helps define the spiritual, political, and sociological matrix of the New Testament. Not open to students with credit in BIL-102. / Este curso es un panorama del Nuevo Testamento con concentración en la paternidad literaria, la fecha, el trasfondo histórico, la geografía y los temas clave de los libros del Nuevo Testamento. Incluye una reseña histórica del periodo inter-testamental que

ayuda a definir la matriz espiritual, política y sociológica del Nuevo Testamento. No está abierto para estudiantes con créditos en BIL-102.

BIL 112FR - 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 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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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-202

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 240 - Teaching the Bible to Youth and Adults (3)

A course exploring the methods of teaching the Bible to youth and adults seeking life change. The course content includes learning theory, 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.

Crosslisted as: BIL.

BIL 252 - Biblical Theology of Social Justice (3)

This course explores social justice in the context of Old and New Testament. Special attention is given to helping students develop a biblical and theological basis for engaging the pressing issues in contemporary society. Prerequisites: BIL-101, BIL-102, THE-101.

BIL 280 - Lands of the Bible (3)

A study of the historical and geographical contexts of the biblical world. Emphasis will be given to the geographical and topographical features of the land that bring insight and understanding to the biblical narrative. Additional focus will be given to important cities and events in the lands of the Bible from the time of the Patriarchs through the 1st century AD. Prerequisite: BIL 101 and BIL 102.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 286 - Introduction to Pastoral Epistles (3)

This course is an introductory study of the Pastoral Epistles utilizing Inductive Bible Study method. Historical, cultural, grammatical, and social contexts will be addressed to interpret the text and make application for ministers and pastoral ministry. Prerequisite: BIL-202

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 200ES - 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. / Este curso es una introducción a los principios fundamentales de la interpretación bíblica. Enfatiza la aplicación de estos principios al estudio bíblico personal y provee una base importante para la preparación de sermones y estudios bíblicos.

BIL 200FR - 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 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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 305 - Poetic Books (3)

A study of the poetic books of the Old Testament including the nature of Hebrew poetry and wisdom. Prerequisite: BIL-202.

BIL 307 - 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 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.

Crosslisted as: BIL.

BIL 311 - 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 312 - 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 314 - Paul's Earlier Epistles (3)

A detailed and analytic study of the letters to the Romans, Corinthians, the Galatians, and the Thessalonians. Prerequisite: BIL-202.

BIL 315 - Paul's Later Epistles (3)

A detailed and analytical study of the prison epistles (Ephesians, Philippians, Colossians, and Philemon) and the pastoral epistles (1 & 2 Timothy, Titus. Prerequisite: BIL-202.

BIL 317 - Hebrews and General Epistles (3)

A detailed and analytical study of Hebrews, James, 1 Peter, 2 Peter, and Jude. Prerequisite: BIL-202.

BIL 320 - 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 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.

Crosslisted as: BIL.

BIL 380 - Scripture in Context I (3)

An exegetical study of the biblical narrative in its historical, geographical, and cultural contexts. Particular emphasis will be placed on how the contexts of Scripture enlighten expository teaching and preaching. This course is part of the Summer in the Holy Lands Program. Prerequisites: BIL-202.

Crosslisted as: BIL.

BIL 381 - Scripture in Context II (3)

An advanced exegetical study of the biblical narrative in its historical, geographical, and cultural contexts. Particular emphasis will be placed on how the contexts of Scripture enlighten expository teaching and preaching. This course is part of the Summer in the Holy Lands Program. Prerequisites: BIL-202 and BIL-280.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 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.

BIL 310ES - 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 401 - Poetic Books (3)

A study of the poetic books of the Old Testament including the nature of Hebrew poetry and wisdom. Prerequisite: BIL-202.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 406 - Paul's Later Epistles (3)

This course covers the prison epistles (Ephesians, Philippians, Colossians, and Philemon) and the pastoral epistles (1 2 Timothy, Titus. A detailed and analytic study of these books. Prerequisite: BIL-202.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 411 - Psalms (3)

A detailed and analytical study of the Book of Psalms. Prerequisite: BIL-202 or permission of department. Offered alternate years.

Crosslisted as: BIL.

BIL 412 - Romans and Galatians (3)

A detailed and analytical study of Paul's letters to the Romans and the Galatians. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of department.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 416 - Hebrews (3)

A detailed and analytical study of Hebrews. Prerequisite: BIL-202 or permission of department. Offered alternate years.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 434 - Luke-Acts (3)

An exegetical study of the narrative of Luke-Acts. Attention will be given to the unifying themes of Luke-Acts, especially, the work of the Holy Spirit in the life of Jesus and the Apostles in carrying out God's plan of salvation. Prerequisite: BIL-202 or by permission of the professor.

Crosslisted as: BIL.

BIL 440 - Biblical Interpretation in Global Perspective (3)

Christianity is a global faith with communities on multiple continents and in many cultures translating, interpreting, and applying the Bible. This course will introduce students to perspectives on the methods, aims, and themes of biblical interpretation from diverse Christian voices around the globe. Students will gain an appreciation for and incorporate other Christian voices into their own work with scripture. Prerequisite: BIL-203

BIL 475 - Independent Learning in Biblical Literature (1 to 3)

Individually arranged research into biblical problems, languages, and/or doctrines. Prerequisite: Permission of instructor.

Crosslisted as: BIL.

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.

Crosslisted as: BIL.

BIL 404ES - 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 409ES - 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 415ES - 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 500 - Survey of the Bible (3)

This course examines the foundational relationship between the Old Testament and the New Testament; the literary, historical, cultural and geographical contexts of the Bible; and the application of biblical principles to contemporary situations.

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.

Crosslisted as: BIL.

BIL 510 - Biblical Hermeneutics (3)

This course introduces the student to the process of inductive Bible study: observation, interpretation, integration, and appropriation. Hermeneutical strategies for reading the biblical texts as Christian Scripture are considered. Prerequisite: A grade of C or higher in BIL-500 or BIL-101 and BIL-102.

BIL 520 - Hermeneutics for Ministry (3)

This course uses tools provided by the study of hermeneutics to help students articulate and implement a philosophy of hermeneutics for the interpretation of scriptural texts and Christian practices in the context of local church ministry. Prerequisite: BIL-510.

Crosslisted as: BIL.

BIL 525 - Theologies of the Old and New Testament (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, dogmatic 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. Prerequisite: A grade of "C" or higher in BIL-510.

BIL 580 - Archaeology and the Bible (3 to 6)

This class will examine the discipline of archaeology and its relationship with biblical studies. The integration of the disciplines of archaeology and biblical studies will be examined through the following means: 1) student participation in archaeological field work; 2) the study of the art, architecture and artifacts uncovered in the lands of the Bible; and 3) the study of key biblical sites that have been excavated. Travel expenses and all applicable fees required. Prerequisite: A grade of C or higher in both BIL-101 and BIL-102, or BIL-500.

Crosslisted as: BIL.

BIL 581 - Historical Contexts of Scripture (3)

This course explores the context of the biblical narrative (both Old and New Testaments). Topics of interest will include the historical, cultural, and religious settings of the biblical world. Travel expenses and all applicable fees may be required. Prerequisite: A grade of "C" or higher in both BIL-101 and BIL-102; OR BIL-500.

Crosslisted as: BIL.

BIL 582 - Old Testament World (3)

This course studies the historical, literary, and socio-cultural background of the Old Testament. Background literature and inscriptional evidence relevant to the Old Testament will be examined, as well as key historical events, figures, and locations. A possible timeline for the writing of the Old Testament books will be developed, engaging key critical theories. Prerequisite: A grade of "C" or higher in both BIL-101 and BIL-102; or BIL-500.

BIL 583 - New Testament World (3)

This course studies the historical, literary, and socio-cultural background to the New Testament. Beginning with intertestamental Jewish literature and Jewish history in the Maccabean period, the course proceeds to the New Testament's first century Jewish and Greco-Roman context. A possible timeline for the writing of the New Testament books will be developed. Prerequisite: A grade of "C" or higher in both BIL-101 and BIL-102; or BIL-500.

BIL 588 - Special Topics in Old Testament (3)

This course covers a specialized and advanced topic in biblical studies. The course focuses on advanced exegesis for preaching and teaching from a particular section of Christian scripture. Prerequisite: A grade of "C" or higher in BIL-510. May be repeated under different topics.

Crosslisted as: BIL.

BIL 590 - Special Topics in New Testament (3)

This course covers a specialized and advanced topic in biblical studies. The course focuses on advanced exegesis for preaching and teaching from a particular section of Christian scripture. Prerequisite: A grade of "C" or higher in BIL-510. May be repeated under different topics.

Crosslisted as: BIL.

BIL 505ES - 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.

BIL 505FR - 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 - Advanced Crops and Society

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.

Crosslisted as: BIO.

BIO 100L - Introductory Biology Lab (0)

Selected laboratory experiences in introductory biology. One laboratory period. Co-requisite: BIO-100.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 102L - Human Biology Laboratory (0)

Selected laboratory experiences in human biology, designed to coincide with and complement BIO-102. Co-requisite: BIO-102.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 105L - Heredity and Disease Lab (0)

Lab to be taken concurrently with BIO-105 Heredity and Disease. Co-requisite: BIO-105.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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: For students attending the IWU-Marion campus Math SAT 440 or above, or RSAT 480 or above; ACT 18 or above.

Crosslisted as: BIO.

BIO 111L - Anatomy and Physiology I Lab (0)

This lab is taken as a co-requisite to BIO-111.

Crosslisted as: BIO.

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. Co-requisite: BIO-112L. (CAS) Considered an elective in the Biology Minor for Education Majors.

Crosslisted as: BIO.

BIO 112L - Anatomy and Physiology II Lab (0)

Lab taken as a co-requisite to BIO-112.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 113L - Introductory Microbiology Lab (0)

Lab taken as a co-requisite to BIO-113.

Crosslisted as: BIO.

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 480 or above, or RSAT 510 or above; ACT 20 or above; or CHE-110 with a grade of "C" or better OR permission of instructor. 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.

Crosslisted as: BIO.

BIO 103ES - Basic Ecology (3)

This course focuses on the basic concepts of ecology, a branch of biology that examines living things and their relationship with the environment. Students will evaluate possible combinations of abiotic factors (climate and geology), biotic factors (organisms sharing habitat), and their varying proportions of interaction to provide the scientific basis for considering solutions

to ecological problems. Students will also investigate how the Bible calls everyone to responsible stewardship of God's creation.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 203 - Environmental Conservation (3)

An ecological approach to the study of conservation of natural resources as related to current environmental problems.

Crosslisted as: BIO.

BIO 204 - Ornithology (3)

A study of the morphology, natural history, identification, and conservation of birds. Emphasis placed on field work. Prerequisite: BIO-125.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 213L - Microbiology Lab (0)

Lab taken as a co-requisite to BIO-213.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 203ES - Environmental Conservation (3)

An ecological approach to the study of conservation of natural resources as related to current environmental problems.

BIO 301 - Ecology (3)

An introduction to the principles and methods of plant and animal ecology in the physical environment. Prerequisite: BIO-125. Core course for Biology Majors.

Crosslisted as: BIO.

BIO 302 - Entomology (3)

A study of the anatomy, physiology, identification, classification, life cycles, habits, and adaptations of insects. Prerequisite: BIO-125.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 390 - Directed Individual Study (1 to 4)

Prerequisite: Permission of instructor. (At Au Sable)

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 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.

BIO 301CC - Global Studies Program (3 to 4)

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 452A - Introduction to Environmental Medicine And Public Health (4)

AuSable Course

Crosslisted as: BIO.

BIO 475 - Independent Learning in Biology (1 to 3)

Individually arranged reading, problem solving, or research in biology. Prerequisite: Permission of instructor.

Crosslisted as: BIO.

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)

Crosslisted as: BIO.

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.

Crosslisted as: BIO.

BIO 495 - Research in Biology (1 to 4)

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.

Crosslisted as: BIO.

BIOE - Biological Chemistry

BIOE - Biology in Education

BIOE 501 - Biological Chemistry (3)

This course provides an intermediate understanding of chemical principles in biology and focuses on the study of proteins, carbohydrates, lipids, and nucleic acids in a biological context. Enzymes, metabolism, and gene expression are also investigated. Prerequisite: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Undergraduate coursework must include a "C" level or higher in Introductory Biology, Introductory Biology Lab, General Chemistry, General Chemistry Lab. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOE 502 - Cell Biology (3)

The course is intended to develop deeper insight into the complexities of cell structure, function, and cellular processes with a focus on biosynthesis, cell signaling, regulation of proteins, and cell cycle/apoptosis. Throughout the course emphasis will be placed on how the dysfunction or disruptions in these cellular processes lead to disease of the organism. An understanding of common laboratory methodologies used in cell biology will also be discussed as a basis for understanding primary literature. A working knowledge of cell biology, molecular biology, and biochemistry is recommended. Prerequisite: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Undergraduate coursework must include a "C" level or higher in Introductory Biology, Introductory Biology Lab, General Chemistry, General Chemistry Lab. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOE 503 - Systems Biology (3)

This course investigates the major principles and concepts of biological systems, including the fundamentals of mathematical and physiological modeling, a detailed analysis of gene, protein, and metabolic systems, as well as the application of systems

biology in health and medicine. Prerequisite: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Undergraduate coursework must include a "C" level or higher in Introductory Biology, Introductory Biology Lab, General Chemistry, General Chemistry Lab. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOE 504 - Genetics (3)

This course integrates basic principles of genetics in eukaryotes and prokaryotes at the level of molecules, cells, and multi-cellular organisms including humans. Also covered are Mendelian genetics, the molecular basis of gene function and mutation, transmission systems, population, and evolutionary genetics. Subtopics also include the structure and function of chromosomes and genomes, and biological variation resulting from recombination, mutation, and selection. Prerequisite: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Undergraduate coursework must include a "C" level or higher in Introductory Biology, Introductory Biology Lab, General Chemistry, General Chemistry Lab. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOE 505 - Human Physiology (3)

This course utilizes a systems approach in the exploration of the concept of homeostasis, or the ability of the body systems to work together to maintain internal stability. Knowledge of basic chemistry and cell biology is recommended.

BIOE 506 - Microbiology (3)

This course examines the structure, physiology, and activities of pathogenic and non-pathogenic microorganisms. Emphasis is placed on the interaction of microorganisms with each other, their hosts, and the environment. Course activities will apply principles of microbiology to public health, biotechnology, environmental science, and industrial processes.

BIOL - Biological Chemistry

BIOL - Biology

BIOL 501 - Biological Chemistry (3)

This course provides an intermediate understanding of chemical principles in biology and focuses on the study of proteins, carbohydrates, lipids, and nucleic acids in a biological context. Enzymes, metabolism, and gene expression are also investigated. Prerequisites: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOL 502 - Cell Biology (3)

The course is intended to develop deeper insight into the complexities of cell structure, function, and cellular processes with a focus on biosynthesis, cell signaling, regulation of proteins, and cell cycle/apoptosis. Throughout the course emphasis will be placed on how the dysfunction or disruptions in these cellular processes lead to disease of the organism. An understanding of common laboratory methodologies used in cell biology will also be discussed as a basis for understanding primary literature. A working knowledge of cell biology, molecular biology, and biochemistry is recommended. Prerequisites: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

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This course investigates the major principles and concepts of biological systems, including the fundamentals of mathematical and physiological modeling, a detailed analysis of gene, protein, and metabolic systems, as well as the application of systems biology in health and medicine. Prerequisites: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

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This course utilizes a systems approach in the exploration of the concept of homeostasis, or the ability of the body systems to work together to maintain internal stability. Knowledge of basic chemistry and cell biology is recommended. Prerequisites: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIOL 506 - Microbiology (3)

This course examines the structure, physiology, and activities of pathogenic and non-pathogenic microorganisms. Emphasis is placed on the interaction of microorganisms with each other, their hosts, and the environment. Course activities will apply principles of microbiology to public health, biotechnology, environmental science, and industrial processes. Prerequisites: a bachelor's degree with a Biology major or must be state certified (in any state) to teach Biology at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and undergraduate college Biology courses.

BIS - Advanced Web Application Development in a Business Environment

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.

Crosslisted as: BIS.

BIS 216 - Information Systems and Project Management (3)

This course introduces students to fundamental concepts of management information systems and project management. The impact of information systems in each of the functional areas of business to improve organizational effectiveness will be addressed. Ethical considerations related to information and technology will be discussed. Biblical principles will be applied to basic project management applications.

Crosslisted as: BIS.

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. Problem-solving and decision-making from a biblical worldview will be examined.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.)

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

BIS 324 - Networking, Systems & Security (3 to 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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

BIS 344 - Visual Basic .Net Programming (3 to 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.

Crosslisted as: BIS.

BIS 346 - Java Programming (3 to 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

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

BIS 353 - Web Application Development (3 to 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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

BIS 371 - Communication for Technology Managers (3)

The student will develop communication process skills for critical thinking, problem solving, and decision-making in conventional and social communication in the role of the technology manager. In addition, effectively using active listening and non-verbal communication skills by the technology manager is explored. All information technology communication skills will be examined from a biblical worldview.

BIS 372 - Information Technology and Business Strategy Alignment (3)

By describing the phases of information technology service management, the student will demonstrate the organization lifecycle processes for each process service phase. The student will apply the seven steps of Continuous Service Improvement and practice an industry accepted level of competency on every service phase. All information technology service management phases will be explored from a biblical worldview.

BIS 373 - Global Information Systems (3)

Global Information Systems takes a holistic look at information systems from a global level. The student will study the impact and cultural influences in the IT industry. With this foundation, effective communication, techniques, and strategies to successfully work in a global IT environment will be explored. All subjects will be studied from a biblical worldview.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

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.

Crosslisted as: BIS.

BIS 460 - Business Systems Analysis and Design Seminar (3 to 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.

Crosslisted as: BIS.

BUS - Accounting for Business

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

BUS 225 - Legal Environment of Business (3)

Students will apply legal terminology to an evaluation of laws from various federal and state statutory law and judicial opinions sources. The student will compare and contrast torts, crimes and contract law, different forms of business organizations, including agencies, sole proprietorships, partnerships, corporations, and limited liability companies as they relate to the legal environment of business. As laws are rapidly changing, the student will explain important legal issues involving employment law, wages, hours, and layoffs; employee privacy, employment discrimination, and worker health, safety, and income security. All outcomes will be viewed using biblical principles to make business decisions.

Crosslisted as: BUS.

BUS 230 - Foundations of Global Business (3)

A consideration of the key ecological, social, economic, and political issues confronting the business world as it enters the 21st century.

Crosslisted as: BUS.

BUS 235 - Human Resources With Project Management Practices (3)

Students will explain the essentials of supervision and apply management functions to supervisors. Students will explain human resource management business processes and choose projects based upon analysis. Students will apply techniques of project management to human resource management and apply the concepts of a Christian worldview to project leadership.

BUS 274 - Business Case Study (3)

An integration of business principles, concepts, and skills applied to an actual business problem case study.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

BUS 301 - Principles of Entrepreneurship (3)

This course examines entrepreneurship with a focus on applying relevant concepts to assess business opportunities and plan for business success. Students will learn to analyze specific business issues and apply the strategic management process to business opportunities. In addition, students will apply financial ratio analysis and the principles of cash management to a small business and learn to evaluate a business plan.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

BUS 375 - Global Business Perspectives (3)

This course will provide an overview of the relationship between multinational enterprises and the environment in which they compete. Emphasis will be placed on understanding cultural contexts and informal and formal institutions which shape the global environment. Prerequisite: Admission to the Division.

BUS 382 - Business Administration Internship (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.

Crosslisted as: BUS.

BUS 390 - International Business - Travel (3)

This travel course provides students with the opportunity to briefly immerse themselves in other cultures so that they can better understand how businesses operate elsewhere in the world. Students will explore first-hand how business decision-making is impacted by cultural, political, economic and social differences as well as the cultural complexities of differing values and beliefs. Students will also explore the role that American business can play in mutually beneficial relationships across borders. Learning to adapt to the various challenges associated with international travel and living in another culture will be a significant part of the students' experience. Intercultural credit may be met by successfully completing ACC-390/BUS-390. Prerequisite: Admission to the Division and International Trip Application Approval.

Crosslisted as: BUS.

BUS 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

Crosslisted as: BUS.

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 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.

Crosslisted as: BUS.

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.

Crosslisted as: BUS.

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).

Crosslisted as: BUS.

BUS 488 - Special Topics in Business Administration (1 to 3)

This course covers one or more special topics in Business Administration 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.

BUS 489 - Research in Business Administration (1 to 3)

Students will engage in a research project in conjunction with a faculty member. Prerequisite: Permission of the instructor. 1-3 credit hours. Unlimited repeats.

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.

Crosslisted as: BUS.

CCU - CCU Co-Operative Program

CCU 300 - Council for Christian Colleges and Universities (1 to 16)

CDV - Community Development

CDV 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.

CDV 225 - Issues in Human Trafficking (3)

This course seeks to define the phenomenon of contemporary human trafficking and modern day slavery as a violation of a fundamental human right. Key terminology and definitions, the causes and the scope of the problem (both locally and globally) and a biblical response will be addressed. Consideration will also be given to the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking. Transformational care practices to traffic survivors will be analyzed as well as reflection as to how to best mobilize a Christian response to human trafficking in an attempt to prevent and eradicate human trafficking.

CDV 227 - 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.

CDV 229 - Community Development Management (3)

This course explores management issues related to community development corporations. Topics of consideration will include differentiating between religious, public, and mutual benefit non-profit corporations; the required legal framework and organizational governance for non-profit enterprises; issues related to strategic planning, finance, fundraising, and entrepreneurship; and human resource development. Consideration will also be given to the relationship between Christian community development corporations, and the Church and its mission.

CDV 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.

CDV 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.

CDV 276 - Models of Urban Ministry (3)

This course introduces the student to urban ministries through first-hand exposure of church-based community organizations, and through an evaluation of various urban ministry techniques and strategies currently being used to bring hope and wholeness to the people of the urban centers.

CDV 260CC - Global Studies Program (3)**CDV 320 - Issues in Human Trafficking (3)**

This course seeks to define the phenomenon of contemporary human trafficking and modern day slavery as a violation of a fundamental human right. Key terminology and definitions, the causes and the scope of the problem (both locally and globally) and a biblical response will be addressed. Consideration will also be given to the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking. Transformational care practices to traffic survivors will be analyzed as well as reflection as to how to best mobilize a Christian response to human trafficking in an attempt to prevent and eradicate human trafficking.

CDV 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.

CDV 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

CDV 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.

CDV 360 - Development Internship (2 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.

CDV 365 - 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.

CDV 376 - Urban Church Planting (3)

This course examines strategies to developing a multi-ethnic, multi-generational, and multi-economic church in the urban center. Special attention will be given to how the church can best provide pastoral care to its parishioners.

CDV 422 - Leading Ministries in Diverse Contexts (3)

This course equips students to serve the Kingdom of God in intercultural contexts. Emerging trends and current challenges are examined in the light of biblical, historical and theological perspectives and current social, political and religious realities. Strategies are practiced that move students from learners and observers to participants and co-workers. In addition, students will examine life habits (personal, spiritual and professional) that create long-term success as Kingdom builders in intercultural contexts.

CDV 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.

CDV 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.

CDV 488 - Special Topics in Community Development (1 to 3)

This course covers a specialized and advanced topic in intercultural studies that is not covered in the normal curriculum. It is always offered with a subheading and is repeatable under a different subheading.

CDV 475CC - Global Studies Program (1 to 6)**CDV - Community Development Management****CED-Children-s-Ministry-Practicum****CED - Christian Education****CED 230 - Teaching the Bible to Children (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.

Crosslisted as: CED.

CED 240 - Teaching the Bible to Youth and Adults (3)

A course exploring the methods of teaching the Bible to youth and adults seeking life change. The course content includes learning theory, 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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

CED 255 - Local Church Education (2)

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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: CED-255

Crosslisted as: CED.

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-255.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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-255.

Crosslisted as: CED.

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-255.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

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.

Crosslisted as: CED.

CED 455 - Christian Education in the Family (2)

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-255.

Crosslisted as: CED.

CED 490 - Leading Christian Education (3)

This course focuses on leading and managing a Christian Education program. Emphasis is placed on recruiting, training, motivating and supervising volunteers, budgeting and managing finances in the local church, curriculum planning, office administration, designing and furnishing learning facilities, and working with other professional staff.

Crosslisted as: CED.

CED 491 - Leading a Children's Ministry in a Local Church (3)

This course focuses on leading and managing a children's ministry. Emphasis is placed on recruiting, training, motivating and supervising volunteers, budgeting and managing finances in the local church, curriculum planning, office administration, designing and furnishing learning facilities, and working with other professional staff. Prerequisites: CED-255.

CED 550 - Educational Ministries (1)

The course investigates the historical, biblical, psychological, and educational foundations of Christian Education. The course analyzes the roles of the pastor and other church leaders in directing a program of Christian Education in a local church. Various models of Christian Education are evaluated.

CED 630 - Christian Education of Children and Families (3)

This course builds upon prior introduction to Christian Education in the church to focus specifically on the intentional discipleship of children and their families. Students will critically compare educational philosophies, cultural norms, and theories related to faith formation in children and families. Prerequisites: Grade of "C" or higher in CED-550 or CED-255.

CED 635 - Christian Education of Youth and Families (3)

This course builds upon prior introduction to Christian Education in the church to focus specifically on the intentional discipleship of youth and their families. Students will critically compare educational philosophies, cultural norms, and theories related to faith formation in youth and families. A professional ministry position is required for the completion of the course. Prerequisites: Grade of "C" or higher in CED-550 or CED-255.

CED 690 - Philosophy 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.

Crosslisted as: CED.

CED 690ES - Philosophy 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.

CED 690FR - Philosophy 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.

CEO - CEO Forum

CEO 101 - Creating a Virtuous Organization

CEO - Creating a Virtuous Organization

CHE - Analytical Chemistry

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.

Crosslisted as: CHE.

CHE 104L - Chemistry and Artists' Colors Lab (0)

Lab taken as a co-requisite to CHE-104.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 RSAT 500 or above; or ACT above 19 or a grade of "C" or above in MAT-101 is highly recommended but not required. Co-requisite: CHE-110L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 440 or above, or RSAT 480 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.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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, or RSAT 510 or above; ACT 21 or above, AND high school chemistry (1 year). Co-requisite: CHE-125L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 with a grade of "C" or better. Co-requisite: CHE-126L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 with grade of "C" or better. Co-requisite: CHE-235L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 with grade of "C" or better. Co-requisite: CHE-236L.

Crosslisted as: CHE.

CHE 236L - Organic Chemistry II Lab (0)

Lab taken as a co-requisite to CHE-236.

Crosslisted as: CHE.

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 with grade of "C" or better.

Crosslisted as: CHE.

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 with grade of "C" or better. Co-requisite: CHE-350L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 330TU - 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 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 with grade of "C" or better (or CHE-235 and permission of instructor).

Crosslisted as: CHE.

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 with grade of "C" or better. Co-requisite CHE-432L.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

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 with grade of "C" or better.

Crosslisted as: CHE.

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 with grade of "C" or better.

Crosslisted as: CHE.

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.

Crosslisted as: CHE.

CHE 475 - Independent Learning in Chemistry (1 to 3)

Individually arranged reading, problem solving, or research in advanced chemistry. Prerequisite: Permission of instructor.

Crosslisted as: CHE.

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 with grade of "C" or better.

Crosslisted as: CHE.

CHE 495 - Research in Chemistry (1 to 4)

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.

Crosslisted as: CHE.

CHI - Advanced Mandarin Chinese I

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.

Crosslisted as: CHI.

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.

Crosslisted as: CHI.

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).

Crosslisted as: CHI.

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).

Crosslisted as: CHI.

CHI 347 - Advanced Mandarin Chinese I (3)

Interpersonal communication and composition practice for advancing development in listening, speaking, reading, and writing beyond the low intermediate level. Students develop fluency and communicative competence through exposure to multiple genres of discourse in their cultural context, such as literary texts, newspaper and web articles, and videos. This course emphasizes conversation strategies, vocabulary expansion, and the writing of essays. Prerequisite: CHI-238 or equivalent.

CHI 365 - Special Topics in Mandarin Chinese (3 to 9)

Covers topics in Chinese culture or history designed for students with intermediate or higher level of proficiency. Topic will focus on a specific socio-cultural topic, country/area, historic era, artistic movement, or historic figure. Can be repeated for up to nine hours of credit under different topics. Prerequisite: CHI-238 or CHI-347 or prior departmental approval.

CHN - Applied Nursing Capstone Project**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.

Crosslisted as: CHN.

CHN 590 - Nursing Investigation (3)

Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN-515.

Crosslisted as: CHN.

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.

Crosslisted as: CHN.

CHN 595 - Nursing Investigation Continuation (0)

Continuation of the process involved in completing the requirements for CHN-590, Nursing Investigation.

Crosslisted as: CHN.

CHST - American Christianity**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.

Crosslisted as: CHST.

CHST 510 - History of Christian Missions (3)

This course surveys the global mission of Christianity from the day of Pentecost to the present day. Special attention will be given to key figures and factors contributing to translation and transmission of the faith in particular geographical locations at pivotal historical moments; missionary methods and the historical development of international missionary cooperation and ecumenism; interrogating the colonial overdetermination of modern missions; and assessing the present state of Christian mission in its global context.

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)

Crosslisted as: CHST.

CHST 525 - Spiritual Traditions (3)

This course will explore the history and theology of spiritual formation. The student will examine a variety of historical spiritual traditions, analyzing their unique contribution to spiritual formation and evaluating their strengths and weakness. Special attention will be paid to utilizing these traditions in both personal and communal spiritual formation. Prerequisite: CHST-500

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.

Crosslisted as: CHST.

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.

Crosslisted as: CHST.

CHST 585 - History of Early Methodism (3)

This course explores the history of Methodism in Britain and America, attending both to the life and ministry of John and Charles Wesley and other important people, places, events, and ideas that shaped early British and American Methodism. Students will examine how beliefs and practices shaped Methodism in different contexts and evaluate their current practices in light of early Methodist history.

CHST 599T - Church History Transfer (3)**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.

Crosslisted as: CHST.

CHST 610 - Social Justice in the Wesleyan Tradition (3)

This course explores the role of Social Justice in the history and theology of the Wesleyan tradition both in Britain and the United States. How did Christians engage in social issues and movements? What reasons did they give for being involved or for not being involved. Students will develop skills necessary to evaluate previous social engagement and contextualize it to their current ministry setting.

CIS - Advanced Internet Concepts

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

CIS 121 - Introduction to Programming (3)

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. Meets the general education math/computer requirements. A student may not earn credit in both CIS-121 and CIS-125. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

CIS 125 - Introduction to Computer Sciences I (4)

This course provides a backdrop of the computing science discipline. Classroom discussion format is used to provide an overview of computational thinking (including computational problem solving approaches), a history of the discipline, binary arithmetic, and a survey of the various subdisciplines of computing science. An overview of the computing curricula will be given. Students will gain experience developing computational solutions in a modern programming language. Meets the general education math/computer requirement. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

Crosslisted as: CIS.

CIS 126 - Introduction to Computer Sciences II (4)

This course continues the introduction to computer science including structured programming. Special attention is given to the study of problem-solving processes in the context of algorithmic development. Programming topics include basic constructs, flow of control, function basics, parameter passing and iteration. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Meets the general education math/computer requirement. Prerequisite: CIS-125.

Crosslisted as: CIS.

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 (4)

A study of data organization and processing in the context of abstract data types. This course cover pointers, lists, stacks, queues, trees, searching, sorting, and resource management. It is taught against the backdrop of a modern programming language. Prerequisite: CIS-126.

Crosslisted as: CIS.

CIS 222 - Object Oriented Programming (4)

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.

Crosslisted as: CIS.

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: CIS-126.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 Division Chair.

Crosslisted as: CIS.

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. Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

Crosslisted as: CIS.

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 and Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 or CIS-222. Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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; and CIS-342; Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 351 - Internet Programming (3)

An intermediate 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: CIS-221 or CIS-222; Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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. Prerequisites: CIS-221

Crosslisted as: CIS.

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 Division Chair.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 Division Chair.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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 Division Chair.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

CIS 489 - Research in Computer and Information Sci (1 to 3)

Students will engage in a research project in conjunction with a faculty member. Prerequisite: Permission of the instructor. 1-3 credit hours. Unlimited repeats.

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.

Crosslisted as: CIS.

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.

Crosslisted as: CIS.

CIS 497 - Practicum in Computer Information Sciences (1 to 3)

Individually arranged work assignments designed to give practical work experience in the use of computer systems. Prerequisite: Permission of Division Chair.

Crosslisted as: CIS.

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 121 - Introduction to Programming (3)

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. Meets the general education math/computer requirements. A student may not earn credit in both CIS-121 and CIS-125. 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 124 - Introduction to Computational Thinking (3)

This course provides an introduction to computational thinking and creative computer programming for students from any academic discipline. Students will design algorithms given a problem specification and implement an application that will respond to user interactions and/or external events. These applications will deal with non-trivial data and will require algorithms that utilize iteration and selection. Students will test the applications in a systematic way to evaluate how well an application solves the given problem. Meets the general education math/computer requirement. Prerequisites: Satisfactory completion of the mathematics preparatory requirement.

CIS 125 - Introduction to Computer Sciences I (4)

This course provides a backdrop of the computing science discipline. Classroom discussion format is used to provide an overview of computational thinking (including computational problem solving approaches), a history of the discipline, binary arithmetic, and a survey of the various subdisciplines of computing science. An overview of the computing curricula will be given. Students will gain experience developing computational solutions in a modern programming language. Meets the general education math/computer requirement. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

CIS 126 - Introduction to Computer Sciences II (4)

This course continues the introduction to computer science including structured programming. Special attention is given to the study of problem-solving processes in the context of algorithmic development. Programming topics include basic constructs, flow of control, function basics, parameter passing and iteration. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Meets the general education math/computer requirement. Prerequisite: CIS-125.

CIS 221 - Data Structures (4)

A study of data organization and processing in the context of abstract data types. This course cover pointers, lists, stacks, queues, trees, searching, sorting, and resource management. It is taught against the backdrop of a modern programming language. Prerequisite: CIS-126.

CIS 222 - Object Oriented Programming (4)

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: CIS-126.

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 Division Chair.

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. Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

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 and Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

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 or CIS-222. Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

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.

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; and CIS-342; Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

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 351 - Internet Programming (3)

An intermediate 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: CIS-221 or CIS-222; Co-requisite: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

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.

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. Prerequisites: CIS-221

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

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 Division Chair.

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; Co-requisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other one is already completed.

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 Division Chair.

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 Division Chair.

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: CIS-221 and CIS-222.

CIS 489 - Research in Computer and Information Sci (1 to 3)

Students will engage in a research project in conjunction with a faculty member. Prerequisite: Permission of the instructor. 1-3 credit hours. Unlimited repeats.

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 Sciences (1 to 3)

Individually arranged work assignments designed to give practical work experience in the use of computer systems. Prerequisite: Permission of Division Chair.

CIT - Basic Web Design and Development

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.

Crosslisted as: CIT.

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.

Crosslisted as: CIT.

CIT 140 - Operating Systems Concepts (3)

This course introduces students to the features and capabilities of several common operating systems. Basic concepts of microcomputer operating systems, including file sharing, print sharing, networking, upgrades, backup and storage management will be addressed. Students will apply their learning through the creation of a final assignment, project or paper which builds on key concepts learned throughout the course. Biblical principles will be applied to operating systems concepts.

Crosslisted as: CIT.

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.

Crosslisted as: CIT.

CIT 260 - Database Concepts (3)

This course introduces students to 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. Current desktop database application will be used as a tool in database design, use, maintenance, and management. Students will apply biblical and ethical concepts to database design and management.

Crosslisted as: CIT.

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.

Crosslisted as: CIT.

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. Students will apply biblical and ethical principles to web design and development.

Crosslisted as: CIT.

CIT 272 - Hardware and Software Troubleshooting (3)

Students in this course will explore hardware and software troubleshooting used in the role of an IT support technician. Students will focus on the nine areas covered in two industry exams needed to achieve certification: hardware, software,

operating systems, networking, security, mobile, virtualization/cloud, troubleshooting, and operational procedures. Biblical and ethical principles will be explored in these areas.

Crosslisted as: CIT.

CIT 280 - Project Management and Integration - Capstone (3)

This course introduces the basic concepts of project management and integration. The software development life cycle and its related project management phases will be introduced. 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. Students will apply biblical and ethical principles to project management.

Crosslisted as: CIT.

CITM - Applied Information Technology Capstone

CITM - Computer Info Tech Mgmt

CITM 501 - Information Systems Infrastructure (3)

An organization's technology is made up of many components that support the use of electronic data. This course will provide an overview of the hardware, software, and supporting infrastructures that make up the business computing environment. Device types and systems that make this technological ecosystem possible, including operating systems, application software, networking, mobility, and web technologies, including cloud computing, will be addressed. The course will emphasize the overarching architectural components that work together to provide a complete technology solution. Biblical and ethical principles will be integrated into the study of the information systems infrastructures.

CITM 502 - Information Systems Security (3)

Digital interconnectivity has reshaped communications through the use of the Internet. With the ability to connect hundreds of millions of users simultaneously comes an ongoing requirement to secure user data. This course covers the body of knowledge related to information systems security, including the broader topics related to cybersecurity. Course themes will include security frameworks, policies, threat management, and mitigation strategies. Biblical and ethical principles will be integrated into information security management processes.

CITM 503 - Cyberlaw, Regulations and Compliance (3)

The ease with which Internet provides a wealth of information and business opportunities has also opened the door for cyber criminals to take advantage of the technology. This course covers the broad topics of cyber law, user privacy, and compliance in protecting data, the user community, and the Internet itself. The course covers cybercrime and other topics related to the secure use of data. A biblical and ethical framework will be integrated into information systems compliance.

CITM 504 - Applied Information Technology Capstone (3)

This capstone course provides an opportunity for students to apply the knowledge accrued in this program to a real-world project. The course requires the selection of a practical, real-life technology issue or concern and the development of a case study, program solution, or other method of showing expertise in information technology management throughout the course of study. Biblical and ethical principles will be integrated into the application of technology solutions.

CITM 505 - Current and Emerging Technologies (3)

This course will review current technologies and trends. Concepts and applications presented will help students develop skills in evaluating new technologies and the capability to monitor current trends to support the mission of the organization. Skills include identifying emerging technology, adoption practices and procedures, and processes for successful implementation. The course will also cover pros and cons when assessing possible options, including benefit analysis, when developing strategies for selecting new technology.

CITM 506 - Information Systems Strategy and Policy (3)

Organizations need to focus on the mission of providing goods and services to their customers. An organization must be able to analyze and understand the volumes of data available to them in gauging performance toward these goals. In support of this effort, the company's information systems need to manage technology infrastructures and data efficiently. This course reviews

the processes critical to delivering the services necessary to meet the vision set by the organization to remain operational and profitable. The course discusses strategic planning and policies that support effectiveness outcomes.

CNS - Academic Counseling and Classroom Management

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

Crosslisted as: CNS.

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

Crosslisted as: CNS.

CNS 400 - Orientation (0)

This required non-credit course provides new graduate counseling students with important information, resources, and training necessary to successfully navigate and complete courses and programs offered in the Division of Graduate Counseling. Credit/No Credit only.

CNS 500 - Orientation (0)

This required non-credit course provides new graduate counseling students with important information, resources, and training necessary to successfully navigate and complete courses and programs offered in the Division of Graduate Counseling. Credit/No Credit only.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 506 - Appraisal of Individuals and Families (3)

Studies that provide an understanding of the evaluation of individuals, families 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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 509 - Integration of Christian Faith in Professional Counseling (3)

A study of the application theological concepts in professional counseling. The course explores the foundations of faith, fundamental theological concepts, and specific models of integration. Ethical implications are explored. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508 or by permission of the instructor.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 513 - Spiritual Formation and Direction (1 to 3)

This course will study the process of spiritual growth. An emphasis will be placed on the study and 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 emphasized.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 519 - Theories and Techniques of School Counseling I (3)

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, collaborator, and coordinator. An onsite intensive is required.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 523 - Assessment and Intervention in Clinical Mental Health (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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 525 - Contemporary Issues Seminar (0 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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 529 - Theories and Techniques of School Counseling II (3)

Students will develop and demonstrate skills in school counseling, including best practices, consultation, collaboration, and use of technology. An onsite intensive is required. Prerequisite: CNS-519 or by permission of instructor.

Crosslisted as: CNS.

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).

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 538 - Theory and Practice of Play Therapy (3)

Theory and Techniques in Play Therapy is a didactic course using both traditional and experiential learning. The course will instruct the basics in experiential counseling with children of all ages, using the mode of play and relational counseling. Various play therapy theories and techniques will be used such as sand tray therapy, art therapy, symbolic play, family play therapy, and trauma interventions. An experiential Play Therapy Onsite Intensive is required.

Crosslisted as: CNS.

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, CNS-504 and CNS-508.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 548 - Affair, Divorce, Remarriage: Assessment and Applications (3)

This course examines special issues encountered in the treatment of individuals, couples and families experiencing affairs, divorce and remarriage. Theoretical and empirically validated approaches will be covered as well as addressing developmental, cultural and spiritual impacts on the family.

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.

Crosslisted as: CNS.

CNS 550A - Supervised Practicum - Clinical Mental Health Counseling (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 - Addictions Counseling (3)

A supervised counseling experience provides 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 10 direct hours of group work. Prerequisites: CNS-502, CNS-503, CNS-504, CNS-508, CNS-511 and CNS-533.

Crosslisted as: CNS.

CNS 550M - Supervised Practicum - Marriage and Family Therapy/Counseling (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 550S - Supervised Practicum - School Counseling (3)

A supervised school counseling experience provides the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours, 10 hours of group counseling, and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-519.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 551S - Supervised Internship - School Counseling (3)

Supervised Internship 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 and weekly individual and group supervision. This internship is graded on a credit/noncredit basis. Prerequisite: CNS-550S.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 552A - Supervised Internship - Clinical Counseling (3)

See CNS-551A. Graded on a CR/NC basis. Prerequisite: CNS-551A.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 552M - Supervised Internship - Marriage and Family Therapy (3)

See CNS-551M. Graded on a CR/NC basis. Prerequisite: CNS-551M.

Crosslisted as: CNS.

CNS 552S - Supervised Internship - School Counseling (3)

See CNS-551S. Graded on a CR/NC basis. Prerequisite: CNS-551S.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 554A - Advanced Supervised Internship Clinical Counseling (3)

See CNS-554. Graded on a CR/NC basis. Prerequisite: CNS-552A.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

CNS 554M - Advanced Supervised Internship Marriage and Family Therapy (3)

See CNS-554. Graded on a CR/NC basis. Prerequisite: CNS-552M.

Crosslisted as: CNS.

CNS 554S - Supervised Internship - School Counseling (3)

See CNS-554. Graded on a CR/NC basis. Prerequisite: CNS-552A.

Crosslisted as: CNS.

CNS 555 - Academic Counseling and Classroom Management (3)

This course is designed to provide students with an understanding of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for facilitating classroom guidance and supporting classroom teachers.

CNS 556 - P-12 College, Career, and Life Preparedness (3)

This course will help School Counselors more fully understand Career and College Development, which is one of the three domains of School Counseling, intertwined with the other two, Academic and Dispositions and Behavioral Domains. Career development begins early, encouraging youth to consider their future, based on numerous considerations, including their unique backgrounds, interests, giftedness, goals, and opportunities. School counselors collaborate with students, families, school staff, communities, and colleges to assist youth into their future. College Access Professionals hold the unique position to assist youth by working solely with college placement, to establish collaboration with community-based and college-access organizations and professionals.

CNS 557 - Mental Health Issues in School Counseling P-12 (3)

This course emphasizes (a) the history of, process of, and characteristics of mental disorders, (b) cultural and contextual aspects of the diagnostic process (c) strategies for consultation with parents, teachers, and other caretakers regarding mental health diagnoses and (d) special focus on mental diagnoses that affect children and adolescents.

CNS 558 - Trauma and Grief in Counseling (3)

Students will increase awareness and understanding of the impact of trauma on the lives of individuals and their families. Students will be able to analyze trauma in the body and brain and learn strategies for management of trauma and grief, to create positive growth and change. Finally, students will learn how their own experience with trauma can allow for connection to those with whom they serve.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

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.

Crosslisted as: CNS.

COM - Advanced Acting

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.

Crosslisted as: COM.

COM 102 - Communication and Digital Media (3)

This course provides an introduction to communication studies with a focus on digital media. Students will identify the specific career pathways available to professionals as digital communication contractors, producers, and solution providers. Students will explore and summarize the essential skills necessary to develop and deliver digital media solutions as part of an overall communication strategy.

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.

Crosslisted as: COM.

COM 110 - Oral Communication - Public Speaking (3)

Develops world changing communicators who are effective and ethical creators and consumers of public address both theoretically and practically.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 113 - Introduction to Video (3)

This is a video production course focused on studio operations and field production. It is designed to give students the background and instruction they need to communicate using television equipment in group and individual productions. Class discussions, lectures, labs and hands-on projects will be used to teach the process and skills of production.

Crosslisted as: COM.

COM 114 - Introduction to Audio (3)

A practical course introducing the student to the operation of audio equipment, and a radio station. Projects are designed to acquaint the student with current radio station requirements. Included in the course is a survey of the major areas of radio history, technical information, program philosophies, regulations, and social effects.

Crosslisted as: COM.

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 mediated communication settings. Students will examine the ethics of communication and prepare and deliver presentations.

Crosslisted as: COM.

COM 116 - Communication in Action Practicum (1)

Work in varied environments on projects aimed at communication activism, with individuals or groups to improve communication. Learn firsthand about responsibilities that accompany the gift of communication. May be taken up to three times, as long as the work is with different aspects of communication.

COM 116D - Communication Lab - Digital Media (1)

Students will identify the specific career pathways available to professionals as digital communication contractors, producers, and solution providers. Students will explore and summarize the essential skills necessary to develop and deliver digital media solutions as part of an overall communication strategy. Corequisite: COM-105.

COM 116J - Communication Lab-Journalism (1)

Provides practical experience working for The Sojourn, in print and/or online. Requires attendance at weekly story assignment meetings. Graded on a CR/NC basis.

Crosslisted as: COM.

COM 116P - Communication Lab-Public Relations (1)

Provides practical experience for students working with on- or off-campus organizations in public relations capacity (e.g., event planning, fundraising, sports information, promotion). Graded on a C/NC basis.

Crosslisted as: COM.

COM 116R - Communication Lab-Radio (1)

Students will work in the on-air broadcasting of WIWU-FM. Responsibilities will include training, weekly staff meetings, a regular radio shift and various production activities.

Crosslisted as: COM.

COM 116T - Communication Lab-Theatre (1)

Provides practical experience working in theatre program productions. Graded on a CR/NC basis.

Crosslisted as: COM.

COM 116V - Communication Lab-Television (1)

Students will work in the production efforts of WIWU-TV and the Communication Division. These activities can include weekly programs such as Crossroads, Perspectives and Wildcat Week and can also include special events, athletics, and other production opportunities as announced.

Crosslisted as: COM.

COM 117 - Introduction to Multimedia Writing (3)

A survey of the writing required in multimedia communication, including the web and broadcast news, social media, and marketing media. Practical application in gathering information and writing content for various outlets, both in theory and in practice. Requires some field work.

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.

Crosslisted as: COM.

COM 122 - Storytelling Project (1)

In this course, students create a project to demonstrate storytelling techniques using core Adobe InDesign features and tools. Students will also collaboratively evaluate design aesthetics and technical execution. Corequisite: COM-112

COM 130 - Introduction to Digital Media Solutions (3)

This course introduces students to the various development platforms and deliverable formats used to create digital media strategies. Students investigate solutions for email, mobile/web, social media, and blog messaging by using written communication, digital imagery, and video options. Students will also be introduced to proposal/project management techniques.

COM 152 - 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.

Crosslisted as: COM.

COM 116CC - Global Studies Program (0 to 1)**COM 200 - Journalism Practicum (1)**

Classroom discussion and laboratory work for the university newspaper, university magazine, and yearbook. Graded on a CR/NC basis.

Crosslisted as: COM.

COM 201 - Public Relations Practicum (1)

Provides practical experience for students working with on- or off-campus organizations in public relations capacity (e.g., event planning, fundraising, sports information, promotion). Graded on a CR/NC basis.

Crosslisted as: COM.

COM 205 - Introduction to Digital Media Solutions (3)

The course features an introduction to the various development platforms and deliverable formats used by communication professionals when creating digital media strategies. Solutions for large-scale, text-based email and mobile messaging interactivity are included. Students will also be introduced to the productivity features and functions of project management software.

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-105 or permission of Division.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 219 - Digital Photo Imaging (3)

The course involves the development of DSLR photographic skills as a strategy for digital story telling. Techniques will include artistic framing in both automatic capturing and manual exposure modes. An introduction to digital image file formats and enhancing images for publication with Adobe Photoshop is also part of the course. Note: Students are required to possess a DSLR camera capable of manual exposure settings for use in capturing still images.

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.

Crosslisted as: COM.

COM 223 - Digital Media Arts (3)

Course provides proficiency in theory and production skills in photojournalism and graphic design for the web and print in a variety of communication contexts.

Crosslisted as: COM.

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, community and University-related activities. Requires field assignments and attendance at newspaper meetings. Prerequisite: ENG-120 or Advanced Standing in English.

Crosslisted as: COM.

COM 225 - Graphic Design for Digital Communication (3)

Students will explore graphic design procedures and techniques using industry-standard software for producing layout based digital media solutions. Students will learn to import and edit pre-packaged native art, develop info-graphics and memes, and create basic digital brochures. Participants will practice preparing, editing, and integrating a variety of rasterized and vector-based graphics into a digital design environment. Prerequisite: COM-130 or by permission of the Division

COM 226 - Voice and Movement (3)

Course focuses on modern techniques to help the student gain greater control over their body and voice. Students will explore various techniques for the voice and body that will help them clearly communicate characters both physically and vocally to the audience.

Crosslisted as: COM.

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-105 or permission of Division.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 239 - Digital Video Production (3)

Students will develop and capture digital video as a strategy for digital storytelling. Techniques will include preproduction processes from script development to production of a project to be edited in COM-249. Required Materials: Digital Production Equipment listed in Program Requirements. Prerequisites: COM-112, COM-122, and COM-219.

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.

Crosslisted as: COM.

COM 249 - Digital Video Postproduction (3)

Students will prepare for and complete postproduction on a digital video production. Students will learn and employ the basic features and functions of an industry standard, cross-platform, non-linear, digital video editing software, Adobe Premiere Pro. Students will present their rough cuts and receive feedback from their peers, which they will use to complete their final cuts. Students will prepare for and complete postproduction on a digital video production. Students will learn and employ the basic features and functions of Adobe Premiere Pro. Prerequisite: COM-239

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 255 - Foundations of Leadership (3)

This course presents the paradigm of servant leadership within a study of the historical and communication models of leadership. Leadership and Followership will be defined and the Servant Leadership Model presented and contrasted to traditional views.

COM 260 - Strategic Social Media (3)

Students will research various social media strategies used by communication professionals to promote mission, build community, and encourage interactivity. Included will be case studies using the leading social media platforms and resources, including mobile applications, in which students will evaluate user interface (UI) and user experience (UX). Students will collaboratively develop and propose a social media strategy. Prerequisite: COM-225 or by permission of the Division

COM 265 - Web Presence Design (3)

Students will explore website development, editing, and maintenance strategies used for internet-based digital media solutions. Included will be an introduction to website design using software from the Adobe Creative Suite of products. Students will learn website hosting strategies and search engine usage and optimization. In this course, which concludes the Creative Digital Media program, students create a professional web-based portfolio to demonstrate learning. Prerequisite: All other required courses in the Creative Digital Media program or by permission of the Division

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 tools, 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.

Crosslisted as: COM.

COM 280 - Intercultural Communication (3)

Explores intercultural 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. For CAS/residential students this course meets General Education requirements for Intercultural Competency.

Crosslisted as: COM.

COM 293 - Oral Communication I (1)

Basic introduction to theory and practice of public speaking: listening, analyzing, organizing, adapting, and delivering ideas effectively. Special attention is given to skill development in informative public speaking. The course will also explore the effective use of presentation aids. (This course is not available to students who have previously completed COM-115 or equivalent.)

COM 294 - Oral Communications II (2)

This course will explore two types of public speech: persuasion and demonstration. The course will cover the principles of public speaking and discuss ways to plan, organize, and execute both a persuasive and demonstrative speech. The course will also explore the effective use of presentation aids. (This course is not available to students who have previously completed COM-115 or equivalent.)

COM 300 - Communication Research Practicum (1 to 2)

Guided academic research in communication studies, designed for presentation and publication to external audiences. May be repeated up to 4 credit hours. CAS/Residential students require permission of instructor. CAPS/IWU-National and Global students must be enrolled in Human Communication Studies program.

Crosslisted as: COM.

COM 301 - Theatre Practicum (1 to 3)

Provides practical experience working in theatre program productions.

COM 305 - Graphic Design for Digital Communication (3)

Students will explore graphic design procedures and techniques using Adobe InDesign as a central platform for producing layoutbased digital media solutions. Students will learn to import and edit pre-packaged native art, develop info-graphics and memes, and create basic digital brochures. Participants will gain experience in preparing, editing, and integrating a variety of rasterized and vector-based graphics into a digital design environment.

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. Learn basic techniques for color, drawing, drafting, rendering, and model-making, skills that are used to create the stage design for a musical.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 317 - Theatre History and Dramatic Literature I (3)

A historical, critical, and theoretical study of Western and global theater and drama from its origins through the end of the eighteenth century. 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 that have influenced the rise and fall of dramatic forms and practices.

Crosslisted as: COM.

COM 318 - Theatre History and Dramatic Literature II (3)

A historical, critical, and theoretical study of Western and global theater and drama from the beginning of the nineteenth century 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 that have influenced the rise and fall of new dramatic forms and practices.

Crosslisted as: COM.

COM 319 - Mobile Application Solutions (3)

Students will be introduced to client-centered design theory as a pathway for mobile applications development. They will learn to apply specific design criteria when collaboratively envisioning, producing, and assessing mobile app prototypes. Students will discover how mobile apps build community and mission affinity between organizations and constituents through meaningful interactivity. Strategies to research, propose, create, develop, launch, sub-contract, maintain, and improve mobile apps will be covered as well.

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.

Crosslisted as: COM.

COM 322 - Broadcast Journalism (3)

This course will provide study of the principles and practices of journalism, with special emphasis on news gathering and news writing for radio broadcasting. Includes techniques of writing and interviewing in the preparation of news for radio.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 326 - Conflict Communication (3)

This course examines the role of communication in managing interpersonal, group, and organizations conflict.

Crosslisted as: COM.

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. For CAS/residential students 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. For CAS/residential students course can be used toward the Social Science and Psychology General Education requirement.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 340 - Communication Theory (3)

Examines definitions and models of communication. Exploration of specific theories will be emphasized through individual research.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 356 - Sports TV Production (3)

Students will learn all aspects of producing sports programming from pre-production through the live-to-tape shoot. Experiences include producing, camera work, directing and all other crew positions necessary for different sports productions.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 373 - Digital 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.

Crosslisted as: COM.

COM 379 - Shakespeare in Performance (1 to 2)

Consists primarily of a week-long "Little Academe" at the American Shakespeare Center in Staunton, VA, where students will attend professional theatre productions featuring ASC's current season. Students will also attend and participate in workshops led by professional theatre artists related to staging, pronunciation, scansion, and other early modern staging practices.

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 300 - Communication Research Practicum (1)

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 405 - Web Presence Solutions (3)

Students will explore a variety of website development, editing, and maintenance strategies used by communication professionals for internet-based digital media solutions. Included will be an introduction to website design using software from the Adobe Creative Suite of products. Also, website hosting strategies, including URL and domain management, will be studied. Search engine usage and optimization, including meta-tagging will be covered as well. Prerequisite: All 100, 200, and 300-level courses in the Digital Communication program or by permission

COM 419 - Social Media Solutions (3)

Students will be introduced to the various social media strategies used by communication professionals to promote mission, build community, and encourage interactivity among current and prospective affiliates and constituents. Included will be case studies using the leading social media platforms and resources. Students will collaboratively develop and propose a social media strategy. Prerequisite: All 100, 200, and 300-level courses in the Digital Communication program or by permission

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.

Crosslisted as: COM.

COM 423 - Senior Reporting Practicum (3)

Designed for upper divisional Journalism majors to apply reporting skills in a consistent, professional environment. The student will contribute short- and long-form content for multiple media outlets within the campus and the local community in the area of specialty: digital and/or broadcast. May be paired with COM-422 (Television News) or COM-483 (Advanced Newswriting and Reporting) for additional newsroom hours. Prerequisite: Journalism major or minor.

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 local organization.

Crosslisted as: COM.

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.

Crosslisted as: COM.

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.

Crosslisted as: COM.

COM 475 - Communications-Independent Learning (1 to 3)

Independent study in communication.

Crosslisted as: COM.

COM 479 - Communications Senior Seminar I (1)

Senior Seminar I is the beginning of the Senior Capstone experience for all Communication and Digital Communication majors. Includes preliminary work on portfolio and senior project as well as analysis of professional and academic experiences across the program of study.

Crosslisted as: COM.

COM 480 - Communications Senior Seminar II (3)

The senior capstone experience for Communication and Digital Communication 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 and permission of the Communication Coordinator.

Crosslisted as: COM.

COM 483 - Advanced Newswriting and Reporting (3)

A continuation of COM-224, 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 through reporting and writing for a professional news outlet. Prerequisite: COM-224, or permission of Division.

Crosslisted as: COM.

COMM - Communications

COMM 515 - Decision-Making and Essential Business Communication (3)

Students in this course will sharpen the communication skills needed to be effective visionaries and leaders in business. Students will analyze the role of communication in making, influencing, and implementing decisions based upon the Virtuous Business model. This course will provide student opportunities to practice the presentational and interpersonal communication skills needed to build relationships in a world of diverse cultural and professional backgrounds.

Crosslisted as: COMM.

COMM 516 - Decision-Making and Essential Business Communication (3)

Students in this course will identify and analyze opportunities and problems that emerge in business and assess underlying assumptions, cognitive biases, and organizational barriers that affect decision-making processes. Students will construct arguments using quantitative and qualitative data to derive logical reasoning, demonstrate the use of the Virtuous Business model to make ethical decisions, and communicate those decisions using conventional and contemporary communication tools in ways that are understandable to multiple stakeholders.

COMM - Decision-Making and Essential Business Communication

COMP - Competency Requirements

B00

COMP BACO - Addictions Department Approval (0)

Used for DA purposes to verify practicum hours met

C00000

COMP CRJWORK - CRJ Work Exp Alternative (0)

Used for DA purposes to indicate CRJ-181 was met by work experience alternative.

D0

COMP DNP - DNP Departmental Approval (0)

Used for DA purposes to indicate satisfactory completion of 1000 practicum hours and all requirements related to the dissertation

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.

H00

COMP HERM - GAP MTST Hermeneutics (0)

Used for DA purposes to indicate fulfillment of Hermeneutics pre-req requirement.

N

COMP NT - GAP MTST New Testament (0)

Used for DA purposes to indicate fulfillment of New Testament pre-req requirement.

N00

COMP NURP - RNBS Portfolio (0)

Used for DA purposes to indicate that a student years.

O

COMP OT - GAP MTST Old Testament (0)

Used for DA purposes to indicate fulfillment of Old Testament pre-req requirement.

O0

COMP ORE - Orientation Completion (0)

Used for DA Purposes to indicate orientation completion.

P0**COMP PYC - PYC Approval (0)**

Used for DA purposes to signify department approval of required clinical hours.

P00**COMP PROJ - DMIN Project Approval (0)**

Used for DA purposes to indicate satisfactory completion of project requirements

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 - Phonics Rqmt (0)

Used for DA purposes to indicate phonics requirement was met.

COMP PYC612 - PYC-612 Competency (0)

Used for DA Purposes to indicate PYC-612 was met.

COMP PYC614 - PYC-614 Competency (0)

Used for DA purposes to indicate PYC-614 was met

COMP PYC660 - PYC-660 Competency (0)

Used for DA purposes to indicate PYC-660 was met.

R0000**COMP READ1 - Reading 1 Reqmt (0)**

Used for DA purposes to indicate Reading requirement has been met.

COMP READ2 - Reading 2 Reqmt (0)

Used for DA purposes to indicate Reading requirement has been met.

COMP READ3 - Reading 3 Reqmt (0)

Used for DA purposes to indicate Reading requirement has been met.

COMP READ4 - Ohio MEd Reading 4 Prreq (0)

Used for DA purposes to indicate Reading prereq has been met.

S00

COMP SASL - School Administration - State Licensure Exam (0)

Used for DA purposes to indicate satisfactory completion of School Administration state licensure exam.

COMP SPSL - Special Education - State Licensure Exam (0)

Used for DA purposes to indicate satisfactory completion of Special Education state licensure exam.

U00

COMP UBIL - GAP Upper Level Bible (0)

Used for DA purposes to indicate fulfillment of upper level Bible pre-req requirement.

W00000

COMP WRITING - GAP MTST Writing (0)

Used for DA purposes to indicate fulfillment of writing pre-req requirement.

COMP - GAP MTST Writing

O0

S00

U00

W00000

CON-Contemporary-Economic-Problems-Free-to-Choose

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: CON.

CONG - Building a Multi-Generational Ministry

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)

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

CONG 570 - Teaching for Transformation (3)

This course explores how to teach in a way that fosters Christian transformation in children, youth, and adults that they might be "fully alive" in Christ and live as faithful disciples. In the course, five key questions are examined in the process of developing a transformational teaching plan: Who do you teach, why do you teach, what do you teach, how do you teach it, and how do you determine success?

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: MDIV-500

Crosslisted as: CONG.

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.

Crosslisted as: CONG.

Courses Folder

CPT - College Preparatory Training

CPT 101 - Emerging Leaders Consortium

This course is a space for first-time freshmen college students, who are members of the Emerging Leaders Consortium, to explore issues related to college academic and psychosocial success, while also negotiating their personal identity, intercultural responsiveness, and identity as a leader. By the end of this course, students will formulate a personal philosophy of leadership that integrates their understanding of Matthew 22: 37-40 with their understanding of self and the corporate ("other").

CPT - Emerging Leaders Consortium

CRJ - Capstone in Criminal Justice

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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. Not open to students with credit in SOC-246.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 308 - Developing a Culture of Preparedness (3)

Students will examine and be presented current and relevant situational awareness tactics, techniques and procedures framed within three domains of the Human Dimension - Spiritual-Moral-Ethical, Physical, and Psychological. Students will analyze the process of critical thinking and response during crisis situations presented by threats (natural and man-made) and how to be prepared individually and to constructively assess institutions of public safety and security. This course will integrate legal, ethical and biblical frameworks in the understanding of central issues surrounding the maintenance of situational awareness.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 340 - Intelligence and National Security (3)

Students will evaluate the primary organizational structures relating to intelligence and National Security issues and analyze the impact of the U.S. Intelligence Community's role in National Security Policy formation within the global security context. Student will perform intelligence analysis related to National Security and demonstrate the ability to perform social science research and write, brief, and converse in the style of U.S. Intelligence Community reports. Legal, ethical, and biblical frameworks will be integrated with the understanding of intelligence and National Security issues.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 465 - Constitutional Law/Civil Liberties (3)

In this course, students will explore relationships between the individual and government as revealed through constitutional law cases with an emphasis on the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 468 - Criminal Justice Administration (3)

Students will analyze and evaluate management of and leadership within criminal justice agencies.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 475 - Criminal Justice-Independent Learning (1 to 3)

Individually arranged study and/or research in the area of criminal justice.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CRJ 486 - Capstone in Criminal Justice (3)

Students completing this course will enhance their research, analysis, and critical thinking skills through the completion of a capstone paper in which students plan, research, and write a scholarly paper addressing a current issue within Criminal Justice relevant to their interests.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

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.

Crosslisted as: CRJ.

CYB - Authorization and Access Security

CYB - Cyber Security

CYB 300 - Risk Management and Information Technology Security (3)

This course explores the roles of risk management in ensuring the security of information systems. Areas of study include standards, policies, best practices, and compliance laws for risk management. The course discusses methods of assessing, analyzing, and managing risks. Learning how to create a business continuity plan, disaster recovery plan, and computer incident response team plan for a given scenario within an organization will also be addressed. Students will have the opportunity to audit, test, and monitor an information technology system. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exam.

CYB 310 - Securing Information Technology and Network Infrastructures (3)

This course explores computer networking, telecommunications technologies, and network security. Students analyze the performance, management, and security challenges associated with network communications infrastructure through voice, data, and video applications. Additional topics covered include Transmission Control Protocol/Internet Protocol (TCP/IP), firewalls, Virtual Private Networks (VPNs), tools for managing infrastructure security, and methods of strengthening infrastructure security. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exams.

CYB 320 - Authorization and Access Security (3)

This course discusses the concept of configuring authorization and access control for information systems and applications. Topics include implementing secure remote access, implementing Public Key Infrastructure (PKI) and encryption solutions, and mitigating risk from unauthorized access through proper testing and reporting strategies. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exams.

CYB 330 - Securing Windows and Linux (3)

This course examines the security features of Microsoft Windows and Linux operating systems. The course provides students an opportunity to analyze the security risks, practice different methods, tools, and techniques to configure security for both the Microsoft Windows and Linux systems. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exams.

CYB 340 - Securing Cloud, Social Networks and Web Applications (3)

This course explores the risks and security implications of information exchange through cloud and Web-based applications. Students will examine various methods and techniques to identify and countermeasure risks associated with Web applications, cloud security, and social networking. The architecture and design, cloud administration, legal issues, risk avoidance, and compliance will be addressed. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exams.

CYB 350 - Hacking Techniques and Countermeasures (3)

This course addresses hacking techniques and countermeasures in information systems. Tools and techniques that can be used for identifying system vulnerabilities that hackers use will be addressed. Students are provided an opportunity to practice ethical hacking procedures for attempting unauthorized access to target systems and data. Incident handling procedures in case of an information security compromise are addressed. The application of biblical wisdom and Christian ethics as it relates to the field of cybersecurity will be addressed. Concepts covered in this course will help prepare students for the CySA+, Network+, and Security+ Certification exam.

DES - Advanced Typography Studio**DES - Design****DES 100 - Workshop Studio 1: Score, Cut, Fold, and Chop (0)**

This workshop is designed to teach the basics of craft to comply with industry standards in the design field.

DES 101 - DC1: Fundamentals Design Studio (3)

Design Core 1: Fundamental Design Studio provides freshman design students with an introduction to critical design concepts and methods representative of creative practice across all design disciplines. This 3-credit semester course encourages entering freshman to think critically and act creatively about and upon design, the world around them as they secure a skillful level of craftsmanship in the conception, development, and making of all studio-based work. Semester work focuses on key design issues such as process, method, technique, technology, and the production of visual and physical items necessary for the envisioning and development of design.

DES 150 - Workshop Studio 2: Print and Proof (0)

This workshop is designed to teach the basics of the print process compliant with design industry standards. Prerequisite: DES-100.

DES 151 - DC2: Human Centered Design (3)

This introductory course will expose the student to the human centered design thinking. Developing an approach to design that listens, connects and then creates design solutions. This class involves students in a social design process which includes these steps...Empathy-Define-Ideate-Prototype-Test.

DES 200 - Workshop Studio 3: Prototyping (0)

This workshop is designed to teach multiple methods of prototyping for quick ideation and testing. Prerequisite: DES-150.

DES 201 - DC3: User Experience Design (3)

This course is designed to introduce students to the theory, field, and practices of user experience design. The content will focus on designing for the user in a variety of screen-based contexts such as websites, mobile and web applications, design systems, and other environments, incorporating research, process, testing, rapid prototyping, and iterative design. Prerequisites: DES-101. Co-requisites: DES-202 and DES-203.

DES 202 - DC4: Typography (3)

Design Core 4: Typography will introduce sophomore design students to the fundamentals of typography through a series of lectures and applied problems. Design students in this studio will become proficient with typography's enduring basics: structure, layout, and information hierarchy as well as terminology and typeface selection. Projects are designed to help students develop an understanding of, and sensibility toward, typographic details in order to create successful typographic messages. The course will first focus on individual letterforms, then proceed to words, sentences, and short paragraphs with multiple levels of hierarchical meaning. Prerequisites: ART-120 and ART-131; Co-requisites: DES-201 and DES-203.

DES 203 - DC5: History of Design (3)

Design Core 5: History of Design will introduce design students to both pivotal movements in the history of design and the theories associated with critical influencers. Students will be exposed to and expected to understand past and contemporary issues of the profession and to involve themselves in a rigorous design based dialogue. Covering a wide range of design contexts, this course considers the larger cultural, economic, and political forces that have shaped the history of modern design.

In addition, it examines individual works from the last century in depth in order to understand how they reflect the social, material, and economic imperatives that confronted the designer and asks the question, "What now?" Prerequisite: DES-101, DES-151, ART-101, ART-111, ART-120 and ART-131. Co-requisites: DES-201 and DES-202.

DES 250 - Workshop Studio 4: Portfolio Building (0)

This workshop is designed to address basic portfolio production in preparation for entry into a professional design career. Prerequisite: DES-200.

DES 251 - Making Meaning (3)

VCD 1: Making Meaning Studio introduces Visual Communication Design students to the skills, methods, and theory involved in the creation and use of semiotics (icon, index, symbol) and visual rhetoric as modes of visual expression within visual communication (graphic design). Over the course of the semester students will develop and strengthen skills in visual communication strategies, communication theory, and roles within message senders and receivers in the communication process. Students will be expected to design relevant, meaningful and appropriate visual form in response to contexts and communication problems while integrating visual and verbal messages meant to communicate to a clearly defined audience. Prerequisites: ART-120, ART-131, DES-101, DES-151, DES-201, DES-202 and DES-203.

DES 252 - Advanced Typography Studio (3)

VCD 2: Advanced Typography Studio continues the development of typographic knowledge and extends beyond basic vocabulary to a deeper understanding of more complex visual communication problems. Students will address the role of typographic syntax and strategic messaging. Beyond hierarchy, context, sequence, and gestalt, design students will be pushed to focus on type as a pointer for series based works and explore how typography behaves across media. Increasing complex typographic systems will be designed and implemented in three-dimensional, sequential page, and time based projects. Prerequisites: ART-120, ART-131, DES-101, DES-151, DES-201, DES-202 and DES-203. Co-requisite: DES-251.

DES 253 - Social Innovation (3)

In this course, students are introduced to the basic skills they will need to be an actor in the field of social innovation. They will complete readings, journal assignments, and group activities while learning about change models, research methods, relationship building, and facilitation techniques. At the end of the course, each student leads a group discussion, drawing on skills explored throughout the semester.

DES 254 - Placemaking Design (3)

This class will help students learn to collaboratively and strategically shape the physical and social character of neighborhoods, towns, cities and regions. It will accomplish this by researching and analyzing social design which animate public and private spaces, rejuvenates structures and streetscapes, improves local business viability and public safety. The class also helps equip students in collaborative design skills they will put to use within communities to create positive social change. Prerequisite: ART-224.

DES 255 - User Research Methods (3)

This course will expose students to best practices and roles for user experience research methods. Content will cover research techniques, including interviewing, user personas and scenarios, testing, and gathering data to inform design decisions. Special emphasis will be given to behavioral observation, psychology principles in user experience, basic business concepts, and user-centered design thinking and theory. Prerequisite: DES-201.

DES 256 - Information Architecture (3)

This course will take an in depth look into the area of information architecture within user experience design. Content will cover intuitive and effective organization of content, information hierarchy, goal-based decision-making, user flows, site mapping, and wireframing. Special emphasis will be given to Gestalt theory and application as well as web communication. Prerequisite: DES-201.

DES 257 - BFA Portfolio Review (1)

Portfolio Review is the portfolio presentation and evaluation at the end of the Sophomore year. Students who plan to major in Visual Communication Design, Design for Social Impact, and User Experience Design at IWU are required to pass the BFA Portfolio Review before continuing to Junior level studio classes. The portfolio review normally takes place during the end of the Sophomore Spring Semester, however accommodations can be arranged for a Fall review for students who have transferred from another major, or institution, or who have specific conditions (dependent upon approval). To be eligible for review,

students must have completed all Art and Design Foundations, all Design Core classes, and be enrolled in Spring semester Sophomore major studio courses. Prerequisites: ART-120, ART-131, DES-101, DES-151, DES-201, DES-202 and DES-203.

DES 300 - Workshop Studio 5: Photo for Production (0)

This workshop is designed to teach the basics of photography as it applies to the design process. Prerequisite: DES-250.

DES 301 - Form and Function Studio (3)

Form and Function Studio is an exploration of the relationships among people, places, and the visual objects and information they use. Attention will be on the different roles of the designer as observer, empathizer, communicator and experience builder. From package to experience design, students will strengthen their communication design skills by utilizing various empathic driven design processes. Methodologies will be explored for visualizing information for clarity, and resonance with special attention to the relationships among audience and context in the creation of meaning. Prerequisite: DES-257.

DES 302 - Identity Design Studio (3)

VCD 4: Identity Design Studio focuses on the robust development of visual identity and branding as an integral part of professional practice. Working collaboratively in teams and with real clients situated in the vast marketplace, students will explore the branding process from the ground up. From deep research, market analysis, and brief building, teams will create identity systems that include color, texture, tone, type, image, semantic units, identity standards all of which will be presented formally in print and digital samples. Along with studio practicum, students will learn strategic marketing methods, theories, and professional implementation practices from the creative business spectrum. Prerequisite: DES-257.

DES 303 - Structures (3)

This class will teach students how to collaboratively and strategically shape the physical character of structures. It will accomplish this by exploring design which rejuvenates structures and streetscapes, improves local business viability and public safety. It also helps equip students in collaborative design skills through an introduction to the fundamentals of structural design. Prerequisite: ART-224.

DES 304 - DSI 3: Advanced Placemaking Design (3)

Continuing efforts of engaging the community in the transformation of physical space learned in DES 2XX DSI 2: Placemaking Design, workshop activities, comparative readings, and community discussion will contribute to urban planning of public spaces to meet the needs of local stakeholders in this course. Complex graphic methods of representing designed public spaces will prepare the student for visual standards in the urban and architectural fields. Prerequisite: DES-254.

DES 305 - Interface Design (3)

Interface Design will emphasize the visual design portion of the user experience. Content will cover the history of interface design as well as current trends, best practices, design elements, and visual perception. Students will focus on designing for a variety of contexts such as digital interfaces, digital environments, and design systems through the lens of user-centered design. Prerequisites: DES-201 and CIS-122.

DES 350 - Workshop Studio 6: Motion (0)

This workshop is designed to address the basic principles of motion design, movement, and time-based media. Prerequisite: DES-300.

DES 351 - Service and Research Design (3)

Service and Research Design examines critical approaches pertinent to the profession of design today through research in order to produce relevant and meaningful visual communications solutions. Through specific service oriented assignments, design students will learn how to harness value in their design solutions by applying investigative processes, formulations, and tactic based strategies. Students will learn how to obtain hard qualitative and quantitative data through a series of research based methods. Working collaboratively, students will implement theory into action, which informs individual design practice thereafter. Much time will be spent in deep analysis over research texts supplemented by follow up discussion, defining of terms, and group dialogue. Prerequisites: DES-301 and DES-302.

DES 352 - Grant Writing and Fundraising (3)

This course will guide the student through the grant writing process - learning best practices for developing grant programs, proposals, and budgets for social art and design projects will be emphasized. In this class a student will have the opportunity to initiate conversations with people in the community to understand the type of funding needs common to a private or public

entity. From their research and networking with people, the student will write a grant in an effort to raise a predetermined amount of money to assist the group or organization. The student's efforts will not be limited to fundraising. For the purpose of developing empathy, the student will be encouraged to participate in the organization's activities to better understand the people he or she are serving.

DES 353 - Sustainable Design (3)

This is a foundations class engaging in the research of design methods and problem solving related to sustainability issues which affect the life of individuals and communities. While exploring responsible use of resources and materials students will learn various approaches to sustainable design. They will explore how sustainability issues affect everyone and every community. This class encourages students to be positive agents of change in the ways resources are employed.

DES 354 - Interaction Design (3)

Interaction Design focuses on the elements of designing interactive environments and issues encompassing the ramifications of viewer interaction. Human-computer interaction and heuristic theory will be addressed, as well as usability and accessibility. Content will include motion, animation, sound, and navigation conventions. Prerequisites: DES-255.

DES 355 - Advanced Web Programming (3)

This course is designed to build upon the learning in prior design courses and provide contexts for implementation through front end programming methodologies. Content will cover exploration and use of industry best practices, processes, technologies, markup languages, frameworks, usability, testing, and design implementation. Prerequisites: DES-255 and DES-354.

DES 400 - Workshop Studio 7: Art Direction and Project Management (0)

This workshop is designed to teach the work of art direction and project management for the purpose of leading a team of designers toward a unified message. Prerequisite: DES-350.

DES 401 - Information and Visualization Design (3)

Information and Visualization Design is a comprehensive studio with instruction on analysis and visualization of complex data sets. Students will concentrate not only on the presentation of data, but how data and visuals can be used to draft narratives to tell story and engage audiences. In-depth research will be conducted to help visualize data and organize and interpret information. Students will become familiarized with the fundamental ideologies and theories of systems thinking and how such thinking is applied to complicated design problems. Prerequisites: DES-305 and DES-351.

DES 402 - DSI 7: Environmental Design (3)

This cumulative course combines urban landscape, development of New Urbanism. Ecological practices combined with building a sense of community will be the focus. Prerequisites: DES-303, DES-304 and DES-353.

DES 403 - Product Design (3)

This course is designed to explore the field and practices of digital product design and management. Content will cover prototyping techniques, testing, user research, product development, iterative design, and business needs and concepts. Special emphasis will be given to solving for real-world problems through digital products as well as user centered design theory and practice. Prerequisites: DES-255 and DES-354.

DES 405 - Thesis Design Studio 1 (3)

During this first of a two-semester senior capstone class, the student will research a design problem in preparation for Senior Project 2. A professional creative studio environment will support an independent design process similar to what is expected in the industry. Prerequisite: DES-257.

DES 450 - Workshop Studio 8: Freelance and Design Marketplace (0)

This workshop is designed to address and explore freelance design as it relates to their personal practice, including best business and marketing practices, client relationship interaction, and industry tools and tips. Prerequisite: DES-400.

DES 451 - Design for Social Entrepreneurship (3)

In this course, students will apply best practices, strategies, and design thinking to solve for a human-centered design problem. Students will collaboratively generate an innovative, design-based entrepreneurial solution to a social problem and/or

opportunity. Empathy-driven research will inform design decisions and a case study will also be completed at the end of the semester. Prerequisite: DES-351 or DES-353 or DES-403

DES 452 - Professional Design Internship (3)

A professional internship prepares the student to participate in a creative design environment after graduation. The integration of knowledge and theory learned in the classroom is applied alongside technical skills providing the opportunity to gain valuable experience and develop professional relationships. Working under the guidance of a trained professional affords guidance and evaluation from designers away from the familiar academic setting.

DES 455 - Thesis Design Studio 2 (3)

After successfully completing Senior Thesis Studio 1, the student will implement the design plan and process to complete a creative design solution. The process will move through the stages of concept, prototyping, testing, and implementation concluded by a presentation to a jury or selected project stakeholders. The student will write a full case study at the conclusion of the course. Prerequisite: DES-405.

DNE - Ballet

DNE - Dance

DNE 101 - Introduction to Dance Techniques (2)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of introductory dance techniques. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of dance, presented through discussion and video observations.

DNE 220 - Tap (1)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of Tap technique. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of Tap dance, presented through discussion and video observations.

DNE 240 - Jazz (1)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of Jazz technique. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of Jazz dance, presented through discussion and video observations.

DNE 260 - Ballroom (1)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of Ballroom technique. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of Ballroom dance, presented through discussion and video observations.

DNE 280 - Ballet (1)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of Ballet technique. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of Ballet dance, presented through discussion and video observations.

DNE 350 - Musical Theatre Dance Forms (2)

This course is designed to teach steps, terminology, and introductory level skills that form the basis of Musical Theatre Dance Forms. Additionally, there may be an opportunity to introduce various notable performers and some of the historical and cultural aspects of Musical Theatre Dance Forms, presented through discussion and video observations.

DNP - Advanced Health Assessment

DNP - Doctor of Nursing Practice

DNP 702 - Role Development for the Doctorally Prepared Advanced Practice Registered Nurse (2)

This course is designed to help the student explore and build strategies related to the role of a doctorally prepared advanced practice registered nurse (APRN).

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.

Crosslisted as: DNP.

DNP 712 - Advanced Pharmacology for the Doctorally Prepared Advanced Practice Registered Nurse (4)

The course is designed to prepare the doctorally prepared advanced practice registered nurse (APRN) with prescriptive knowledge of pharmacologic agents used to manage drug therapy for common health problems and stable chronic disease states. Emphasis will be placed on indications, contraindications, side and interactive effects of commonly prescribed drugs. Concepts of adverse effect control, cost containment, education/advocacy, and legal and prescriptive regulations will be considered.

DNP 714 - Advanced Pathophysiology for the Doctorally Prepared Advanced Practice Registered Nurse (4)

This course explores pathophysiology and disruptions to normal body physiology. Additionally in depth theoretical and clinical diseases and treatments encountered in primary care settings are examined.

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.

Crosslisted as: DNP.

DNP 720 - Neuro-Psychopharmacology for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (2)

This course provides a focused study of the assessment and prescribing parameters of pharmacologic interventions commonly used to manage neurobiopathology. Concepts of adverse effect control, cost containment, education/advocacy, and legal and prescriptive regulations will be considered.

DNP 722 - Essentials of Care of the Psychiatric Mental Health Nurse Client (2)

This course explores the concepts of doctoral level PMH APRN practice. Diagnostic skills will be introduced and explored. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate diagnostic reasoning across the lifespan. Biblical perspectives will be incorporated throughout the course.

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.

Crosslisted as: DNP.

DNP 740 - Epidemiology and Population Health (3)

Introduces the basics of epidemiology to assist DNP nurses to better understand, characterize, and promote health at the population level.

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.

Crosslisted as: DNP.

DNP 752 - Advanced Health Assessment for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (4)

This course enhances the knowledge and skills necessary to perform health assessment across the lifespan with emphasis on the assessment and evaluation of symptom sets associated with psychiatric mental health conditions. (75 practicum hours required)

DNP 760 - Advanced Health Assessment (6)

This course will teach the doctorally prepared advance practice registered nurse (APRN) student to complete comprehensive health assessments, develop differential diagnoses, order and interpret diagnostic testing, and document findings. Supervised clinical experiences are required.

DNP 781 - Healthcare Management Across the Lifespan I (6)

Prepares the doctoral advanced practice registered nursing (APRN) student with the theoretical, scientific, and technical foundations required to function as a doctorally prepared 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.

DNP 782 - Healthcare Management Across the Lifespan II (6)

This course is a continuation of theory and clinical practice designed to prepare the doctoral advanced practice registered nursing student to practice as a doctorally prepared 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.

DNP 783 - Healthcare Management Across the Lifespan III (6)

This course is number three in the series of clinical theory and practice courses designed to prepare the doctoral advanced practice registered nursing student with the theoretical, scientific and technical foundations required to function as a doctorally prepared 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.

DNP 790 - Psychotherapeutic Modalities Across the Lifespan I for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (5)

This course will prepare the student to apply a theoretical foundation to the practice of a doctorally prepared psychiatric mental health nurse practitioner. Practicum experiences develop knowledge and skills necessary to practice within an interprofessional team. (150 practicum hours required)

DNP 791 - Psychotherapeutic Modalities Across the Lifespan II for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (5)

This course will continue the development of the doctoral student as a psychiatric mental health nurse practitioner. Students incorporate strategies for coordinating interprofessional care, expanding their repertoire of modalities, including family and group therapies. (150 practicum hours required)

DNP 792 - Psychotherapeutic Modalities Across the Lifespan III for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (5)

This course will further develop the student's ability to function as a psychiatric mental health nurse practitioner. Practicum experiences guide the student to refine skills in assessing, diagnosing, and prescribing interventions for diverse clients with multiple conditions. (150 practicum hours required)

DNP 793 - Interprofessional Collaboration for the Doctorally Prepared Psychiatric Mental Health Nurse Practitioner (1)

Students engage in interprofessional simulation and other methodologies designed to demonstrate the knowledge, dispositions, and skills required to be effective as a psychiatric mental health nurse practitioner and function as a leader on in interprofessional team care. (Onsite intensive)

DNP 795 - Evidence-Based Project Planning (3)

This course will prepare students to design, develop, and implement projects of change in nursing practice.

DNP 801 - DNP Project I (1)

This course will provide the knowledge and skills essential for the doctorally prepared nurse to evaluate, translate, and integrate extant knowledge into clinical practice. Students will seek to effect change to the practice environment or the delivery of health. The course includes an onsite residency.

Crosslisted as: DNP.

DNP 802 - DNP Project II (2)

This course will focus on synthesizing the evidence relative to the DNP scholarly project. Emphasis is placed on the scientific underpinnings of practice and the framework to support the project.

Crosslisted as: DNP.

DNP 803 - DNP Project III (2)

This course will assist the student to design project plans for scholarly projects. Emphasis is placed on selection of a design to address the phenomenon of interest. An onsite residency is required for the course.

Crosslisted as: DNP.

DNP 804 - DNP Project IV (2)

This course is focused on implementation strategies for scholarly projects. Emphasis is placed on project management.

Crosslisted as: DNP.

DNP 805 - DNP Project V (2)

This course focuses on the implications for practice of scholarly projects and the dissemination of project findings. This course includes an onsite residency.

Crosslisted as: DNP.

DNP 807 - Scholarly Project Introduction (1)

This course will introduce the student to the doctorally prepared nurse practitioner role and the knowledge necessary to implement an evidence based change project. Students will begin to develop their practice question that will guide their scholarly project. This course includes an onsite residency.

DNP 810 - Scholarly Project I (4)

DNP-810 will enable students to conceptualize practice problems. Students will explore the literature and evidence relative to their selected phenomenon of interest. Emphasis will be placed on the systematic appraisal and utilization of nursing and interprofessional knowledge, theoretical frameworks, project effectiveness, and evidence-based practice. Ethical principles are examined. Students will develop and present a proposal for the DNP scholarly project. (Not open to students with credit in DNP-801, DNP-802 or DNP-803) This course includes an onsite residency.

DNP 811 - Scholarly Project II (1)

The emphasis of this course is project management and the leadership skills necessary to impact change in a practice setting. Student work will focus on implementation strategies for the scholarly project. This course serves as a progress checkpoint for project implementation.

DNP 812 - Scholarly Project III (4)

DNP-812 focuses on implementation and evaluation strategies for the DNP scholarly project. Emphasis is placed on project management for completion of the project and on leadership skills necessary for translating findings into practice. The course culminates with the dissemination of project findings in a public forum appropriate for the project and a written summary of the project development, implementation and evaluation. (Not open to students with credit in DNP-804 or DNP-805)

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

Crosslisted as: DNP.

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.

Crosslisted as: DNP.

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.

Crosslisted as: DNP.

DNP 835 - Healthcare Across Cultures (3)

Provides students with the opportunity to develop a comprehensive and engaged understanding of global health issues, social determinants of health, and the provision of culturally appropriate healthcare. The course will include best practices in healthcare across cultures and ethical global health engagement.

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.

Crosslisted as: DNP.

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.

Crosslisted as: DNP.

DNP 900 - Project 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.

Crosslisted as: DNP.

DOL - Advanced Global Leadership

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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. Prerequisite: DOL-715 and DOL-720

Crosslisted as: DOL.

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. Prerequisite: DOL-715 and DOL-720

Crosslisted as: DOL.

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. Prerequisites: DOL-735 and DOL-740

Crosslisted as: DOL.

DOL 760A - Leadership Development Colloquium I (1)

The 760-course series provides students an opportunity to reflect on theoretical learning in the area of organizational leadership. Students engage in critical analysis of leadership journal articles and application of theoretical principles and models in the context of their leadership experience and organization. The three courses in this series are taken sequentially.

Crosslisted as: DOL.

DOL 760B - Leadership Development Colloquium II (1)

The 760-course series provides students an opportunity to reflect on theoretical learning in the area of organizational leadership. Students engage in critical analysis of leadership journal articles and application of theoretical principles and models in the context of their leadership experience and organization. The three courses in this series are taken sequentially. Prerequisite: DOL-760A

Crosslisted as: DOL.

DOL 760C - Leadership Development Colloquium III (1)

The 760-course series provides students an opportunity to reflect on theoretical learning in the area of organizational leadership. Students engage in critical analysis of leadership journal articles and application of theoretical principles and models in the context of their leadership experience and organization. The three courses in this series are taken sequentially. Prerequisite: DOL-760A and DOL-760B

Crosslisted as: DOL.

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. Prerequisite: DOL-735 and DOL-740

Crosslisted as: DOL.

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. Prerequisite: DOL-720

Crosslisted as: DOL.

DOL 820 - Advanced Research Design (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. Prerequisite: DOL-720

Crosslisted as: DOL.

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. Prerequisites: DOL-735 and DOL-740

Crosslisted as: DOL.

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. Prerequisites: DOL-735 and DOL-740

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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. Prerequisites: DOL-735 and DOL-740

Crosslisted as: DOL.

DOL 860 - Advanced Seminars and Praxis in Organizational Leadership (2)**DOL 860A - Advanced Leadership Development Colloquium I (1)**

The focus of the second year Advanced Leadership Colloquium (DOL860 series) is designed to further enhance the application of leadership theory to practice. Students develop components of a Leadership Portfolio that demonstrates their abilities to engage in scholarly writing and apply theories and models to their personal leadership philosophies across the learning domains of the Doctorate of Organizational Leadership. Courses in this series are offered during the September, January and April terms and are taken in sequential order. Prerequisite: DOL-760A, DOL-760B and DOL-760C.

Crosslisted as: DOL.

DOL 860B - Advanced Leadership Development Colloquium II (1)

The focus of the second year Advanced Leadership Colloquium (DOL860 series) is designed to further enhance the application of leadership theory to practice. Students develop components of a Leadership Portfolio that demonstrates their abilities to engage in scholarly writing and apply theories and models to their personal leadership philosophies across the learning domains of the Doctorate of Organizational Leadership. Courses in this series are offered during the September, January and April terms and are taken in sequential order. Prerequisite: DOL-760A, DOL-760B, DOL-760C and DOL-860A.

Crosslisted as: DOL.

DOL 860C - Advanced Leadership Development Colloquium III (1)

The focus of the second year Advanced Leadership Colloquium (DOL860 series) is designed to further enhance the application of leadership theory to practice. Students develop components of a Leadership Portfolio that demonstrates their abilities to engage in scholarly writing and apply theories and models to their personal leadership philosophies across the learning domains of the Doctorate of Organizational Leadership. Courses in this series are offered during the September, January and April terms and are taken in sequential order. Prerequisite: DOL-760A, DOL-760B, DOL-760C, DOL-860A and DOL-860B.

Crosslisted as: DOL.

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

Crosslisted as: DOL.

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

Crosslisted as: DOL.

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

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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. Prerequisite: DOL-830

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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. Prerequisites: DOL-810 and DOL-820

Crosslisted as: DOL.

DOL 890 - Independent Study Organizational Leadership (1 to 3)

Independent Study in the topics within the subject area of Organizational Leadership.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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. Prerequisites: DOL-810, DOL-820, DOL-880, DOL-885

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

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.

Crosslisted as: DOL.

DPT - Advanced Practice in Physical Therapy

DPT - Doctor of Physical Therapy

DPT 701 - Movement Science I - Human Anatomy (6)

The 5-course Movement Science Series investigates basic science principles, structures and function, and its correlation and application into patient management taught in other concurrent courses. MS1, the 1st course in the five course series, will investigate the anatomy of the human body with an emphasis placed on integrating knowledge gained through admission prerequisite coursework with an in-depth knowledge of the relationships of the skeletal, muscular, vascular, and nervous systems. The lab component of this course will include guided group cadaver dissection to gain significant appreciation for the anatomical relationships between structures in the human body.

DPT 702 - Movement Science II - Human Physiology/ Pathophysiology (3)

The 5-course Movement Science Series investigates basic science principles, structures and functions, and its correlation and application into patient management taught in other concurrent courses. MS2, the 2nd of 5 courses, investigates the fundamentals of human physiology relating to basic cell function, embryology, and select body systems; specifically the cardiopulmonary, circulatory, neuromuscular, and body defense systems in health and disease. Course content is organized along five themes: homeostasis control systems, metabolism, structure/function relationships, communication, and pathophysiology. Clinical case scenarios integrate course content with concurrent courses and within the scope of PT practice.

DPT 703 - Movement Science III - Human Applied Physiology (3)

The 5-course Movement Science Series investigates basic science principles, structures, and functions and its correlation and application into patient management taught in other concurrent courses. MS3 builds on concepts introduced in MS2. Specific emphasis is on systems and pathology germane to the practice of physical therapy including connective tissue, cardiovascular and pulmonary systems, and exercise physiology throughout the lifespan in health and disease. Consistent with a holistic approach to wellness, health and fitness during aging and nutrition and the physical therapist will be explored. Clinical case scenarios integrate course content with concurrent courses and within the scope of PT practice.

DPT 704 - Movement Science IV - Human Movement & Kinesiology (4)

The 5-course Movement Science Series investigates basic science principles, structures, and function and its correlation and application into patient management taught in other concurrent courses. MS4, the 4th of the 5-course series, explores the principles and concepts of kinesiology and the analysis of human movement including osteokinematic and arthrokinematic joint motion and muscular control of limb movement. This information is applied to assessment, prevention, and rehabilitation of common neuromuscular and skeletal disorders.

DPT 705 - Movement Science V - Neuroscience & Motor Control (4)

This course is the fifth and final in the Movement Science series and investigates the functional anatomy and physiology of the human nervous system and the pathophysiology of nervous system disease and injury as well as recovery and repair. Anatomical structures and function, including motor and sensory systems and higher cognitive regions are discussed and correlated with clinical neurologic dysfunction. Particular focus is on those structure/functions of greatest importance to physical therapy. Principles and theories of motor control and motor learning are integrated with nervous system function.

DPT 711 - Research/Critical Inquiry I (2)

This 4-course Research/ Critical Inquiry Series is designed to foster the assessment, utilization, and production of research into physical therapy practice to optimize patient outcomes. Students will be equipped with the ability to critically appraise literature relevant to the practice of physical therapy. Research/Critical Inquiry I introduces the student to the elements of thought and the logic of critical thinking. This course broadly introduces the student to evidence-based physical therapy practice and the concepts of clinical research methodology and measurement. The research portfolio is introduced.

DPT 712 - Research/Critical Inquiry II (2)

This 4-course Research/Critical Inquiry Series is designed to foster the assessment, utilization, and production of research into physical therapy practice to optimize patient outcomes. Students will be equipped with the ability to critically appraise literature relevant to the practice of physical therapy. This specific course explores the concepts of evidenced based physical therapy practice and clinical research methodology and measurement including specific design types, analysis, and reporting.

Descriptive and inferential statistics relevant to physical therapy and clinical research will be applied to common research designs.

DPT 713 - Research/Critical Inquiry III (2)

This course, the fourth and final course in the four course Research/Critical Inquiry series, will include research dissemination options and use of research for clinical decision-making including critically appraised topics and evidence based practice. The course will expand upon the concepts of evidenced based physical therapy practice and clinical research methodology and measurement including specific design types, analysis, and reporting.

DPT 714 - Research/Critical Inquiry IV (2)

This 4-course Research/ Critical Inquiry series is designed to foster the assessment, utilization, and production of research into physical therapy practice to optimize patient outcomes. Students will be equipped with the ability to critically appraise literature relevant to the practice of physical therapy. This specific course will expand upon the previous series' courses with emphasis placed on the synthesis of research for clinical decision making, including applying the principles of evidence based practice to a specific clinical question. Scholarly activities and advancing evidence are explored. This course prepares students for writing and presenting case report research required during clinical experiences.

DPT 721 - Therapeutic Skills I (3)

The 7-course Therapeutic Skills Series investigates clinical management concepts from the Guide to PT Practice. In this series, holistic patient approaches are presented for PT examination, assessment, and intervention of the patient with increasing complexity requiring an advancing ability to clinically reason, critically think, prioritize, and administer bestpractice care. Therapeutic Skills 1, the first of seven courses in the series, introduces the student to patient interaction and interview skills, visual assessment and screening, palpation skills, and massage. Static intermittent compression will be explored including indications, contraindications, therapeutic effects, and treatment selection and application.

DPT 722 - Therapeutic Skills II (5)

The 7-course Therapeutic Skills Series investigates clinical management concepts from the Guide to PT Practice. Holistic patient approaches are presented for PT examination, assessment, and intervention of the patient with increasing complexity requiring an advancing ability to clinically reason, critically think, prioritize, and administer bestpractice care. TS2, the 2nd of the 7 course series, equips students to select and perform basic patient care skills safely and efficiently including positioning, transfers, bed mobility, and gait training. Medical record documentation is introduced. Heat transfer principles are introduced and superficial thermal modalities explored including indications, contraindications, therapeutic effects, treatment selection, and application.

DPT 723 - Therapeutic Skills III (6)

The 7-course Therapeutic Skills Series investigates clinical management concepts from the Guide to PT Practice. Holistic patient approaches are presented for PT examination, assessment, and intervention of the patient with increasing complexity requiring an advancing ability to clinically reason, critically think, prioritize, and administer best-practice care. In Therapeutic Skills 3, the 3rd of the 7-course series, students learn principles and application of systems review and basic examination techniques with in-depth extremity assessment from an orthopedic perspective. Therapeutic modalities investigated include ultrasound, diathermy, UV, laser, and hydrotherapy. Pediatric developmental measurement outcome scales and aquatic therapy principles, goals, and techniques are explored.

DPT 724 - Therapeutic Skills IV (6)

Therapeutic Skills 4, the fourth of the seven course series, examines therapeutic exercise principles and techniques for patient management of movement dysfunction in adult and pediatric populations. Basic manual therapy techniques are applied to patients with orthopedic dysfunction. Therapeutic modalities investigated include cervical and lumbar traction, electrotherapy basics and the application of Transcutaneous Electrical Nerve Stimulation (TENS), Interferential (IF), Iontophoresis, Phonophoresis, High-volt-pulsed-galvanic (HVPG) and other non-invasive electrical stimulation modalities.

DPT 725 - Therapeutic Skills V (6)

Therapeutic Skills 5, the fifth of the seven course Therapeutic Skills series, applies neuroscience fundamentals to the clinical presentation of neurologic diagnoses across the lifespan. Functionally based, progressive intervention including orthotic and wheelchair prescription for patients with neurological dysfunction are investigated. Electrotherapy for muscle re-education and functional return (Functional Electrical Stimulation (FES), Neuromuscular Electrical Stimulation (NMES), and Biofeedback) is explored to include indications, contraindications, effects, treatment selection, and application.

DPT 726 - Therapeutic Skills VI (6)

Therapeutic Skills 6, the sixth of seven courses in the Therapeutic Skills series, investigates the physical therapy management of patients in the acute care setting across the lifespan. Emphasis is placed on integration of prior instruction on cardiopulmonary health and pathology and its impact on function. Issues of advancing age are discussed in regards to its impact on health recovery.

DPT 727 - Therapeutic Skills VII (6)

This course, the final of the seven course series, focuses on advanced knowledge and skills necessary for special populations. Clinical decision-making skills are advanced through analysis of clients with complex, divergent disorders. Topical areas include women's and men's health, work hardening, vestibular rehab, lymph edema, burns and wounds, chronic pain, oncology, patients with amputations, prosthetic and orthotic devices, and bariatrics.

DPT 731 - Clinical Management I (2)

This 5-course series integrates the principles of medical and pharmacological treatment of diseases and injuries concurrently introduced in Movement Science series courses. This series further integrates with physical therapy patient management in the Therapeutic Skills series. Topics covered include etiology, pathology, diagnostic imaging, progression, prognosis, as well as medical, surgical, and pharmacological patient management. Application and coordination with physical therapy is emphasized. This 1st course in the 5-course series uses a case-based format to investigate the inflammation and tissue healing process, screening and referral, and basic pharmacodynamic and pharmacokinetic properties.

DPT 732 - Clinical Management II (2)

Course two in the five course Clinical Management series uses a case-based format to investigate the medical and pharmacological management of select pathologies relevant to the musculoskeletal system. Common orthopedic pathology, wound healing, and peripheral nerve injury with corresponding diagnostic imaging is examined.

DPT 733 - Clinical Management III (2)

This 3rd course in the 5-course series entitled Clinical Management uses a case-based format to investigate medical and pharmacological management of pathologies relevant to pediatric and neurologic rehabilitation settings including acute and chronic central and peripheral nervous system disorders and developmental delays.

DPT 734 - Clinical Management IV (2)

This 4th course in the five course Clinical Management series uses a case-based format to investigate issues common with disorders of the cardiopulmonary systems across the lifespan and geriatrics including the aging process and dementia. PT practice is explored within the acute care setting.

DPT 735 - Clinical Management V (2)

Course five in the five course series uses a case-based format to investigate chronic disorders with concurrent physical therapy management including diabetes, peripheral neuropathy, and other systemic, lifelong illnesses including cancer and the medical management of limb amputation.

DPT 741 - Professional Development & Advocacy I (1)

This 9-course series introduces students to the profession of physical therapy and expands the students' spiritual, social, and ethical self-awareness for professional identity. Additional instruction and preparation is on the policies, procedures, expectations, and issues inherent in Clinical Education. The portfolio system's use for progressive growth tracking is an integral part of this series. This 1st-course in the 9-course series explores the scope of physical therapy and preparation for Integrated Clinical Experiences (ICE) including OSHA and HIPAA training. The model of health and disability supported by the World Health Organization, the ICF model, is introduced as foundational to patient-centered care.

DPT 742 - Professional Development & Advocacy II (1)

Professional Development and Advocacy 2 is the 2nd of a 9-course series that introduces students to the profession of physical therapy and expands the students' spiritual, social, and ethical self-awareness for professional identity. Course-2 explores the history of physical therapy, ethical issues, and professionalism. The American Physical Therapy Association (APTA), its mission and clinician responsibility are introduced. The student is guided through the process of developing a professional resume and establishing a professional social media account. Interprofessional Education (IPE) is introduced and explored.

DPT 743 - Professional Development & Advocacy III (1)

This 9-course series introduces students to the profession of physical therapy and expands the students' spiritual, social, and ethical self-awareness for professional identity. Additional instruction and preparation is on the policies, procedures, expectations, and issues inherent in Clinical Education. The portfolio system's use for progressive growth tracking is an integral part of this series. Course-3 explores cultural awareness within a Christian worldview. American Physical Therapy Association (APTA) core values and Generic Abilities are introduced as measurement tools for professional development. Students submit their first professional behaviors reflection in this course as part of the annual credentialing process and prepare for Early Clinical Experiences.

DPT 744 - Professional Development & Advocacy IV (1)

Course four in the nine course series entitled Professional Development and Advocacy, compares the PT Practice Act for multiple states and synthesizes the implications of noted differences and similarities. Cultural competencies, healthcare barriers, and inherent personal bias recognition are examined. Perspectives and regulation on disability and progressing Clinical Instructor/Student communication in light upcoming ECEs will be discussed.

DPT 745 - Professional Development & Advocacy V (1)

This course is the fifth in the nine course Professional Development and Advocacy series. Course-5 continues discussion begun in Course-4 with in-depth investigation of ethics, law, professional communication, and interprofessional collaborative patient care. The Federation of State Boards of Physical Therapy (FSBPT) resources and purpose are explored. Preparation work for upcoming Terminal Clinical Experiences (TCE) is begun.

DPT 746 - Professional Development & Advocacy VI (1)

Course Six in the nine course series entitled Professional Development and Advocacy includes final preparation for Terminal Clinical Experiences, use of the Clinical Performance Instrument, and clinical education project requirements. The second professional behaviors reflection is submitted in this course as part of Annual Clinical Credentialing. Electronic medical records and appropriate parameters for support staff delegation are explored.

DPT 747 - Professional Development & Advocacy VII (1)

Course seven in the nine course series focuses on self-assessment of therapeutic skill and goal setting while on Terminal Clinical Experiences (TCEs). Complex issues of clinician responsibility toward evidence of abuse of vulnerable populations and clinical abuse and fraud are discussed within an ethical framework and a foundation of Christian, legal, and APTA guidelines.

DPT 748 - Professional Development & Advocacy VIII (1)

Course eight of the nine course series focuses on strategies for preparation for successful licensure testing, time management skills, and financial planning. On-line discussion on clinical and IPE issues facilitate collaborative support and communication skill refinement. Initial resume and a professional on-line networking account developed in DPT-742 will be reviewed to assure currency.

DPT 751 - Practice Management & Leadership 1 - Administration (2)

This course, course one of a three course series entitled Practice Management Leadership, focuses on administration and management as they apply to physical therapy services in a variety of settings. Basic administrative concepts explored include communication, planning and decision-making, budgeting, fiscal management (including billing and coding), and marketing applied to the implementation of clinical services.

DPT 752 - Practice Management & Leadership 2 - Interprofessional Global Experience (3)

This course is the second of the three course series entitled Practice Management and Leadership and is interprofessional. Global or cross-cultural travel occurs in small groups of OTD and DPT students with faculty facilitators. Students discuss global healthcare, specific healthcare in their travel region, and reflections on the experience. This experiential course integrates communication and observation skills developing in other coursework and immerses students in a culture different from their own.

DPT 753 - Practice Management & Leadership 3 - Leadership and Spirituality (2)

This course, the third in the three course series entitled Practice Management Leadership, provides a framework for leadership development through knowledge of leadership strategies, experiential learning, self-reflection, mentoring, and professional

developmental planning. Students will gain an understanding of the healthcare professional/patient relationship, the art of listening, and the impact of one's own and the patient's spiritual beliefs in the context of a Christian world view.

DPT 761 - Integrated Clinical Experience (ICE) 1 (1)

ICE consists of one ½-day per week in a local inpatient, outpatient or community setting in student teams with a clinical instructor to implement newly learned skills in a progressive and purposeful manner. Opportunities to participate in/lead community health activities and mentor peers are included. ICE 1, the 1st in the six course series, introduces students to patient interactions in an inpatient setting with mentoring by DPT3 students on ICE6. Practice, supervision and skill development is in setting observation, patient history, systems screening, visual appraisal, and palpation. Students participate in facilitating a community health event for half of the sessions.

DPT 762 - Integrated Clinical Experience (ICE) 2 (1)

ICE 2 is the 2nd in a 6-course series. This series consists of one ½ day per week in a local inpatient, outpatient, or community setting in student teams with a clinical instructor to implement newly learned skills in a progressive and purposeful manner. Opportunities to participate in and lead community health activities and mentor peers is included. ICE 2 occurs in an inpatient setting and includes DPT 2 mentors who are on ICE 4. Practice, supervision, and skill development is facilitated in the following areas: transfers, bed mobility, gait, positioning, chart review, vital signs, draping, and equipment management.

DPT 763 - Integrated Clinical Experience (ICE) 3 (1)

This series consists of one ½ day per week in a local inpatient, outpatient or community setting in student teams with a clinical instructor to implement newly learned skills in a progressive and purposeful manner. Opportunities to participate in and lead community health activities and mentor peers is part of this series. One-half of ICE 3 will be in an outpatient setting with practice, supervision, and skill development in documentation, basic exam, ROM, posture, and functional screenings. The other half of the sessions will involve participation in conducting a community health activity with DPT 2 students on ICE 5.

DPT 764 - Integrated Clinical Experience (ICE) 4 (1)

ICE 4 is the fourth of a six course series and will occur in an inpatient setting. Practice, supervision, and skill development will be facilitated in the following areas: working with the patient with neurological diagnoses as well as all other skills acquired to date. Students will mentor DPT 1 students who are on ICE 2.

DPT 765 - Integrated Clinical Experience (ICE) 5 (1)

ICE 5, the fifth of six courses in the Integrated Clinical Experiences series, includes active mentoring of DPT 1 students on ICE 2. Half of the sessions occur in an outpatient setting with an orthopedic focus including spine and extremities assessment and intervention. The other half of the weekly sessions will involve leading a community health activity.

DPT 771 - Early Clinical Experience (ECE) I (2)

Early Clinical Experiences (ECEs) are full-time (37+hours/week), two week clinical experiences scheduled after the first didactic year. ECE1 is a two-week session in the in-patient setting. Students are expected to apply knowledge and skills learned from their coursework to treat patients with Clinical Instructor supervision and assistance. Though students are not expected to demonstrate mastery of clinical skills or reasoning, they are expected to acclimate to the clinical culture and pursue opportunities for direct interaction and practice with patients and their families, health-care providers, and personnel.

DPT 772 - Early Clinical Experience (ECE) II (2)

Early Clinical Experiences (ECEs) are full-time (37+hours/week), two week clinical experiences scheduled after the first didactic year. ECE2 is one two-week session in the outpatient setting. Students are expected to apply knowledge and skills learned from their coursework to treat patients with Clinical Instructor supervision and assistance. Though students are not expected to demonstrate mastery of clinical skills or reasoning, they are expected to acclimate to the clinical culture and pursue opportunities for direct interaction and practice with patients and their families, health-care providers, and personnel.

DPT 849 - Professional Development & Advocacy IX (1)

Course nine in the nine course series completes professional goal setting and investigates interprofessional experiences and complex patient management. Discussion of complex interprofessional scenarios facilitate refinement of advanced communication skills. Students submit their final professional behaviors reflection in this course as part of the annual credentialing process.

DPT 866 - Integrated Clinical Experience (ICE) 6 (1)

ICE 6 occurs in an inpatient setting for half of the sessions while the other half will involve leading a community health activity. Practice, supervision, and skill development will be facilitated in complex patient care. Students will be paired with 1st year students who are on ICE 1.

DPT 881 - Terminal Clinical Experience (TCE) 1 (5)

Terminal Clinical Experiences (TCE) 1 is a full time (37+ hours/week) 8-week clinical experience with opportunities for supervised patient management in examination, evaluation, program planning, discharge planning, and intervention for patients in an assigned practice setting. Student outcomes are assessed using the nationally standardized Clinical Performance Index (CPI). Expectations for students' performance are incrementally higher than on previous clinical experiences in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument. By the end of this course, students should be rated on the CPI at or above intermediate level in all categories.

DPT 882 - Terminal Clinical Experience (TCE) 2 (6)

Terminal Clinical Experiences (TCE) 2 is a full time (37+ hours/week) 10-week supervised clinical experience with opportunities to synthesize and apply previous learning. Student outcomes are assessed using the nationally standardized Clinical Performance Index (CPI). By the end of this course, students should be rated on the CPI at or above advanced intermediate level in all categories. The student is expected to be a mature, self-directed learner and demonstrate increasingly competent behaviors in professional interaction, communication, consultation, and management. Time management, ethical decision-making, and integration of assessment and goal setting will be further refined.

DPT 883 - Terminal Clinical Experience (TCE) 3 (8)

Terminal Clinical Experiences (TCE) 3 is a full time (37+ hours/week) 12-week supervised clinical. Student outcomes are assessed using the nationally standardized Clinical Performance Index (CPI). As TCE 3 is a culminating experience, students should achieve CPI ratings at or above entry-level in all categories by the end of this rotation. Expectations for students' performance are incrementally higher than on previous clinical experiences in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the CPI. The student is expected to be a mature, self-directed learner and demonstrate increasingly competent behaviors in professional interaction, communication, consultation, and management.

DPT 895 - Advanced Practice in Physical Therapy (1 to 3)

This course allows students options in seeking advanced practice topics for further exploration in a seminar, weekend, distance learning or other non-traditional format. Different course sections will be offered that examine current, relevant, emerging topics in physical therapy practice, and research. Selections may vary year-to-year dependent on clinical, healthcare, or research trends, and expertise availability. Students will be required to choose a combination of sections/topics to achieve three credit hours of electives. This course is repeatable up to 3 credits.

EAR - Earth Science

EAR 130 - Earth Science (3)

This course is designed to be an introduction to the physical environment of planet earth. Selected topics include those from astronomy, geography, geology, oceanography, and meteorology. Not open to the student who has credit in GEO-201 (Physical Geography).

Crosslisted as: EAR.

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.

Crosslisted as: EAR.

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.

Crosslisted as: EAR.

EAR 160 - Rocks and Minerals (3)

The occurrences, classification, and physical properties of rocks and minerals. Field tests and identification of hand specimens.

Crosslisted as: EAR.

EAR 475 - Independent Learning- Earth Science (1 to 3)

Individually arranged study and/or research in the earth sciences. Prerequisite: Permission of instructor.

Crosslisted as: EAR.

ECED - Advocacy Internship in Early Childhood

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ECED - Early Childhood Education

ECED 101 - Foundations of Early Childhood (3)

The focus of this course is to overview the historical and theoretical foundations of Early Childhood and to introduce the role of philosophies in decision-making processes. An emphasis on Developmentally Appropriate Practices(DAP) is accompanied by exploration of professional ethics, program types, career choices, child care regulations, and policies.

Crosslisted as: ECED.

ECED 105 - Child Growth and Development (3)

This course overviews developmental concepts and theories as applied to early learning classroom and realworld contexts. Investigation includes physical, social, cognitive, emotional, moral, and spiritual domains. Field experiences required.

Prerequisite: ECED-101

Crosslisted as: ECED.

ECED 110 - Observation and Assessment in the Early Childhood Setting (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 primary care providers in promoting a child's success. Recording strategies, rating systems, portfolios, and multiple assessment instruments and tools are explored. Child observations are conducted and analyzed. Field experiences are required. Prerequisites: GEN-111, ECED-101, ECED-120, and ECED-105

Crosslisted as: ECED.

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, determining curricula model use, and selecting appropriate material use that promotes positive child development and learning. The course also emphasizes the positive techniques used in effectively guiding and disciplining young children's behavior.

Crosslisted as: ECED.

ECED 120 - Health, Safety, and Nutrition (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 are identified along with the importance of collaboration with primary care providers and

health professionals. There is a focus on integrating these concepts into everyday planning and program development.

Prerequisite: GEN-111 and ECED-101

Crosslisted as: ECED.

ECED 125 - Current Issues and Trends in Early Childhood (3)

Participants will research and explore complex current regional, state, national, and global sociopolitical issues surrounding Early Childhood. Prerequisite: ECED-101, ECED-105

ECED 130 - Parents, Families, and Communities As Partners (3)

Examination of the historical evolution of the family, the role family involvement plays on child development, and the development of communication strategies provides a framework for building effective and reciprocal home-school relationships and partnerships. Field experiences required.

ECED 135 - Emergent Literacy (3)

This courses focuses on the ages and stages of early literacy (reading, writing, listening, speaking) development and the fostering of language-rich environments. Field experiences required.

ECED 201 - Curriculum Models 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 explore various models of instruction as they develop lesson plans and activities that are appropriate for young children.

Crosslisted as: ECED.

ECED 205 - The Young Child, Home, School, and Community Relationships (3)

This course examines the developing child in societal context, focusing on interrelationships among the young child, primary care providers, school, and community. The course further emphasizes historical and cultural factors which influence primary care providers and the process of socialization for young children.

Crosslisted as: ECED.

ECED 210 - Early Childhood Literacy (3)

This course explores research-based principles and practices for cultivating literacy and assessments during the early childhood years (birth through age eight) with developmentally appropriate methods. Resources available to substantiate literacy and assessments proficiency in young children are presented.

Crosslisted as: ECED.

ECED 215 - Diversity and the Early Childhood Classroom (3)

This course examines current issues facing the early childhood education professional in understanding diversity as it impacts the early childhood environment. The course addresses 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 are presented. Factors of working with and supporting diverse populations of young children and their families are discussed, including relevant teaching methods and materials.

Crosslisted as: ECED.

ECED 220 - Early Childhood Program Administration (3)

This course examines components needed to operate and manage an early childhood program by exploring state regulations and federal mandates, including IDEA and FERPA. Operational duties covered include managerial setup of the learning environment, creating policies and procedures, financial management, and basic record keeping. The course also explores team building and collaborating with primary care providers and staff.

Crosslisted as: ECED.

ECED 225 - Infant/Toddler Experience (3)

This course overviews the care, development, management, and learning of infant/toddlers. Field experiences are required.

ECED 230 - Preschool Experience (3)

This course overviews the care, development, management, and learning of preschool-age children. Field experience are required.

ECED 235 - Primary Grade Experience (3)

This course overviews the care, development, management, and learning of primary-grade children. Field experiences are required.

ECED 240 - Service Learning Capstone (3)

This course provides an application of a pedagogical foundation for the candidate to further influence early learning.

ECED 301 - Infant/Toddler Care-on-Demand Environments (3)

This course explores the design and purpose of infant/toddler environments to promote growth across developmental domains. Key concepts include health and safety practices, care-on-demand philosophies, and nurturing principles. Field experiences required.

ECED 302 - Infant/Toddler Curriculum, Instruction, Assessment (3)

Curriculum planning, developmentally appropriate instructional approaches, data collection and analysis, and management strategies are key elements to this course focusing on infant/toddler learning. Field experiences required.

ECED 303 - Literature Focused Preschool Environments (3)

This course explores the design and purpose of literature-rich preschool environments to promote growth across developmental domains. Key concepts include designing and managing play-based learning settings. Field experiences required.

ECED 304 - Preschool Curriculum, Instruction, Assessment (3)

Curriculum planning, developmentally appropriate instructional approaches, data collection and analysis, and management strategies are key elements to this course focusing on preschool learning. Field experiences required.

ECED 305 - Educational Psychology for Early Learners (3)

This course examines a broad understanding of early childhood development through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of children ages birth through eight years. Emphasis is made regarding development during the earliest years, particularly brain development that results in learned speech, gross and fine motor movements, basic hygiene, and cognitive reasoning. In addition, program candidates study strategies to create instruction that is responsive to early learners' differences and promotes cultural responsiveness with all stakeholders associated with young children.

ECED 310 - Guiding Early Childhood Curriculum (3)

This course provides an overview of the planning and preparation of a developmentally appropriate curriculum for young children. It includes a critical examination of principles underlying curriculum development and program planning for young children. The course covers basic components of this curriculum including media and technology.

Crosslisted as: ECED.

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, data-driven decision making and procedures are examined, as well as lesson planning, how to identify types of learning needs, evidence-based instructional strategies, and strategies to assess growth in these children.

Crosslisted as: ECED.

ECED 320 - Assessment and Response to Intervention (RTI) in the Early Childhood Profession (3)

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with primary care providers and professionals in promoting children's success. Recording strategies, rating systems, portfolios, Response to Intervention, and multiple assessment tools are explored. This course requires field experiences.

Crosslisted as: ECED.

ECED 322 - Early Childhood Special Education (3)

This course overviews the intersection of special education and early childhood practices including planning, management, family support, early intervention, and law.

ECED 325 - Foundations of Reading and Language Structure (3)

This course provides a foundation for teaching reading (focusing on decoding and fluency) and language structures (grammar, spelling), including the use of scientifically based reading research.

Crosslisted as: ECED.

ECED 330 - Reading and Writing in Early Childhood (3)

This course focuses on the development of reading comprehension and writing skills in young children based on scientific reading research (SBRR). This course requires field experiences, and is part of the Reading Minor block. Prerequisite: ECED-325

Crosslisted as: ECED.

ECED 331 - Literacy in the Primary Grades (3)

This course focuses on developing best practices in curriculum, instruction, and assessment for the teaching of literacy (reading, writing, listening, speaking) in grades K-3. Field experiences required.

ECED 332 - Instructional Tools for the Teaching of Reading (3)

This course provides an expanded view of reading instruction, including comprehension strategies, content area literacy, and reading intervention. Field experiences required.

Crosslisted as: ECED.

ECED 334 - Teaching Reading Through Literature for Children (3)

This course explores techniques and methods of using literature to teach reading to early learners. Quality children's books from various genres are presented, along with historical and contemporary publishing trends. Prerequisite: ECED-330

Crosslisted as: ECED.

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. A teacher's role in facilitating and supporting developmentally appropriate activities for birth through age 8 settings is examined.

Crosslisted as: ECED.

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.

Crosslisted as: ECED.

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.

Crosslisted as: ECED.

ECED 401 - STEM Concepts in the Primary Grades (3)

This course focuses on developing best practices in curriculum, instruction, and assessment for the teaching of Science, Technology, Engineering, and Mathematics in grades K-3. Field experiences required.

ECED 405 - Social Studies and Fine Arts in the Primary Grades (3)

This course focuses on developing best practice in curriculum, instruction, and assessment for the teaching of Social Studies (History, Civics/Government, Geography, and Economics) and Fine Arts (Dance, Music, Drama, and Visual Arts) in grades K-3. Field experiences required.

ECED 410 - Culturally Responsive Pedagogy in Early Childhood (3)

This course includes theory, pedagogy, and related research on multiple aspects of early learner diversity, with emphasis on developing appropriate culturally responsive and inclusive environments for young children. Sociocultural and political issues are examined with respect to their impact on children's development.

Crosslisted as: ECED.

ECED 411 - Classroom Management in the Primary Grades (3)

The focus of this course is the development and utilization of developmentally appropriate management strategies in grades K-3 determined by data, philosophy, and ethical, current practices.

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.

Crosslisted as: ECED.

ECED 415 - Social, Emotional, and Behavioral Interventions (3)

This course examines social, emotional, and behavioral interventions and how they relate to student growth in the classroom. Worldviews and the impact of the teacher's role on social, emotional, and behavioral interventions are also analyzed. This course considers the importance of and how to identify appropriate resources that provide intervention services for students. This course requires field experiences.

Crosslisted as: ECED.

ECED 420 - Early Childhood Ethics and Administrative Responsibilities (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.

Crosslisted as: ECED.

ECED 422 - Advocacy Internship in Early Childhood (3)

Internship focuses on the role and types of advocacy in early childhood, engaging in servant leadership practices and exploring wrap-around support services for families with young children. Field experiences required.

ECED 425 - Content Pedagogical Methods for Integrated Subject Areas (3)

This course examines strategies for the integration of specific subject content using pedagogical methods of teaching within an early learning setting. A strong emphasis is placed on child-initiated and culturally inclusive approaches with differentiation and technology. This course requires field experiences.

Crosslisted as: ECED.

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.

Crosslisted as: ECED.

ECED 430 - Student Teaching in Early Childhood (12)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. A supervised field experiences required.

Crosslisted as: ECED.

ECED 430A - Student Teaching in Early Childhood (6)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. Field Experience.

ECED 430B - Student Teaching in Early Childhood (6)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. Prerequisite: ECED-430A Field Experience.

ECED 555 - Research in Early Childhood (3)

A seminar structured course introducing research methodology and connecting with professional networks related to early childhood.

00**ECED ORE - Orientation for Early Childhood (0)**

This one-workshop course provides an orientation to the Early Childhood degree program (A.S.) including key resources available to support students as they pursue their degree. University requirements, key tools for success, learning management system tutorials, and introductory activities for the program are included.

Crosslisted as: ECED.

ECO - American Economic History**ECO - Economics****ECO 205 - Basic Economics (3)**

An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

ECO 212 - Microeconomics (3)

An introductory survey of microeconomic theory and the principles essential to an understanding of human action within the context of exchange relationships. Emphasis is placed upon the decisions of individuals, households, and firms within a

dynamically competitive market process, and the institutional structures that affect those relations. Topics include exchange, scarcity and trade, comparative advantage, division of labor, supply and demand, price signals and price controls, externalities and public goods, competition, monopoly, and market structure, markets for the factors of production, and determinants of income inequality and poverty. This course meets the IDoE Economics State Standards and required standards from the National Council for the Social Studies.

Crosslisted as: ECO.

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. This course meets IDoE Economics Standards' requirements and required standards from the National Council for the Social Studies.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

ECO 306 - Intermediate Microeconomics (3)

Provides a thorough grounding in intermediate-level microeconomics. Basic factors of price and distribution theory will be proposed. The standard topics will be covered, including 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: ECO212

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

ECO 310 - Economics Principles for Managers (3)

In this course, students will illustrate the laws of supply and demand and their relationship to pricing signals in a market economy. They will have the opportunity to calculate price elasticity while given the opportunity to interpret the concepts of scarcity, opportunity costs, and comparative advantage as used in making business decisions. Students will illustrate the relationship between the concept of productivity, standard of living, and basic macroeconomic concepts. Financial systems will be described along with illustrating the difference between a price-taking firm and a price-searching firm. Various methods of calculating business operation costs will be explored. Students will be expected to apply biblical truth to economic concepts. Not open to students with credit in ECO-330.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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: ECO.

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 social studies education majors. This course meets IDoE State Standards and required standards from the National Council for the Social Studies. Prerequisite: MAT-112, or MAT-204, or MAT-305, or BUS-320.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

ECO 350 - Law and Economics (3)

An exploration of individual and social responses to incentives created by legal rules and institutions. Topics include application of the economic way of thinking to the law of property, law of contracts, law of torts, criminal law, and constitutional law; analysis of the economic efficiency of the common law; and an introduction to the public choice perspective on the development of the law. Prerequisite: ECO-212 or ECO-213.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

ECO 463 - Economic Thought (3)

An analysis of the derivation of economic doctrines from Smith and Ricardo; through Marshall and Schumpeter; to Keynes and Hayek; Samuelson and Knight; Friedman, Lucas, and Buchanan. 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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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.

Crosslisted as: ECO.

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 .

Crosslisted as: ECO.

ECO 454CC - Global Studies Program (3)

ECON - Business Economics

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.

Crosslisted as: ECON.

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.

Crosslisted as: ECON.

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

Crosslisted as: ECON.

EDCE - Advanced Instructional Design

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

EDCE 514 - Foundations of Early Childhood Development and Learning Environments For Christian Educators (3)

The focus of this course is to provide Christian educators with an overview of the theoretical foundations of Early Childhood Education and to introduce the role of philosophies in decision-making processes. Emphases on child development and biblical perspectives on young children are accompanied by exploration of elements related to a quality learning environment. Access to an early childhood classroom or learning environment is important.

EDCE 515 - History and Philosophy of Education With a Christian Worldview (3)

This course guides candidates to develop a faith-infused philosophy of education after considering the history and development of education, philosophy and worldview in education, and the role of the Bible in influencing curriculum and instruction. Candidates will articulate their philosophy to address issues relevant to a Christian school, including the nature and potential of the student, the role of the teacher, staff, and administrators, the content of the curriculum, teaching methodology, and the social function of the school.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

EDCE 548 - Research-Based Behavior Interventions And Elementary Classroom Management for Christian Educators (3)

The focus of this course involves research-based methodologies for managing the elementary Christian school classroom, emphasizing theories of learning and instruction influenced by a biblical perspective. An examination of human, social, and intellectual development for diverse populations of students is integrated with biblical perspectives on the child and concepts of classroom management and behavior intervention. Access to an elementary classroom or learning environment is important.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

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.

Crosslisted as: EDCE.

EDCE 581 - Learning Environments in the Secondary Classroom for Christian Educators (3)

This course emphasizes theories of learning and instruction and involves research-based methods for managing a secondary classroom in a Christian school. An examination of human, social, and intellectual development for diverse populations of students is integrated with biblical perspectives on the adolescent and concepts of classroom management and behavior intervention. Legal and cultural expectations associated with classroom management that impact student learning and the learning environment are explored. Access to a secondary classroom or learning environment is important.

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.

Crosslisted as: EDCE.

EDCE 500ES - 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 500FR - 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 505ES - 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 505FR - 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 510ES - 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 510FR - 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 515ES - History and Philosophy of Education With a 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 515FR - History and Philosophy of Education With a 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 520ES - 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 520FR - 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 530ES - 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 530FR - 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 540ES - 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 540FR - 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 550ES - 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 550FR - 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 560ES - 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 560FR - 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 570ES - 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 570FR - 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 580ES - 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 580FR - 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 590ES - 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.

EDCE 590FR - 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.

EDCE 616 - School Administration for Christian Educators (3)

Candidates will use a biblical worldview when learning the concepts of Christian school administration including resource management, scheduling, policy development, new teacher induction, and performance evaluation. They will develop a philosophy of leadership, a school conceptual framework, and explore best practices for creating and maintaining a safe school.

EDCS - Christian Philosophy of Education**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)

Crosslisted as: EDCS.

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)

Crosslisted as: EDCS.

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)

Crosslisted as: EDCS.

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)

Crosslisted as: EDCS.

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)

Crosslisted as: EDCS.

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)

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

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.

Crosslisted as: EDCS.

EDD - Action Research I for Education

EDD - Doctor of Education

EDD 720 - Issues & Ethics in Education (3)

This course explores past, current, and anticipated issues and ethics in education at any level. Addressing these issues and ethical dilemmas will lead to increased cultural responsiveness in the area of focus. Students will identify problems in their area of interest and explore one for their action research. Prerequisite: GRAD-780

EDD 740 - Education History & Law (3)

The focus will be primarily on public elementary and secondary education. The students will examine issues related to: race and ethnicity, immigration status, language, gender, and disability as it bears on educational equity; discipline, freedom of expression, and religion in the context of student rights; also, federal authority, curricular control, and alternatives to traditional public education in response to educational reform efforts. Students will also learn the history and laws surrounding their action research topic as they begin to develop their literature review. Prerequisite: EDD-720

EDD 760 - Learning & Change Management Theories (3)

Major theories concerning the learning process and their implications for the change management process are investigated. This course also offers an opportunity to discuss and apply principles, tools, and methods to successfully implement change and innovation within organizations. Students will compare and contrast cultural differences in learning and change management processes. An action research literature review will be completed in this course. Prerequisite: EDD-740

EDD 820 - Statistics for Education (3)

This course is an introduction to statistical concepts, methods, and reasoning used in education, providing a base for further development of these skills in subsequent methods courses. This course integrates principles of survey design and analysis, including validity, and reliability, and cultural awareness. Students will begin to work with statistical data related to their action research and submit their research topic, question, and literature review for approval. Prerequisite: EDD-760

EDD 840 - Research Methods in Education (3)

In this course, students learn about the difference between applied and basic research methods. Students will compare and contrast worldviews, strengths, and limitations of research strategies encompassing approaches such as quantitative, qualitative, epistemology, grounded theory, phenomenological, and mixed methods. They will apply this understanding by analyzing their action research issue, with the goal of proposing a potential research methodology. The process includes concepts such as problem definition, evaluation of appropriate methodologies, research design, reliability, and ethical, cultural, and global considerations. Students will complete a methodology plan for their action research. Prerequisite: EDD-820

EDD 860 - Action Research I for Education (3)

This course builds on the understanding developed in EDD-840, Research Methods, refining and shaping student understanding of the theory, data instruments, bias, research ethics, and data collection and analysis for their research. Students will conduct data collection related to their action research that includes a cross-cultural component. Prerequisite: EDD-840

EDD 880 - Action Research II for Educ. (3)

This course builds on the understanding developed in EDD-860, Action Research I for Education, further refining and shaping student understanding and implementation of the theory, data instruments, bias, research ethics, and data collection and analysis for their research. Students will conduct data analysis related to their action research. Prerequisite: EDD-860

EDD 950 - Research Writing for Education (3)

This course teaches students to focus their research writing to unite the components of their action research project. Students will work with their doctoral committee and peers on issues, concerns, and progress as they write. The final project will be submitted at the completion of this course in fulfillment of course requirements. Prerequisite: EDD-880

EDD 990 - Presentation and Publication of Education Research (3)

This course is the capstone course for the EdD Education major. Students will present and defend their action research project before a panel of reviewers. Students will then adapt their action research project to prepare for submission or presentation in a scholarly publication or conference. Prerequisite: EDD-950 and permission from doctoral chair

EDEL - Classroom Assessments for the CLD-ELL Student**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.

Crosslisted as: EDEL.

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.

Crosslisted as: EDEL.

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.

Crosslisted as: EDEL.

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.

Crosslisted as: EDEL.

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.

Crosslisted as: EDEL.

EDEL 560 - Research and Design of Effective Instruction for ENL/CLD Students (3)

This course prepares candidates to analyze current research and develop an action research plan that addresses the critical issues related to culturally and linguistically diverse (CLD) students. Candidates will understand the importance of current and historical educational policy issues and research strategies to improve instructional techniques and assessment practices. Candidates will apply knowledge of school, district, and governmental policies and legislation that impact ENLs' educational rights to develop an advocacy plan for ENLs and their families.

EDHA - Cognitive and Affective Development of High Ability Learners

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.

Crosslisted as: EDHA.

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.

Crosslisted as: EDHA.

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.

Crosslisted as: EDHA.

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.

Crosslisted as: EDHA.

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.

Crosslisted as: EDHA.

EDL - Advanced Educational Change Theory

00

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.

Crosslisted as: EDL.

EDL 600 - District Curriculum Leadership (3)

This course explores multiple theories on curriculum development at the district level and focuses on assessing curriculum for vertical articulation and alignment with a district's vision based on community input and goals provided by the school board. Students document the elements of a well-aligned and rigorous curriculum that can meet the needs of all students in the community. The course reviews and explains the Superintendent's role in working with the school board to create policy on curriculum development, protection of instructional time, and implementing state mandated topics, while documenting needed resources.

Crosslisted as: EDL.

EDL 602 - Leading Schools to Be Culturally Responsive (3)

The course reviews the methods used by leaders to be culturally responsive in all settings. The course will examine strategies for successfully working in areas of diversity for urban, suburban and rural settings. The prospective leader will be exposed to and apply theory in various areas to ensure they are prepared for a district leader position. Candidates - future district leaders - will build knowledge and skills in developing the school board's understanding of their district's cultural competency.

Crosslisted as: EDL.

EDL 605 - District Personnel Management, Supervision, and Labor Law (3)

This course is designed to prepare district leaders to address the human resources and contract needs of the school corporations they may serve. The prospective district leader will be exposed to all areas with an emphasis on how the human resource aspects of a school corporation affect student achievement.

Crosslisted as: EDL.

EDL 610 - Community, Cultural, and Relational Leadership (3)

This course will require candidates to develop an educational philosophy built on collaborative leadership attributes. Candidates will also examine strategies to implement and monitor effective change within the school environment. Candidates will learn the value of soliciting feedback from all key stakeholders, and identify strategies to cultivate new relationships in the community. Prerequisite: EDL-618 or EDL-618OH

Crosslisted as: EDL.

EDL 612 - Principal Internship I: Clinical Application of Leadership Principles (3)

This course is the first half of the Principal Internship where the candidates will experience clinical application of the leadership principles learned in this program. This is also where the candidates will demonstrate competency in the School of Educational Leadership dispositions: communication, critical thinking, human interaction, leadership, and professionalism. Candidates will model principles of self-awareness, reflective practice, transparency, and ethical behavior and demonstrate competency in the teacher evaluation process. This course requires field experiences. Prerequisite: EDL-657, EDL-618, or EDL-618OH, EDL-610

Crosslisted as: EDL.

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.

Crosslisted as: EDL.

EDL 615 - District Facilities Management and Leadership (3)

This course will include an examination of strategic planning for the basic requirements and development of school facilities, and the inclusion of stakeholders from the greater school community when making decisions about the facilities' needs. Candidates will investigate shared processes and procedures from facility needs and assessments through actual renovation and new construction. Renovation strategic planning processes, ADA requirements, and energy savings, along with preventative maintenance planning will also be included.

Crosslisted as: EDL.

EDL 616 - Organizational, Operational, and Resource Management (3)

This course will require candidates to use data to assess organizational effectiveness and identify goals that promote student learning. Candidates will also explore best practices for creating and maintaining a safe school, creating a master schedule and school calendar, and creating new teacher induction and professional development plans. Finally, candidates will investigate

and evaluate models to efficiently utilize human, fiscal, and technological resources within the building to maximize achievement. Prerequisite: EDL-657

Crosslisted as: EDL.

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.

Crosslisted as: EDL.

EDL 618 - Professional, Legal, and Ethical 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. Students seeking Ohio licensure should take EDL-618-OH. Prerequisite: EDL-616

Crosslisted as: EDL.

EDL 620 - Advanced School Finance (3)

The course is designed to prepare aspiring district level administrators with integral knowledge and enhanced skills for district and building level budgets and accounting practice. Candidates will utilize practical, "hands-on" experiences to gain a working understanding of current school budgets through major projects that simulate actual school corporation budget activities. The roles of state agencies, professional organizations, and other resources will be explored to guide students in the efficient and effective use of available funds and how to incorporate ethical and moral behavior in all aspects of decision-making.

Crosslisted as: EDL.

EDL 625 - Principal Internship II: Clinical Application of Leadership Principles (3)

This course is the second half of the Principal Internship where the candidates will complete all clinical application of the leadership principles learned in this program. Candidates will demonstrate competency in the School of Educational Leadership dispositions: communication, critical thinking, human interaction, leadership, and professionalism. Candidates will model principles of self-awareness, reflective practice, transparency, and ethical behavior and demonstrate competency in goal-setting and evaluation processes. This course requires field experiences. Prerequisite: EDL-612

Crosslisted as: EDL.

EDL 645 - School District Assessment and Measurement (3)

This course examines the superintendent's role in collaborating with various stakeholders in designing, supervising, and revising a school-wide measurement system that validates student progress towards district goals and performance expectations and their place in staff evaluation. The characteristics and requirements for valid and reliable standardized assessments will be studied and documented as will the process of writing high level assessments.

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.

Crosslisted as: EDL.

EDL 657 - Collaborative Vision and Instructional Leadership (3)

This course examines the role of the P-12 building leader in establishing a culture of school improvement. This course exposes potential building leaders to various leadership theories and practices, and requires them to evaluate their own leadership style. Candidates will develop a plan for building a collaborative vision. This course requires field experiences.

Crosslisted as: EDL.

EDL 618OH - 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. This is for students seeking Ohio licensure only. Students seeking Indiana licensure should take EDL-618. Prerequisite: EDL-616

EDL 700 - Superintendent Internship (3)

The six-month long internship involves supervised transformational learning practices supervised by a sitting school superintendent in a school setting along with coursework and projects to maximize an intern's knowledge, performance, and dispositions as aligned with ELCC Professional Standards for District-Level Administrators. Candidates and superintendent mentors will be expected to participate in scheduled video conferences with the course instructor during the clinical experience.

Crosslisted as: EDL.

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.

Crosslisted as: EDL.

EDL 705 - Standards Based Research (3)

This course prepares students for a doctoral degree in educational leadership. Students learn about the strengths and limitations of various research strategies. They apply this understanding by analyzing current problems of specific interest to district administrators, with the goal of proposing several potential solutions that take a studied approach, including generating and analyzing data to inform decisions. The process includes concepts such as problem definition, evaluation of appropriate methodologies, research design, reliability, and ethical considerations. The course research project will present the family of proposed solutions. The course will be offered concurrently with EDL-700.

Crosslisted as: EDL.

EDL 720 - Education Policy, Politics, and Current Issues (3)

This course examines the source of all education policy and frameworks to address the emerging local, state, and national issues and trends in district administration and supervision that have the potential to significantly influence the future direction of education in the candidate's state. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence and local stakeholder coalitions to respond to these issues, and develop into a leader who can deal effectively with the pace of change and influence resolutions on current issues. Prerequisite: EDL-620

EDL 760 - Advanced Educational Change Theory (3)

This course is designed to develop understandings and skills associated with creating a school culture that is responsive to change/reform and embodies the philosophical underpinnings of systemic change and improvement. Students will research, discuss, and plan for the use of theories of organizational change and explore various strategies to bring these theories into practice by developing a collaborative vision that involves the success for all students based on collaborative input from all stakeholders. Students will create action plans to implement the vision and a communication plan and monitoring systems to help manage the proposed improvement and change.

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.

Crosslisted as: EDL.

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.

Crosslisted as: EDL.

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.

Crosslisted as: EDL.

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, 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.

Crosslisted as: EDL.

EDOL - Assessing Knowledge and Skills in the Online Learning Environment**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.

Crosslisted as: EDOL.

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.

Crosslisted as: EDOL.

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.

Crosslisted as: EDOL.

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.

Crosslisted as: EDOL.

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.

Crosslisted as: EDOL.

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.

Crosslisted as: EDOL.

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 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 diverse learners. Candidates enrolled in this course are expected to complete a 10 hour field assignment aligned to stated course learning outcomes.

Crosslisted as: EDRE.

EDRE 520 - Research-Based Instructional Methods for Improving Student Reading Proficiency (3)

This course evaluates research-based instructional methods that improve student reading proficiency. Candidates will study the historical evolution and theoretical foundations of reading instruction, comparing the various approaches with the latest scientific research on reading. A standards-based, differentiated approach to reading instruction includes strategies for phonics, decoding, and fluency. 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.

Crosslisted as: EDRE.

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 for both narrative and expository texts. Candidates will examine and implement advanced literacy methods that

develop strong literacy skills and higher cognitive thinking. This course requires candidates to complete a related 10 hour field assignment.

Crosslisted as: EDRE.

EDRE 540 - Literacy Development for Diverse Learners (3)

This course examines language development and reading skills acquisition with an emphasis on identifying and remediating the specific cultural, academic, and linguistic needs of diverse students. Candidates will examine the learning needs of these students and demonstrate the ability to design and implement interventions that best support literacy development. Candidates enrolled in this course are expected to complete a 20 hour field assignment aligned to stated course learning outcomes.

Crosslisted as: EDRE.

EDRE 550 - The Use of Formative Assessment Data in Reading Instruction (3)

This course introduces candidates to the use of summative and formative assessment tools frequently used to diagnose reading proficiency. Candidates will examine how to interpret assessment data and how to use this data to inform instructional decisions and prescribe general classroom, small group, and individual reading interventions. Candidates are required to complete a 20 hour field assignment in the use of formative and diagnostic reading assessments.

Crosslisted as: EDRE.

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.

Crosslisted as: EDRE.

EDRE - Fostering an Environment for Student Literacy Development

EDS - Assessment in Special Education

EDSE - Collaboration With Families and Professionals

EDSE - Education - Special Education

EDSE 505 - Foundations of Special Education (3)

This course will include a brief history and major legal responsibilities of all those working with special education populations, the process of developing IEPs and 504 (national or international equivalent) plans and expectations during case conferences, categories of disabilities, and strategies for differentiating instruction for students with special needs.

EDSE 510 - Foundations in Language and Literacy Instruction (3)

Students will develop instructional strategies and approaches that are culturally relevant and meet the literacy and language needs of exceptional learners. The course will focus on the identification and use of standards-based and evidence-based methodologies that strengthen the demonstration of respect for diversity in areas of exceptionality and language. Students will design effective language and literacy instructional strategies, interventions, and supports that respect individual learning differences and exceptionalities.

Crosslisted as: EDSE.

EDSE 520 - Individualized Assessment and Data-Based Reading Interventions (3)

Students 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 for reading intervention and respectful communication of assessment results. This course requires a field experience.

Crosslisted as: EDSE.

EDSE 530 - Research-Based Behavior Interventions (3)

This course will focus on exploring evidence-based methodologies for understanding and managing behavior. Students 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 requires field experiences.

Crosslisted as: EDSE.

EDSE 540 - Strategies and Interventions for Students With Autism Spectrum Disorders (3)

Students will develop effective teaching strategies and interventions for students with Autism Spectrum Disorder. Based on an understanding of the etiology Autism Spectrum Disorder, students will create evidence-based instructional practices that use assistive technologies to address specific academic, behavioral, social, and communication needs. Students will cultivate skills in effectively supporting and enhancing students' success in various environments. This course requires field experiences.

Crosslisted as: EDSE.

EDSE 550 - Collaboration With Families and Professionals (3)

This course will equip students to collaborate with other educators, service providers, and parents to develop and implement appropriate services and supports for students with disabilities. Students 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. Students will collaborate in culturally responsive ways with families, other educators, related service providers, and personnel from community agencies. This course requires field experiences. Prerequisites: EDSE-520, EDSE-530, EDSE-540

Crosslisted as: EDSE.

EDSE 560 - Professional Learning and Ethical Practices (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.

Crosslisted as: EDSE.

EDSE 520NL - Individualized Assessment and Data-Based Reading Interventions (3)

Students 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 for reading intervention and respectful communication of assessment results. As part of the non-licensure track, this course includes limited field experiences that do not satisfy licensure requirements.

EDSE 530NL - Research-Based Behavior Interventions (3)

This course will focus on exploring evidence-based methodologies for understanding and managing behavior. Students 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. As part of the non-licensure track, this course includes limited field experiences that do not satisfy licensure requirements.

EDSE 540NL - Strategies and Interventions for Students With Autism Spectrum Disorder (3)

Students will develop effective teaching strategies and interventions for students with Autism Spectrum Disorder. Based on an understanding of the etiology Autism Spectrum Disorder, students will create evidence-based instructional practices that use

assistive technologies to address specific academic, behavioral, social, and communication needs. Students will cultivate skills in effectively supporting and enhancing students' success in various environments. As part of the non-licensure track, this course includes limited field experiences that do not satisfy licensure requirements.

EDSE 550NL - Collaboration With Families and Professionals (3)

This course will equip students to collaborate with other educators, service providers, and parents to develop and implement appropriate services and supports for students with disabilities. Students 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. Students will collaborate in culturally responsive ways with families, other educators, related service providers, and personnel from community agencies. As part of the non-licensure track, this course includes limited field experiences that do not satisfy licensure requirements. Prerequisites: EDSE-520, EDSE-530, EDSE-540

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.

Crosslisted as: EDS.

EDS 324 - Literacy for the Adolescent With Exceptional Needs (3)

This course provides a study of effective literacy strategies for the secondary content classroom. The course emphasizes implementation of disciplinary literacy through differentiated teaching of accessible and complex texts, as addressed in content literacy standards. Prerequisite: Admission to the Teacher Education Program, or permission of the School of Teacher Education.

Crosslisted as: EDS.

EDS 331 - Critical Issues in Severe Disabilities (3)

This course examines the variety of ethical, moral, legal, and programmatic issues that impact 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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

EDS 350P - Assessment in Special Education Practicum (0 to 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

Crosslisted as: EDS.

EDS 354 - Literacy Methods (4)

This course provides a study of theory and research necessary in organizing, managing, instructing, and assessing students in a balanced, comprehensive literacy approach through both oral (speaking/listening) and written (reading/writing) methods. Students will design and instruct an interdisciplinary unit unique to a group of diverse learners. Field experience included; Component of the Red Block. Prerequisite: Admission to the Teacher Education Program.

Crosslisted as: EDS.

EDS 361 - Behavior Management in Special Education (3)

Examines instructional practices and methodologies that promote emotional and behavioral success in learners with disabilities in various settings. Contextualizes management strategies within the imperative to become literate in equity in order to build a healthy learning environment. Field experience required; students who are not enrolled in a practicum are responsible for arranging field-based opportunities.

Crosslisted as: EDS.

EDS 370 - Public Policy and Special Education (3)

Considers litigation and legislation that provide for the inclusion and service of individuals with disabilities, with a focus on the Individuals with Disabilities Education Act in public school settings. Emphasizes strategies for collaboration and advocacy. Centers on relevant federal, state, and local procedures for implementing special education, as well as the design and construction of Individualized Education Programs (IEPs).

Crosslisted as: EDS.

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: EDS.

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.

Crosslisted as: EDS.

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 learning strategies, co-teaching, and collaboration in the secondary setting, as well as post-secondary transition.

Crosslisted as: EDS.

EDS 385 - Special Education Practicum I (2)

Structured field experience within a public school classroom under the direction of a classroom teacher and university supervisor. Students are placed in special education classrooms or general education classrooms demonstrating exemplary

inclusive practices. This practicum serves as a practical site for completing requirements for other exceptional needs education courses. A current criminal background check may be required; students are responsible for related expenses.

Crosslisted as: EDS.

EDS 386 - Special Education Practicum II (1)

See EDS-385. CR/NC

Crosslisted as: EDS.

EDS 387 - Special Education Practicum III (2)

See EDS-385. CR/NC

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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

Crosslisted as: EDS.

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. 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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

EDS 545 - Study Skills Exceptional Needs Learner: Theory, Apps & 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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

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.

Crosslisted as: EDS.

EDTL - Applied Educational Research

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

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.

Crosslisted as: EDTL.

EDU - Achieving Student Outcomes Through Cooperative Learning

EDUC - Advanced Assessment Design

EDUC - Graduation Education - Core

EDUC 510 - How We Learn (3)

This course develops an advanced knowledge of student learning to help teachers guide their students towards deeper thinking in the classroom. This course also considers how general education teachers can better academically serve traditionally underserved students. Requires field experience in one's own classroom.

EDUC 520 - The Faithful Teacher (3)

This course studies what it means to be a teacher faithful to their professional calling and design upon whom society depends for the modeling, teaching, and showcasing of virtue. Candidates will reflect on their disposition for teaching and their own culturally responsive lifestyle.

EDUC 530 - The Craft of Teaching (3)

Candidates will examine and further develop their classroom practices with a focus on those that produce the greatest impact on learning. Candidates will analyze their high-leverage teaching practices and work together to highlight areas of commendation and improvement. The integration of contemporary technology as a means to enhance learning will be explored. This course requires field experience.

EDUC 540 - Advanced Curriculum Design (3)

This course builds upon existing knowledge of curriculum design with the theoretical tools needed to analyze curriculum critically. Candidates extend their knowledge of curriculum mapping, encompassing areas such as backward design, alignment to academic content standards with core social justice, scope and sequence, differentiation, and technology integration.

EDUC 550 - Advanced Assessment Design (3)

This course builds upon existing knowledge about assessment design and experiences in previous curriculum courses with the theoretical tools needed to analyze assessment critically. Candidates will use principles of triangulation and backward design to critique assessments while demonstrating application of core social justice, technology integration, and differentiation in assessment design. Prerequisite: EDUC-540.

EDUC 560 - Advanced Instructional Design (3)

This course builds upon existing knowledge about classroom instruction with the theoretical tools needed to analyze pedagogy critically. Candidates will assess the quality of instructional practices, and evaluate culturally responsive teaching and technology integration. This course requires a field experience in a school setting. Prerequisite: EDUC-550.

EDUC 600 - Classroom Action Research Tools (3)

This course introduces candidates to basic research tools for career-long application in classroom teaching, including education research methods, literature review, numerical data exploration, and presentation. Ethics and best practices of subject-centered research will be explored and applied. The course culminates in the development of a plan to address an interesting question or problem within one's classroom or school. Prerequisites: EDUC-510, EDUC-520, EDUC-530.

EDUC 630 - Research in My School (3)

This course provides candidates with an opportunity to answer an interesting question or problem within their own classroom or school through an action research agenda, as initiated in the prerequisite course. Candidates implement the intervention, analyze its outcomes, and present findings. Prerequisite: EDUC-600.

EDUC 640 - Curriculum Transformation (3)

In a continuation of the curriculum principles explored in the previous course, candidates will apply those principles to solve a curriculum need in a classroom or school. Candidates will utilize leadership, revision, and communication skills useful for implementing a curriculum transformation. Prerequisite: EDUC-540

EDUC 650 - Assessment Transformation (3)

This course builds upon assessment and curriculum principles from previous courses to solve assessment needs in the classroom or school. Implementation of assessment transformation applies leadership, revision, and communication skills. Candidates will demonstrate application of core social justice, technology integration, and differentiation. Prerequisite: EDUC-550

EDUC 660 - Innovative Instructional Design (3)

In a continuation of the instructional, assessment, and curriculum principles grasped in the previous courses, candidates will apply those principles to solve instructional needs in their own school using an appropriate professional development structure. Leadership, revision, and communication skills useful for implementing more innovative instruction will also be utilized. A field experience in a school setting is required. Prerequisite: EDUC-560

EDUE - 21st Century Literacy in Historical Research Methods

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 education majors to develop skills with productivity software, website development, and applications of the Internet along with mobile devices. Foundational to this course are the standards set forth by the International Society of Technology in Education (ISTE). Participants will learn appropriate instructional practice for teachers and the correct application of instructional technology for students. Pre-service teachers will begin to recognize how technology can help to facilitate and inspire student learning and creativity. Students will also learn how teachers should

model, design and develop digital learning experiences and assessments, promote digital citizenship and engage in professional growth.

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: admission to the Teacher Education Program. 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 (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. Prerequisite: EDU-130.

EDU 265 - Young Adult Literature (3)

Young Adult Literature is designed to give the prospective teacher an understanding of the content, conflicts, themes, protagonists, and language of the contemporary young adult genre. It stresses the application of criteria for evaluation, selection, developmental appropriateness, and utilization of literature by reading actual selections, practicing reader response, and small group discussion. Set in the context of current research, reading selections emphasize multicultural, world, and gender perspective literature in order to develop appreciation for diverse literature, and lifelong learning. The transaction 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 course is for early/middle childhood majors (P-6) is designed to expose students to the implications of culturally responsive teaching within a multicultural classroom. The course includes a study of how multicultural perspectives can be reflected in curricular design, assessment, professional practice, and teachers' and students' knowledge, attitudes and behaviors. Through the discussion of current educational issues, pre-service teachers will begin to develop an understanding of their personal biases and cultivate a positive attitude and hospitable disposition toward students with different cultural backgrounds. Areas for examination include identity, race, ethnicity, culture, exceptionality, socioeconomic status, family structure, gender, language, parent involvement and religion. 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.

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 301 - Management in the 21st Century Classroom (1)

This one credit 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.

EDU 302 - ELL in the 21st Century Classroom (1)

This course provides an opportunity for the education major to develop and/or improve skills in working with English Language Learners in the general elementary classroom. Students will learn the stages of culture shock, stages of second language acquisition, characteristics of academic English, and instructional practices that will enhance learning for English Learners in mathematics, social studies, science, and literacy.

EDU 306 - Mathematics Methods and Materials (3)

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 based on NCTM Standards. Field experience included; Component of the Red Content Literacy Block. Prerequisite: admission to the Teacher Education Program.

EDU 324 - Disciplinary Literacy (3)

This course provides a study of effective literacy strategies for the secondary content classroom. The course emphasizes implementation of disciplinary literacy through differentiated teaching of accessible and complex texts, as addressed in content literacy standards. Prerequisite: Admission to the Teacher Education Program, or permission of the School of Teacher Education.

EDU 354 - Literacy Methods (3)

This course provides a study of theory and research necessary in organizing, managing, instructing, and assessing students in a balanced, comprehensive literacy approach through both oral (speaking/listening) and written (reading/writing) methods. Students will design and instruct an interdisciplinary unit unique to a group of diverse learners. Field experience included; Component of the Red Block. Prerequisite: Admission to the Teacher Education Program.

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. Prerequisite: Admission to the Teacher Education Program.

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 NSES 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 Field Experience - Gray (1 to 2)

This practicum experience provides opportunity to observe and practice varied instructional strategies and management techniques through active classroom participation, lesson preparation, and instructional presentation in a public school classroom. Experience will be gained through 150 hours of participation in an elementary setting under the direction of a supervising teacher and a university supervisor. A current criminal background check is required; students are responsible for related expenses. CR/NC. Component of the Gray Block. Prerequisites: 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)

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 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 or further develop 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)

Assessments; both formative and summative, and traditional and authentic, are critical to measure students' progress and attainment of learning outcomes. When crafted and implemented well, they cannot only effectively evaluate but also enhance students' learning and teachers' instruction. This course is designed to help students understand the importance of valid and reliable classroom assessments to support student learning, the interplay between classroom assessments and larger scale assessments, and how to gather and make sense of classroom assessment data. Students will also learn how to lead a process of sense making of student assessment data for instructional decision-making by school teams. Co-requisite: EDU-386P.

EDU 386P - Assessment in Elementary Education Practicum (0 to 1)

This practicum facilitates the immediate application of skills learned in EDU-386 and emphasizes an active but reflective approach to assessment. You will perform various classroom assessments through numerous exercise and teaching simulations where you receive feedback from peers and self-assess to reflect and improve your teaching. You will also learn from others and provide constructive feedback to help others improve their assessment skills. In doing so, you will construct your own philosophy of assessment that goes beyond the grade book to better, more effective teaching. Co-requisite: EDU-386.

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 Field Experience - Red Clinical (1 to 2)

This practicum experience provides opportunity to observe and practice varied instructional strategies and management techniques through active classroom participation, lesson preparation, and instructional presentation in a public school classroom. Experience will be gained through 150 hours of participation in an elementary setting under the direction of a

supervising teacher and a university supervisor. A current criminal background check is required; students are responsible for related expenses. CR/NC. Component of the Red Block. Prerequisites: Admission to the Teacher Education Program.

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 to 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 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 to 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 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 to 4)

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 382TH - Methods of Teaching Senior High/Junior High/Middle School Theatre (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, Theatre and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: 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 382TECC - Global Studies Program Middle School Teaching English to Speakers of Other Languages (3 to 4)

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 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 either one sixteen week placement or 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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.)

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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)

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

EDU 559B - Applied Masters Portfolio Practicum (part B) (1)

A continuation of EDU-559A.

Crosslisted as: EDU.

EDU 559C - Applied Masters Portfolio Practicum (part C) (1)

A continuation of EDU-559A and EDU-559B.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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 learning management tools 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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

Crosslisted as: EDU.

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.

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 EDUE-550, EDUE-550 or EDUE-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 EDUE-551 or EDUE-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 EDUE-553 or EDUE-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 EDUE-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 - Assessment and Learning Processes in the Secondary Classroom

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EDUT - Graduate Education - TTT

EDUT 504 - Early Childhood Licensure in Ohio (1)

This professional seminar explores National Association for the Education of Young Children (NAEYC), professional standards, and licensure requirements in developing and maintaining a career in the field of early childhood specific to Ohio.

EDUT 505 - Educational Psychology and Diversity for Elementary Educators (3)

This course examines a broad understanding of student development and diversity through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of elementary children. Candidates study strategies to create instruction that is responsive to elementary student differences and that promotes development and learning for all K-6 students.

EDUT 510 - Elementary Instructional Planning and Student Learning Processes (3)

Elementary candidates will develop a broad understanding of learning processes and strategies to facilitate student achievement. This course includes knowledge of major theories and concepts related to the learning process, strategies for promoting students' independent thinking and learning, and strategies for engaging students in the learning process. Additionally, students will develop an understanding of instructional planning including standards-based, data-driven, differentiated instruction that engages elementary students and makes effective use of contemporary tools and technologies.

EDUT 511 - Learning Processes and Student Achievement (3)

Secondary candidates will develop a broad understanding of learning processes and strategies to facilitate student achievement. This course includes knowledge of major theories and concepts related to the learning process, strategies for promoting students' independent thinking and learning, and strategies for engaging students in the learning process. Prerequisite: EDUT-560

EDUT 512 - Educational Psychology and Observational Assessment in the Early Childhood Profession (3)

This course examines student development and diversity through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of PreK-3 learners. It also explores the need for observing and assessing children's behavior and the development of skills across several domains. Emphasis is placed on the appropriate usage of formative and observational assessment and the diagnostic features of the formative assessment to enhance teaching and learning. Digital tools and case studies assist candidates in understanding how to select and implement observation and assessment objectively, efficiently, and successfully for data collection, analysis, and data-driven decision-making.

EDUT 514 - Foundations of Early Childhood Development and Learning Environments (2)

The focus of this course is to overview the theoretical foundations of Early Childhood and to introduce the role of philosophies in decision-making processes. An emphasis on child development and Developmentally Appropriate Practices (DAP) is accompanied by exploration of elements related to quality learning environment. Field Experience required.

EDUT 515 - Educational Psychology and Diversity for Secondary Educators (3)

This course examines a broad understanding of student development and diversity through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of adolescents. In addition, secondary education candidates study strategies to create instruction that is responsive to student differences and that promotes development and learning for all students.

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 elementary student who has been identified as reading below grade level and implement phoneme-based phonics instruction in a one-on-one setting. Field experiences are required.

EDUT 521 - Literary Assessment and Intervention in the Elementary Classroom (3)

This course provides practical classroom experiences in identifying challenges related to reading and writing arts. It covers techniques, methods, and materials involved with intervention. Included in the course is an investigation of Response to Intervention/Instruction (RTI) as it pertains to reading and writing instruction. Field experiences are required. Prerequisite: EDUT-520

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 assess and teach phonemic awareness, phonics, and related language skills in young children. Topics include phonemic awareness, print awareness, alphabetic principle, graphemes, phonics, and the structure and orthography of our language. Instructional strategies for teaching each domain are explained and modeled. Candidates will assess students' phonemic awareness and phonics skills. Supervised field experiences are required. Prerequisite: EDUT-524

EDUT 524 - Parents, Families, and Community Partnerships (2)

Examination of the historical evolution of the family, the role family involvement plays on child development, and the developmental of communication strategies provides a framework for building effective and reciprocal home-school relationships and partnerships. The role of teacher as advocate is explored. Field Experience required.

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 Emergent Literacy (3)

This course focuses on building background knowledge of developmentally appropriate emergent instructional practices and skills for young children, including the use of scientifically-based reading research (SBRR). Field Experience required.

EDUT 533 - The Preschool Learning Environment (3)

Curriculum planning, developmentally appropriate instructional approaches, data collection and analysis, and management strategies are key elements to this course focusing on infant/toddler learning. Field Experience required.

EDUT 534 - Early Childhood Curriculum, Instruction, Assessment, and Management (4)

This course focuses on developing best practices in curriculum, instruction, and assessment for the teaching of STEM, Social Studies, Fine Arts in grades K-3. Field Experience required.

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 - The Science of Teaching Reading (3)

This course provides a theoretical foundation for the science of teaching readings, including Scientifically-based Reading Research (SBRR), theoretical frameworks, and instructional models for P-3 students. Field experience required.

EDUT 544 - Early Childhood Advocacy in Action (3)

This Internship focuses on the role and types of advocacy in early childhood, engaging in servant leadership practices, and exploring wrap-around support services for families with young children. Field Experience required.

EDUT 545 - Assessment and Learning in the Elementary Classroom (3)

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. Field experiences are required.

EDUT 548 - Researched-Based Behavior Interventions and Elementary Classroom Management (3)

The focus of this course involves research-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. Field experiences are required.

EDUT 550 - Methods of Teaching the Elementary School Curriculum (3)

This course examines approaches to teaching and learning in elementary education. Candidates are expected to demonstrate the ability to align elementary instruction to standards as exhibited through the development of an elementary unit of instruction. This course addresses differentiated Universal Design for Learning (UDL), project-based learning, cultural competency, and global competency. Field experiences are required.

EDUT 552 - Reading and Writing Assessment in Early Childhood (3)

This course focuses on the implementation of reading and writing assessment in P-3 classrooms. Candidates will explore multiple informal and formal assessment methods and models across the content areas. Direct instruction in the creation of two related units-a reading unit and a writing unit-will prepare candidates for authentic classroom instruction. Supervised field experiences are required. Prerequisite: EDUT-532

EDUT 560 - Content Literacy Instruction for Secondary Education (2)

This course examines strategic literary instruction for secondary learners. The course prepares teachers to develop independent metacognitive readers in their content area. Includes exploration of scientifically based reading research (SBRR) strategies, theories, and processes. Field experiences are required. Prerequisite: EDUT-575

EDUT 562 - Content Pedagogical Methods for Integrated Subject Areas (3)

This course prepares candidates to implement techniques for the successful integration of specific subject content in the early childhood learning environment. Candidates use pedagogical methods to 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, literacy, 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. Supervised field experiences are required. Prerequisite: EDUT-512, EDUT-522, EDUT-532, EDUT-542, EDUT-552

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. Candidates will analyze worldviews and the impact of the teacher's role on social, emotional, and behavioral interventions. This course explores the importance of identifying appropriate resources that provide intervention services for students with diverse needs. Legal mandates associated with classroom management and research-based intervention methods will be presented.

EDUT 575 - Assessment and Learning Processes in the Secondary Classroom (2)

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. Supervised field experiences are required. Prerequisite: EDUT-515

EDUT 578 - Secondary Teaching Methods and Resources (3)

This course examines various 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 standards as demonstrated through the development of a content area unit of instruction. This course addresses differentiated instruction, Universal Design for Learning (UDL), project-based learning, cultural competency, and global competency. Field experiences are required. Prerequisite: EDUT-580

EDUT 580 - Learning Environments in the Secondary Classroom (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. Field experiences are required. Prerequisite: EDUT-511

EDUT 582 - Student Teaching in Early Childhood (3)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. Field Experience required.

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 administered. Supervised field experiences are required.

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 administered. Supervised field experiences are required. Prerequisite: EDUT-515, EDUT-511, EDUT-575, EDUT-560, EDUT-578, EDUT-580

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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, 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)

ELE-Introduction-to-Children-s-Literature

ENG - Academic Composition

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 105 - Special Topics (3)

Pilot course that develops fundamental skills in reading and writing. Students must earn a grade of "C" or above in order to advance to ENG 120.

ENG 119 - Effective Writing (3)

This course develops students' writing and reading skills. Students will use various methods of interrogating and exploring multiple types of discourse, enhancing their reading comprehension, which will work in tandem with their writing as they create essays in various genres using the writing process: pre-writing, drafting, revising, and editing. Students will also strengthen skills in grammar, usage, and punctuation. Students must complete this course with a grade of "C" or above in order to advance to ENG 120 and ENG 180 (World Literature). Credits cannot be counted toward an English major or any General Education requirements.

ENG 120 - Research Writing (3)

Develops skills in various methods of writing. Students will write expressive and expository essays using processes of pre-writing, drafting, revising, and editing. Students 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-119 or 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 helps students develop an ability to express their ideas effectively in writing. Students will learn to use the writing process of pre-writing, drafting, revising, editing, and reflecting to create personal and expository essays. This will include evaluation and synthesis of sources and ideas. Students will also learn to give and receive criteria-based feedback within a small writing community of peers. (Must be passed with a grade of "C" or higher.)

ENG 141 - Research and Writing (3)

In this course, students will further develop effective written communication and research writing skills. Students will write a persuasive research paper using the writing process of pre-writing, drafting, revising, editing, and reflecting. By evaluating and synthesizing a variety of sources, students will sharpen their ability to communicate and think critically in an academic setting. (Must be passed with a grade of "C" or higher.) Prerequisite: ENG 140 or equivalent 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. Prerequisite: ENG-119 or ENG-101 or meet score requirements.

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 215 - Topics in Global Literature (3)

Studies in global literatures within the context of culture or geographic region or by focusing across cultures on a distinct literary theme or period. The course emphasizes how modern global issues - such as ethnicity, religion, gender, economics, history, politics, colonialism, nationalism, race, class, or social justice - participate in the formation of world literature. This course may draw its texts from various genres: novels, short stories, poetry, film, drama, oral tradition, etc. Topics may investigate literatures from the Caribbean, China, or West Africa; themes such as migration, missiology, apartheid, or Westernization; or transnational movements such as The Arab Spring, global terrorism, post-colonialism, or Anglophone literature. Texts are studied in English translation. Prerequisites: Must have completed writing competency (ENG-120) or have advanced standing in English; or permission of the division.

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 - British Gothic/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 Brontes, 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 243 - Introduction to Literature: Discovering Theme through Form (3)

This course introduces students to the basic skills needed to interpret the meaning of literary texts by understanding how literary forms and devices are used to communicate major themes. Not open to students with credit in ENG-242.

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 301 - British Literature I - Medieval to 1800 (3)

A chronological study of the development of British literature from the Middle Ages to the Long Eighteenth Century, this course focuses on selected authors as well as on the historical/philosophical milieu from which their literatures grow. This course provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading. Before enrolling, students are strongly encouraged to have completed a 200-level English or writing course with at least a "C." Prerequisite: Must have completed writing competency (ENG 120) or have advanced standing in English; or permission of the division.

ENG 302 - British Literature II - 1800 to Present (3)

A chronological study of the development of British literature from 1800 to the present, this course focuses on selected authors as well as on the historical/philosophical milieu from which their literatures grow. This course provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading. Before enrolling, students are strongly encouraged to have completed a 200-level English or writing course with at least a "C." Prerequisite: Must have completed writing competency (ENG 120) or have advanced standing in English; or permission of the division.

ENG 306 - American Literature I - Pre-Columbian to 1865 (3)

A chronological study of the development of American literature, including Pre-Columbian literature, literature of European discoveries, Colonial and Revolutionary authors through the early republic, the American Renaissance, and the Antebellum. This course provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading. The course will intentionally integrate a variety of perspectives, for instance Native Americans, women, and African Americans. Before enrolling, students are strongly encouraged to have completed a 200-level English or writing course with at least a "C." Prerequisite: Must have completed writing competency (ENG 120) or have advanced standing in English; or permission of the division.

ENG 307 - American Literature II - 1865 to Present (3)

A chronological study of the development of American literature, including that of the Civil War and Reconstruction, Realism and Naturalism, major twentieth-century movements such as Modernism and Postmodernism. Course provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading. The course will intentionally integrate into these movements the literature of cultural and gender diversity, which may include literature of the immigrant experience, the Harlem Renaissance, or Civil Rights. Before enrolling, students are strongly encouraged to have completed a 200-level English or writing course with at least a "C." Prerequisite: Must have completed writing competency (ENG 120) or have advanced standing in English; or permission of the division.

ENG 315 - Literary Theory and 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. Prerequisite: ENG-220

ENG 352 - History of English Language (3)

An introduction to the history of English by the application of varied linguistic techniques to Old, Middle, and Modern English. Includes major units on the English sound system, the origins and evolutions of English, the sources and formation of vocabulary, English grammar and syntax, and English usage and dialect.

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. Prerequisite: ENG-220 or permission of the division.

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 lettres: 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 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.

ENGL - Drama and Culture

ENGL - English

ENGL 501 - The Structure of Modern English (3)

An advanced study of the modern English language focusing on grammar and style.

ENGL 502 - Theory and Practice of Writing Rhetorical Analyses (3)

A study of the theory and practice of writing rhetorical analyses with a special emphasis on critical literacy and analysis of non-fiction prose. This is a writing-intensive course which includes both formal and informal modes of writing.

ENGL 503 - Theory and Practice of Synthesis and Argumentative Writing (3)

A study of the theory and practice of rhetorical analysis, synthesis, and argumentative writing with a special emphasis on writing analyses of nonfiction. This is a writing-intensive course which includes both formal and informal modes of writing.

ENGL 510 - Fiction and Culture (3)

A selective study of fiction focused on a specific cultural theme, cultural group, or specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, African-American literature, or Nineteenth-Century American Literature.) The course will be writing-intensive-including formal and informal writing-and will focus on formalist and cultural analytical approaches to fiction.

ENGL 511 - Drama and Culture (3)

A selective study of drama focused on a specific cultural theme, cultural group, or specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, Asian-American drama, or Sixteenth-Century European drama.) The course will be writing-intensive including formal and informal writing and will focus on formalist and cultural analytical approaches to drama.

ENGL 512 - Poetry and Culture (3)

A selective study of poetry focused on a specific cultural theme, cultural group, or a specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, African-American literature, or Nineteenth-Century American Literature.) The course will be writing-intensive-including formal and informal written responses--and will focus on formalist and cultural analytical approaches to poetry.

ENS Environmental Sci Taylor

ENS 231T - Introduction to Environmental Science (4)

ENS 231LT - Introduction to Environmental Science Lab (0)

ENT - Entrepreneurial Planning and Strategy

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 (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.

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 Internship (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.

ESL - Academic English Listening And Reading

ESL-English-a-Second-Language

ESL 105 - English for Interpersonal Communication I (3)

This course trains students to use English for everyday functions, situations, and tasks, including conversing with native English speakers. Fluency, accuracy, and idiomaticity are emphasized. Prerequisite: Permission of instructor.

ESL 106 - English for Interpersonal Communication II (3)

This course trains students to successfully converse about social issues, specialized topics, and current events with native English speakers, by developing students' vocabulary knowledge and reading skills. Prerequisite: ESL-105 or equivalent.

ESL 110 - English for Interpersonal Communication I (3)

This course trains students to use English for everyday functions, situations, and tasks, including conversing with native English speakers. Fluency, accuracy, and idiomaticity are emphasized. Prerequisite: Permission of instructor. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 115 - Academic English Listening and Speaking (3)

This course trains students in the listening and speaking skills required to begin understanding and participating in introductory-level university classes, focusing on understanding main and key details and producing brief academic spoken English in presentations and interactions. Prerequisite: Permission of instructor.

ESL 116 - Academic English Listening and Speaking II (3)

This course trains students in the listening and speaking skills required to successfully understand and participate in introductory-level university classes, focusing on understanding main ideas, details, and idiomatic language, as well as producing extended academic spoken English in presentations and interactions. Prerequisite: ESL-115 or equivalent.

ESL 120 - Academic English Listening And Reading (3)

This course trains students in the listening and speaking skills required to begin understanding and participating in introductory-level university classes, focusing on understanding main and key details and producing brief academic spoken English in presentations and interactions. Prerequisite: Permission of instructor. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 125 - Academic English Reading, Writing, and Grammar I (3)

In this course, students practice academic reading and writing at an introductory level, focusing particularly on narrative and basic expository genres. In addition, grammar is taught with the goal of improving reading comprehension and writing ability. Prerequisite: Permission of instructor.

ESL 126 - Academic English, Writing, and Grammar II (3)

In this course, students practice academic reading and writing at an introductory level, focusing particularly on common expository and argumentative genres. In addition, grammar is taught with the goal of improving reading comprehension and writing ability. Prerequisite: ESL-125 or equivalent.

ESL 130 - Academic English Reading I (3)

In this course, students practice academic reading at an intermediate level, focusing particularly on narrative and expository genres. Academic vocabulary and grammar are also taught with the goal of improving reading comprehension. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 140 - Academic English, Writing, and Grammar I (3)

In this course, students practice academic reading and writing at an introductory level, focusing particularly on narrative and basic expository genres. In addition, grammar is taught with the goal of improving reading comprehension and writing ability. Prerequisite: Permission of instructor. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 150 - ESL Special Topics (1)

This course provides the opportunity for students to explore specific content areas designed to enhance their cultural and linguistic transition to the Indiana Wesleyan University community. The course will focus on the integration of listening, speaking, reading, and writing about the chosen content for the semester in which it is offered. Such topics may include evangelical Christian culture, trending news, and culture via film. The topic will change each time this course is offered. Students are permitted to repeat this course up to 3 times.

ESL 210 - English for Interpersonal Communication II (3)

This course trains students to successfully converse about social issues, specialized topics, and current events with native English speakers, by developing students' vocabulary knowledge and reading skills. Prerequisite: ESL-110 (previously ESL-105) or equivalent. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 220 - Academic English Listening And Reading II (3)

This course trains students in the listening and speaking skills required to successfully understand and participate in introductory-level university classes, focusing on understanding main ideas, details, and idiomatic language, as well as producing extended academic spoken English in presentations and interactions. Prerequisite: ESL-120 (previously ESL-115) or equivalent. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 230 - Academic English Reading II (3)

In this course, student practice academic reading at a high intermediate level, focusing particularly on expository genres. Academic and some specialized vocabulary and grammar are also taught with the goal of improving reading comprehension. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

ESL 240 - Academic English, Writing, and Grammar II (3)

In this course, students practice academic reading and writing at an introductory level, focusing particularly on common expository and argumentative genres. In addition, grammar is taught with the goal of improving reading comprehension and writing ability. Prerequisite: ESL-140 or equivalent. Students must earn an overall course grade of B- or higher to successfully complete this course; students with a lower grade must re-take this course.

FIN - Accounting and Financial Concepts of Business**FINA - Contemporary Art and Culture****FINA - Fine Arts****FINA 180 - Humanities Fine Arts (3)**

This course is an integrated study of the history and appreciation of art and music in Western culture from the Middle Ages to the present era. Students will learn to discuss the aesthetic, historical, and elemental similarities of both disciplines. Students will explore lifelong arts enjoyment, skills in critical interpretation, becoming an informed consumer, and aesthetically appreciating the many genres of musical and visual art, including traditional and popular styles. Previous experience in music and art appreciation is not required.

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 185ES - 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 - Accounting and Finance for Managers

FINC - Finance

FINC 420 - Introduction to Financial Planning (3)

The course introduces the 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 a review of personal financial planning.

FINC 421 - Risk Management Foundations (3)

The course focuses on the foundations of risk management for individual investment planning. 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, a biblical perspective of investing and risk management will be applied.

FINC 422 - Biblically Based Investment Planning (3)

The course focuses on investment planning. Topics include the characteristics, returns, and risks of investment vehicles, various quantitative measures used in evaluating investments, client portfolios formulation, evaluating investment strategies and diversifying asset allocations. Throughout the course, the student will develop a comprehensive, biblical perspective of investing.

FINC 423 - Introduction to Income Tax Planning (3)

This course introduces the income tax system for individuals, trusts, estates, and business entities. Students will review 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 424 - Retirement and Benefits Planning (3)

The course focuses on analyzing client retirement and benefit 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 and benefits planning.

FINC 426 - Rethinking Wealth: 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 wealth within the context of estate planning and wealth transfer. Prerequisite: FINC-420

FINC 427 - Creating the Financial Plan (3)

This course synthesizes the principles and practices of financial planning. Students will create 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. Prerequisite: FINC-420, FINC-421, FINC-422, FINC-423, FINC-424 and FINC-426

FINC 510 - Financial Reporting and Analysis (3)

This course will prepare managers to interpret financial reports and to develop insights that will inform strategic decisions. Students will acquire an understanding of the accounting cycle, how financial statements are constructed, and how they can support managerial decisions. They will interpret financial statements, draw constructive conclusions about the financial health of organizations, and use ratio analysis and other techniques to develop recommendations for corrective or developmental action. Students will evaluate potential sources of funding and the impact of decisions on an organization's finances, including on its cash flow. They will apply discounted cash flow principles and techniques to inform capital budgeting and other strategic decisions. Students will also apply principles of biblical stewardship to financial problems.

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 and the Virtuous Business Model 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. The course also includes the foundational principles of financial planning, including the financial planning process. Throughout this course, students will integrate biblical principles and the Virtuous Business Model into risk management.

FINC 522 - Investment Planning (3)

This course focuses on investment planning. Topics include the characteristics, investment vehicles, various quantitative measures used in evaluating investments, client portfolios formulation, evaluating investment strategies, and diversifying asset allocations. Throughout the course, the student will develop a comprehensive, biblical perspective of investing. Students will personalize the Virtuous Business Model for their financial planning career.

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, income taxation of trusts and estates, Alternate Minimum Tax, tax reduction management techniques, passive activity, at-risk rules, tax implications of special circumstances, and charitable contributions. Students will also study the CFP Board Code of Ethics. 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. The course also covers regulatory considerations, distribution rules and taxation, retirement income and distribution strategies, education needs analysis and funding, and business succession planning. 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 create financial and cash flow statements, and present a comprehensive financial plan that considers the fundamentals of financial planning, risk management, income tax, education funding, retirement, business succession planning, 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. Prerequisite: Successful completion of all financial planning courses.

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. Additional topics include gift and estate tax compliance and tax calculation, sources of estate liquidity, and the types, features, and taxation of trusts. This course also examines economic concepts and the impact of business and consumer protection law, along with financial institutions and services. Throughout the course, the student will develop a comprehensive, biblical perspective of estate planning.

FINC 528 - Biblical Principles for Professional Financial Planners (3)

Students in this course will develop a comprehensive biblical worldview concerning work, finances, and the calling to be a Christian advisor. They will integrate that worldview into financial decision making and the wealth transfer process. Students will defend a biblical perspective on the five uses of money, promote biblical stewardship as a foundational principle in developing financial plans, and develop a commitment to giving as a method of kingdom building.

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, determine appropriate credit and payment terms, and create appropriate short-term financing and working capital strategies. Students will also model cash forecasting and evaluate company performance to its annual objectives. A biblical and ethical framework will be integrated throughout the course to help guide financial management decision-making. Prerequisite: Successful completion of either FINC-510 or 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 315 - Accounting and Financial Concepts of Business (3)

The student will evaluate accounting and financial statements from a leadership perspective and biblical worldview. Through the lens of leadership decision making, the student will learn how accounting data is generated and processed and how operational and capital budgets as well as financial markets affect company success in the marketplace.

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 reanalyzed. 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 Internship (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 (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

FIN 330CC - Global Studies Program (3)**FIN 420 - Introduction to Financial Planning (3)**

The course introduces the principles of financial planning. The student will learn the financial planning process, how to analyze a client's situation, create financial and cash flow statements, and develop an appropriate strategy within a financial plan, via a case study written for this course. Additional topics include learning the CFP Code of Ethics, the role of financial institutions and their services, financing strategies, economic concepts, and the impact of business and consumer protection law. Throughout this course, the student will integrate biblical wisdom and the Virtuous Business Model into a review of personal financial planning.

FIN 421 - Risk Management Foundations (3)

The course incorporates a unique case situation to learn how the foundations of risk management impact the financial planning process. The student will analyze and evaluate risk exposure to develop strategic solutions for 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, a biblical perspective of risk management will be applied.

FIN 422 - Biblically Based Investment Planning (3)

The course incorporates a unique case to learn the investment planning process. Students use various quantitative measures to analyze and evaluate the characteristics, returns, and risks of investment vehicles, client portfolios' formulation, and diversification to recommend sound investment strategies. Throughout the course, the student will develop a comprehensive, biblical perspective of investing. The student will also evaluate and apply the Virtuous Business Model to their career in financial planning.

FIN 423 - Introduction to Income Tax Planning (3)

This course incorporates a unique case situation to learn the income tax system for individuals, trusts, estates, and business entities. The student will review income tax law fundamentals and calculations, tax compliance, income taxation of trusts and estates, basis, tax reduction management techniques, and charitable contribution rules to develop sound tax plans for clients. Additional topics include the Alternate Minimum Tax, passive activity, at-risk rules, business entity selection and the tax implications of special circumstances. Throughout this course students apply biblical principles to income tax planning.

FIN 424 - Retirement and Benefits Planning (3)

The course incorporates a unique case situation to analyze client retirement and benefit needs and the impact of social security to recommend strategic solutions. The student will differentiate between retirement plans, evaluate the rules and tax implications of retirement plans, recommend retirement plans for businesses, and select suitable client investments. Additional topics include regulatory considerations, distribution rules and taxation, retirement income and distribution strategies, and business succession planning. Throughout this course, the student will develop a comprehensive, biblical perspective of retirement and benefits planning.

FIN 426 - Creating the Financial Plan (3)

This course synthesizes the principles and practices of financial planning. Students create and present a comprehensive financial plan for a unique case situation that considers the fundamentals of financial planning, risk management, income tax, retirement, employee benefits, investment, and estate planning. Creating and presenting a comprehensive financial plan is a requirement to take the CFP exam. Students will also integrate biblical principles of leadership, discipleship, stewardship, decision-making, question-asking, and goal-setting involved in the financial planning process. Prerequisite: FIN-420

FIN 427 - Rethinking Wealth: Estate Planning and Wealth Transfer (3)

This course incorporates a unique case situation to learn estate planning. The student will consider property titling mechanisms, tax implications, sources of estate liquidity, types, features and taxation of trusts, wealth transfer strategies, gift and estate tax compliance, and postmortem estate planning techniques to create an estate plan. Throughout the course, the student will develop a comprehensive, biblical perspective of wealth within the context of estate planning and wealth transfer.

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.

FIN 430TU - Investments (3)**FIN 440CC - Global Studies Program (3)**

FRE - Advanced Topics in French

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 150 - French History and Language Studies (3)

This travel course to a francophone country is designed for students to locate, identify, and map several major historical events and places in the nation, while they gain a deeper appreciation of its people and their culture and prepare various conversation-discussion opportunities in order to practice and strengthen French language skills on all four levels of reading, writing, listening, and speaking at a novice-high proficiency. Fees for travel, lodging, and meals are extra. Course may be repeated. Prerequisite: FRE-118 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 347 - French Conversation/Composition (3)

Conversational practice for development in understanding and speaking French; composition includes translation and original writing. Prerequisites: FRE-237 and FRE-238 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-238 or equivalent.

FRE 370 - French Culture and Language Studies (3)

Travel course to a French-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 are given to use French in a variety of settings. Fees for travel, lodging, and meals are extra. May be repeated twice.

FRE 475CC - Global Studies Program (1 to 6)**FSC - Faith and Artistic Development In Film****FSC - Film Studies Center****FSC 450CC - Hollywood Production Workshop (4)**

<https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 451CC - Faith and Artistic Development In Film (3)

Please see the link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 452CC - Internship: Inside Hollywood (6)

Please see link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 453CC - Narrative Storytelling (3)

Please see link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 454CC - Professional Screenwriting (3)

Please link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 455CC - Professional Acting for the Camera (3)

Please see link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

FSC 456CC - Independent Film Study (3)

Please see link below for information on the course description: <https://www.bestsemester.com/locations-and-programs/los-angeles/academics>

GEN - College Reading Skills (1)**GEN - General Education****GEN 100 - Public Service and Management Orientation (0)**

This course will help students cultivate foundational academic skills that contribute to success as a student. Students will explore academic expectations, apply critical thinking skills, expand their digital literacy skills, and construct a brief essay

supported by evidence and sources. Mastering the content of this course will prepare students to continue their educational journey. This orientation is required for all Public Service and Management (ASPSM) students. It may only be taken once (unless there is documented military rationale for repeating). Failure to successfully complete this orientation will necessitate enrollment in GEN-111.

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 104 - Getting Started With Digital Learning (1)

This course will introduce students to the attitudes and skills that contribute to success as a digital learner in higher education.

GEN 105 - Introduction to Lifelong Learning (2)

This course will cultivate foundational academic skills that contribute to success as a student. Students will explore academic expectations, apply critical thinking skills, expand their digital literacy skills, and construct a brief essay supported by evidence and sources. Mastering the content of this course will prepare students for their educational journey. Prerequisite: GEN-104

GEN 111 - Foundations of Lifelong Learning (3)

This course will cultivate foundational academic skills that contribute to successful lifelong learning. Students will explore academic expectations, apply critical thinking skills, expand their digital literacy skills, and develop college writing skills supported by evidence and sources. Mastering the content of this course will prepare students for their educational journey.

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)

This course provides an introductory survey of contemporary world affairs from a geographical perspective. Students will learn about some of the major economic, political, and cultural forces and processes at work and examine their roles in shaping the lives of the people in different regions and countries of the world. The course meets General Education Intercultural Experience requirement but does not meet General Education Social Science requirement. Gives credit for geography for majors in Political Science. This course meets IDoE Geographical-Perspectives Standards' requirements and required standards from the National Council for Social Studies.

GEO - Physical Geography

GLM - Christianity in Intercultural Contexts

GLM - Global Ministries

GLM 315 - Christianity in Intercultural Contexts (3)

This course addresses the role culture plays when communicating and practicing the basic beliefs of historic Christianity. Students will be introduced to intercultural communication theory; asked to analyze how to appropriately convey and practice Christian doctrine in a variety of intercultural settings; and expected to prepare and present an original, scriptural, theologically informed, and cultural relevant dialogue, teaching lesson or sermon. Prerequisite: BIL-101, BIL-102, SOC-225, THE-101.

GLM 320 - Field Methods for Language Acquisition (3)

This course introduces students to the field of language acquisition, particularly as it relates to learning a new language in an intercultural context. In addition to the basics of phonology, morphology, and syntax, the course addresses challenges associated with learning a second language. Reproducible strategies are learned that can be used even in contexts where a language is not written down.

GLM 360 - Global Ministry Internship (2 to 9)

The student will be involved in a significant intercultural experience overseas under the supervision of a professional in the student's area of ministry. Direct exposure involving observation and practical service that relates to classroom instruction will be required. Prerequisites: INT-220.

GLM 380 - History of Christian Missions 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.

GLM 422 - Leading Ministries in Diverse Contexts (3)

This course equips students to serve the Kingdom of God in intercultural contexts. Emerging trends and current challenges are examined in the light of biblical, historical and theological perspectives and current social, political and religious realities. Strategies are practiced that move students from learners and observers to participants and co-workers. In addition, students will examine life habits (personal, spiritual and professional) that create long-term success as Kingdom builders in intercultural contexts.

GNUR - Advanced Nursing Instruction

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.

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.

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 575 - Independent Study (1 to 3)

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

GRAD - Graduate Studies

GRAD 780 - Scholarly Writing (3)

This course lays the foundation for students to communicate effectively and disseminate knowledge in scholarly formats.

GRAD - Scholarly Writing

GRE - Beginning Greek I

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 101ES - 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 201ES - 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 202ES - 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 422ES - 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 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.

GRE 505ES - 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 505FR - 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.

HBR - Beginning Hebrew I

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 475CC - Council for Christian College (1 to 4)

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.

HCA - Capstone Project for Healthcare Administrators

HCAD - Applied Doctoral Program Evaluation and Assessment - Healthcare Administration

HCAD - Healthcare Administration

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, integrate the functions of a healthcare organization into a strategic development framework that creates value, and develop strategies that promote a culture of innovation, change, and continuous improvement resulting in sustainable organizational success. Students will apply critical thinking to the analysis and evaluation of healthcare from a strategic and biblical perspective, evaluate the role of ethics, faith, and social responsibility in creating value for stakeholders, and formulate operational strategies that promote continuous performance and process improvements.

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

HCAD 730 - Organizational, Community, and Global Health Administration (4)

In this course, students will evaluate new applications of healthcare administration knowledge in the global workplace, design solutions to healthcare administration problems using new applications of theory or changes in present standards, and synthesize virtuous health strategies to complement government and payer priorities that have an impact on the social determinants of health. Students will create solutions to population health issues across the continuum of care and integrate a virtuous worldview in both their personal and professional lives.

HCAD 731 - Healthcare Law, Governance, and Ethics (4)

Students who have completed this course will be able to evaluate new approaches in healthcare law, governance, and ethics in the global workplace, design solutions to healthcare administration problems using new applications of theory or changes in present standards, and critique the legal, ethical, and governance issues faced by healthcare organizations. Students will

integrate a worldview of bioethical risk management considerations in healthcare administration that is in alignment with the Virtuous Business Model and integrate healthcare law and policy into virtuous strategic decision-making.

HCAD 732 - Healthcare Innovation, Informatics, and Change Management (4)

In this course, students will evaluate new applications of healthcare innovation, informatics, and change management theory in the global workplace, design solutions to healthcare administration problems using new applications of theory or changes in present practice, and synthesize informatics leadership models that promote innovation in the healthcare industry. Students will design processes which utilize data and ethical analysis to formulate virtuous health administration change and will integrate a virtuous worldview in both their personal and professional lives.

HCAD 733 - Issues in Strategic Planning and Organizational Development for Healthcare Administrators (4)

In this course, students will evaluate new applications of healthcare administration strategic planning and organizational development theory in the global workplace. Students will design solutions to healthcare administration problems using new applications of theory or changes in present standards. Students will design new business approaches that include the assumption of risk and changing payment structures. Students will formulate transformational change strategies to the evolving healthcare environment and integrate the Virtuous Business Model into their personal and professional lives.

HCAD 790 - Applied Doctoral Program Evaluation and Assessment - Healthcare Administration (4)

This is the culminating course of the DBA program in which students will defend their doctoral project. Students will integrate forward-thinking virtuous leadership concepts into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and design solutions to healthcare administration problems using new applications of theory or changes in current healthcare practices. Students will synthesize research in education, consulting, or business leadership into their doctoral-level practice to create new healthcare administration knowledge for application in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives. Prerequisite: Completion of all other required 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 - Leading and Governing High Reliability Healthcare Organizations (3)

Students in this course will analyze leadership, governance structures, and performance outcomes for alignment with mission, vision, values, and goals. Students will determine the required changes in management processes resulting from changing regulatory policies, marketplace dynamics, and standards of the healthcare industry. Students will assess how personnel structures, systems, and technology influence high reliability healthcare providers, recognize the influence of governance

systems and legal structures, and evaluate a culture of safety and reliability for appropriateness. 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)

This course provides an overview of the U.S. healthcare delivery system and the development of policy that guides that system. The financing of healthcare in the U.S. is examined and compared with that of other developed countries. Federal, state, and local legislative and regulatory processes are studied and their impact explored. Healthcare law, policy, and ethics are considered through a biblical worldview.

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. Prerequisite: successful completion of all core courses

HCM - Health Care Finance

HCM - Healthcare Management

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 - Administration in Human Services

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 - Advanced Topics in Interdisciplinary Humanities**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 in 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 - LLLC 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 177 - LLLC Seminar II: 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 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 100CC - Council for Christian Colleges (0 to 1)

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 (LLC) that consolidates and documents their growth in the Honors College learning outcomes. This Portfolio culminates in a LLC 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 235 - Honors Practicum Christian Calling IV: Called to Discernment (0 to 1)

In this practicum, students will learn how to assess news and current events and to utilize social media as meaningful expressions of their Christian calling. This learning experience will focus in particular on developing media literacy, applying the logic of a Christian narrative to analysis of current events, and integrating media consumption into an intentional plan of spiritual formation. Prerequisite: HNR-170.

HNR 270 - LLC 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 - LLC 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 277 - LLC Seminar IV: 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 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 Seminar in Faith and Scholarship (1 to 3)

The purpose of this variable credit course is to equip honors college students to reflect critically on the relationship between the Christian faith and scholarship in their academic discipline(s). Students enroll in this course for 1 or 2 credit hours depending

on the research requirements in their disciplinary major. In consultation with their honors college advisor, students will determine whether they need to utilize the course to prepare an honors scholarships concentration in their disciplinary major. If so, students will enroll in the course for the full two credit hours in order to explore potential research/creative topics and develop a preliminary prospectus for their honors scholarship project in collaboration with a faculty member from their academic discipline.

HNR 375 - LLLC 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. 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. Corequisite: HNR-380

HNR 399H - Honors College Thesis/Project (3)

HNR 325CC - Global Studies Program (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 JWHC students. Reserved for students with senior standing in John Wesley Honors College.

HNR 475 - LLLC 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 489 - Research in Honors College (1 to 4)

Students will engage in a research project in conjunction with a faculty member. Prerequisite: Permission of the instructor. 1-3 credit hours. Unlimited repeats.

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.

HNR 499T - Psychology Transfer (3)

HNR 489CC - Global Studies Program (1 to 4)

HNR 498CC - CCCU Study Abroad (1 to 4)

to complete the process of research and/or creative endeavor begun in HNR-498. 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.

HRM - Compensation and Benefits

HRM - Human Resources Management

HRM 175 - Introduction to Personnel Supervision (3)

This course provides the student an introduction to personnel supervision and the role of the supervisor in the workplace. Challenges and functions necessary for an effective supervisor will be emphasized. Providing constructive feedback, examining laws governing the treatment of employees in a business setting, salary administration, performance management, benefit design, and training and development for employees will be addressed. Key skills along with challenges faced by supervisors will be discussed. Supervision and leadership concepts will be presented from a Christian worldview.

HRM 215 - Introduction to Human Resources (3)

This course explores the introductory concepts of managing human resources in business. The nature of work, human efficiency and performance, leadership within work groups, and managerial problem solving will be examined. Various roles and functions of managers will be explored. Management and leadership concepts will be presented from a Christian worldview.

HRM 235 - Project Management in Human Resources (3)

Students will explain the essentials of supervision and human resource management business processes and describe the four stages of human resources project management. Students will apply effective project management practices in human resources projects. Students will apply supervisory management functions in developing human resources. Students will demonstrate team performance management techniques that lead to project success. Students will illustrate biblical principles and leadership concepts in the areas of human resources and project management.

HRM 435 - Human Resource Management (3)

This course introduces the field of human resource management, its purpose, and how it functions within a business setting. Issues related to staffing, workforce planning and employment, human resource development, compensation and benefits, employee and labor relations, and occupational health, safety, and security will be addressed. Integrated into the application of the human resource functions are strategic management, employment law and ethics, globalization, and managing the diverse workforce. Emphasis is placed on the role of human resources in the organization and the knowledge, competencies, and skills necessary to integrate business and human resource strategies.

HRM 470 - Managing Compensation and Benefits (3)

This course focuses on how organizations use pay systems and benefit 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. Prerequisite: HRM-435

HRM 490 - Human Resource Development (3)

This 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. Ensuring that the knowledge, skills, abilities, and performance of the workforce meet current and future organizational and individual needs will be addressed. Students will be challenged to establish their own plan for personal and career development and lifelong learning. A training and development project, intended to be a realistic job preview, will be completed by students in this course. Prerequisite(s): HRM-435

HRM 494 - Comprehensive Overview of Human Resource Management (3)

This 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. Prerequisite: HRM-435, HRM-470, HRM-490

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 - Evidence-Based Tools for HR Decision-Making**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

HSM - An Introduction to Quantitative Tools for Decision-Making in Hospitality Management

HSM - Hospitality Management

HSM 400 - Hospitality Market Development (3)

Students in this course will identify the fundamental aspects of modern marketing and the steps of the new product development process, analyze marketing data that guides the strategic planning process, and create a promotional plan for a hospitality product or service. Students will also define an effective product-specific advertising campaign and evaluate the components of a social media strategy. A biblical framework will be used throughout the course.

HSM 410 - Current Trends and Issues in Hospitality Management (3)

Students in this course will demonstrate the ability to pass the federal service sanitation requirements examination, determine the food service safety certification requirements for their municipalities, and evaluate the impact of government regulations on

the hospitality industry. Students will assess franchising as an entrance path into business ownership and analyze the impact of increased labor costs and other current trends and issues on the industry. A leadership perspective consistent with a biblical worldview will be developed in the course.

HSM 420 - An Introduction to Quantitative Tools for Decision-Making in Hospitality Management (3)

Students in this course will demonstrate the ability to analyze a dataset using quantitative tools and communicate the results. Students will interpret financial statements, evaluate cost accounting systems used to make informed business decisions, and evaluate the impact of monetary and fiscal policy upon the industry. Students will integrate biblical principles into data-driven business decision making.

HSM 430 - Hotels, Restaurants, Tourism, and Travel in the Hospitality Industry (3)

Students in this course will differentiate between and identify key issues within each segment of the hospitality industry. Students will analyze environmental components that impact each segment, creating a profile and career path of specific jobs, including an individual professional development plan consistent with identified career path and job segments. Students will develop a leadership perspective consistent with a biblical worldview.

HSM 440 - Strategic Human Asset Management (3)

Students will evaluate the legal and competitive implications of policies and procedures that deal with customers, labor, and union stakeholders within the hospitality industry. Students will analyze the impact of service area demographics on operational capability and determine key human asset issues affecting a business plan. Students will develop a biblically consistent approach to strategic human asset management and conflict resolution within the hospitality industry.

HSM 450 - The Application of Quantitative Tools for Decision-Making in Hospitality Management (3)

Students in this course will apply quantitative tools to decision making in financial, economic, and business markets. Students will integrate time value of money and risk/return considerations into hospitality industry decision-making and capital budgeting. Students will also plan business activity that integrates managerial accounting, finance, and economic concepts into tactical and strategic decisions used for business applications. Students will utilize quantitative analysis tools from a biblical perspective. Pre-requisite: HSM-420

HSM 490 - Hospitality Management Capstone (3)

Students in this course will develop effective marketing strategies, identify current trends and issues, and differentiate specific characteristics of the segments of the hospitality industry. Students will also create a quantitative tool-kit for improved decision-making and determine optimal human asset practices while creating a business plan for a small hospitality industry business. Students will develop a leadership perspective consistent with a biblical worldview. Students will be required to perform a field exercise as part of this course. Pre-requisite: All required courses in the major must be completed before starting the capstone HSM-490

HST - American Civil War

HST - History

HST 101 - American History I (3)

A survey of primary individuals, events, and themes of American history from the colonial era through the Civil War (1607-1865). Political, social, religious, and military topics from the following eras will be covered: European settlement in the New World, Colonial America, the American Revolution, the Federalist age, Jeffersonian republicanism, Jacksonian democracy, the antebellum sectional crisis, and the Civil War. Not open to students with credit in HST-211.

HST 102 - American History II (3)

This course is a survey of primary individuals, events, and themes of American history from the end of the Civil War up to the present era. Political, social, economic, religious, and military topics will be covered in eras such as the following: Reconstruction, Gilded Age and industrialism, Wilsonian Progressivism, World War I, Great Depression, World War II, Cold War, Vietnam, Civil Rights movement, American cultural diversity, and global terrorism. 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 - World History to 1500 (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 religious, political, social, intellectual, and cultural developments and emphasizing their global interconnectedness. (History majors take HST-185 and HST-190, World History 1500 to the present in place of HST-180.) No Prerequisite. Not open to students with credit in HST-201. This course meets IDoE Indiana History Standards' requirements and required standards from the National Council for the Social Studies.

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 - World History 1500 to Present (3)

This course examines the development of the modern world, from roughly 1500 to the present, with an emphasis on the religious, political, social, intellectual, and cultural elements that contributed to interregional and global interconnection. 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. This course meets IDoE Indiana History Standards' requirements and required standards from the National Council for the Social Studies.

HST 185ES - 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 186ES - 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 201 - World Civilization to 1500 (3)

An intellectual, institutional, and cultural consideration, of world civilizations and their development, interaction, and significance to the end of the 16th century. 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. This course meets IDoE Indiana History Standards' requirements and required standards from the National Council for the Social Studies.

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. This course meets IDoE Indiana History Standards' requirements and required standards from the National Council for the Social Studies.

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 234 - American Civil War (3)

This course is a detailed study of the Civil War. Students will explore antebellum American culture, the sectional crisis between the North and the South, and the role of Christianity in this era. Students will also learn about the important battles and military campaigns of the war, the nature of mid-19th century American warfare, social and political developments during the war, and the important personalities of the conflict.

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 256 - Africa and the World (3)

A political, social, cultural, and religious survey of sub-Saharan African history from roughly 1400 to the present, emphasizing its internal diversity, interconnectedness, and the transformations of the slave trade, colonialism, and rise of nation-states. Prerequisite: HST-180 or HST-185.

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 280 - History of Middle East and North Africa (3)

A study of the Middle East from early times to the present including a survey of eastern Mediterranean, North African, and Near Eastern cultures. This course examines the rise and consequences of Islamic civilization, emphasizing the heritage of Mesopotamian and Mediterranean predecessors, and analyzes the origins and developments of the contemporary Middle East conflict.

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. This course meets IDoE Indiana History Standards' requirements and required standards from the National Council for the Social Studies.

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 - Portraits (1 to 3)

Autobiographical and biographical studies of the life and times of significant historical figures.

HST 220CC - Global Studies Program (3)**HST 230CC - 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 290CC - Council for Christian Colleges Techniques and Historiography (3)**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, OR 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 North Africa (3)

A study of the Middle East from early times to the present including a survey of eastern Mediterranean, North African, and Near Eastern cultures. This course examines the rise and consequences of Islamic civilization, emphasizing the heritage of Mesopotamian and Mediterranean predecessors, and analyzes the origins and developments of the contemporary Middle East conflict.

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 341CC - 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 342CC - Council for Christian Colleges (3)**HST 360CC - Global Studies Program (3 to 4)****HST 361CC - Council for Christian Colleges and Universities (3)****HST 370CC - Council of Christian Colleges and Universities (3)****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 449 - History Capstone Proseminar (0 to 1)

A directed independent study intended to develop a program of research and prospectus for the completion of HST450 History Research Seminar.

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: HSt-449.

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.

HST 475CC - Global Studies Program (1 to 6)**HST 499CC - Council for Christian Colleges and Universities (3 to 4)****HUM - Humanities****HUM 499T - Humanities Transfer (3)****HUM - Humanities Transfer****ICD - Global Studies Program****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 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.

ICD 260CC - Global Studies Program (3)

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.

ICD 475CC - Global Studies Program (1 to 6)**INR - Foreign Policy Analysis****INR - International Relations****INR 332 - International Peace and Security (3)**

This course examines a variety of issues regarding international peace and security from diverse theoretical and normative perspectives. Major concepts in security studies, such as security dilemma, polarity, war, coercion, are discussed before various security actors, institutions, and issues of historical and contemporary significance are addressed. The course also explores the possibilities and strategies of preventing conflict and building peace. Prerequisite: POL-230.

Crosslisted as: POL-332.

INR 375 - Foreign Policy Analysis (3)

This course examines a variety of individual-, domestic-, and international-level factors that affect a country's foreign policy making process in a rapidly globalizing world. While critically surveying major theories of and issues in foreign policy analysis, students will also engage in a series of case studies that will help them better understand the complex dynamics surrounding a foreign policy decision making process in a particular context. Prerequisites: POL-230 and POL-232.

Crosslisted as: POL-375.

INR 432 - Global Governance (3)

This course is an advanced survey of the actors, norms, institutions, and processes of global policy making in various issue areas, including security, economy, human rights, and environment. Through course readings, class discussions, and individual research projects, students will be introduced to key concepts and theories regarding global governance and gain substantive knowledge about its current workings and future prospects. 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.

INR 499T - Psychology Transfer (3)

INST - Cross-Cultural Discipleship

INST - Intercultural Studies

INST 560 - Missiology (3)

This course introduces students to the theology of God's global missions. Students will examine the relationship between biblical interpretation, theology, and the practice of Christian missions. Students will assess the importance of reading and the teaching of the Bible through the lens of the metanarrative of God's mission in, to, and for the world. This course invites students to engage the skills, the basic perspectives, and tools of missiological investigation and integration.

INST 580 - Cross-Cultural Discipleship (3)

This course seeks to equip students with knowledge and skills to understand the dialectic relationship between the church and its surrounding cultures/societies and the church's call to be an effective and prophetic witness in the contemporary world. The students will acquire tools which will help them engage people in other religious communities and learn to formulate a theological response to other religions. The students will develop contextual models of discipling and nurturing Christian converts from different religious background.

INST 605 - Intercultural Biblical Hermeneutics (3)

This course develops students' awareness of the irreducible contextuality of scripture and its interpretation. Students will be guided to articulate and reflect upon their own cultural embeddedness while being exposed to theories and practices of intercultural hermeneutics. Themes will include the missiological aims of biblical texts, the cultural diversity within scripture and church history, and the "dialogue" among the Bible and readers of different cultures.

INT - Christianity in Intercultural Contexts

INT - Intercultural Studies

INT 120 - Introduction to Cross-Cultural Engagement (0 to 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.

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 124CC - Global Studies Program (3)

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 220CC - Global Studies Program (3)**INT 302 - 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 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 - Christianity in Intercultural Contexts (3)

This course addresses the role culture plays when communicating and practicing the basic beliefs of historic Christianity. Students will be introduced to intercultural communication theory; asked to analyze how to appropriately convey and practice Christian doctrine in a variety of intercultural settings; and expected to prepare and present an original, scriptural, theologically informed, and cultural relevant dialogue, teaching lesson or sermon. Prerequisite: BIL-101, BIL-102, SOC-225, THE-101.

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. Meets General Education Intercultural Experience requirement. 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 340 - Intercultural Engagement (2)

This course seeks to facilitate greater intercultural awareness, sensitivity, competences and responsiveness in the student. While taking this course, students are expected to be actively engaged in an intercultural context. Prerequisite: INT-120, INT-122 or INT-220.

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 390 - Intercultural Engagement Seminar (1)

This seminar will provide a forum for reflecting on the student's participation in an intercultural immersion experience. Students will be asked to evaluate their intercultural engagement during their immersion experience and will be asked to assess their personal cultural awareness growth. Strategies and challenges to returning to stateside after an intercultural immersion experience will also be discussed. Prerequisites: INT-340, GLM-360 or CDV-360.

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 320CC - Global Studies Program (3)**INT 322CC - Council for Christian Colleges and Universities (3)****INT 323CC - Global Studies Program (3 to 9)****INT 380CC - Global Studies Program (1 to 3)****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 makeup 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 422 - Intercultural Leadership for Transformation (3)

This course provides an introduction to the focuses on 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: INT-220.

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.

INT 475CC - Global Studies Program (1 to 4)

INT 499CC - Global Studies Program (1 to 6)

IPE-Bioethics-Theory-Application-and-Decision-Making

IPE - Interprofessional Education

IPE 321 - Hope, Suffering, and Human Trafficking (3)

This course will examine ways in which scripture addresses hope and suffering through the lens of human trafficking, thus providing a dynamic model of spiritual transformation. The student will learn to embrace their own brokenness and brokenness in others. This course is relevant to all disciplines.

IPE 322 - Universal Trafficking in Persons (3)

This course will introduce the learner to the multiple components of human trafficking; including definition, causes, and scope of the problem. The learner will identify the various disciplines involved in the human trafficking arena.

IPE 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.

IPE 421 - Trauma Informed Approaches (3)

This course will explore the concepts of trauma informed approaches and the impact of trauma and retraumatization of the trafficked individual. The uniqueness of trauma informed approaches will be explored as well as the attitudes and perceptions of those interacting with the trafficked population.

IPE 422 - Ethics and Advocacy in Human Trafficking (3)

This course will explore a variety of individual and group advocacy strategies and techniques which may be used to effectively combat human trafficking through the lens of a biblical framework. Cultural values and differences as well as ethical strategies will be considered during the learning experiences. Prerequisite: NUR/IPE-421

IPE 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.

IPE 545 - Biostatistics (3)

The course covers basic statistical concepts, methods, and reasoning used to improve population health. This course introduces students to the basics of statistical concepts and techniques, including central tendency, probability distributions, hypothesis testing, and correlation and regression analyses. Students will be able to understand and apply statistical language, how to interpret real world data, and how to construct statistical models based on the use of graphical and numerical techniques.

IPE 555 - Bioethics: Theory, Application, and Decision-Making (3)

This course is an overview of healthcare ethics, theoretical foundations of ethical decision-making, and the role of personal values and ethics. The ethical dimensions of geopolitical, economic, sociocultural, environmental, and educational influences on health are explored in local, national, and global contexts. The student learns strategies for analyzing and managing ethical situations, including a faith-based and interprofessional decision-making approach.

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 healthcare 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 healthcare. Assessment, practice, and development of organizational leadership systems and skills will be accomplished through action learning teams, case studies, and problem based learning.

IPE 715 - 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 718 - Clinical Anatomy (3)

Gross anatomy of the human body is presented from a regional perspective. Clinical applications will be used as a basis for anatomical understanding. Lectures will include; skeletal, muscular, vascular, and nervous systems of the upper and lower extremities, and vascular, nervous, and organ system components of the thorax, abdomen, and pelvis. The musculature and vasculature of the head, neck, and back will also be covered in addition to the cranial nerves and the central nervous system. Cadaver dissection is included in lab.

IPE 722 - Health Sciences Research I (2)

The first of a two-part course including instruction on techniques for quantitative and qualitative research methodology utilized in Health Science, critical analysis of published research, and ethical research considerations and practices. Emphasis placed on the development of scholarly information literacy competencies.

IPE 723 - Health Sciences Research II (2)

The second of a two-part course including instruction on techniques for quantitative and qualitative research methodology utilized in the health sciences, critical analysis of published research, and ethical research considerations and practices. The development of an Institutional Review Board proposal for a pilot scholarly study is emphasized.

IPE 730 - Neuroscience (3)

The fundamentals of neuroanatomy and neurophysiology of the human nervous system as relevant to rehabilitation professionals are studied. Topics covered include the major structures and functions of the central and peripheral nervous systems, both at the macro and cellular levels. Clinical application of material learned is an emphasis of the class. Major neurological syndromes and diseases will be discussed and relevant clinical cases will be introduced to illustrate how dysfunction of neuroanatomical structures results in clinical symptoms or functional disturbances.

IPE 737 - Pharmacology (1)

This seminar provides the student with the basic tools to predict changes in a patient's responses to medications as a result of receiving therapeutic intervention, reviews the pathology of a number of disease states, explains the pharmaceutical intervention associated with those disease states, and reviews the effects of pharmaceutical interventions and their impact on the rehabilitation process. This course will emphasize the importance of understanding the effects of a patient's medications and pathological state during rehabilitation. Students will be required to write an analysis of the effect of a category of drugs on a patient population of their choice, including how the category of drugs can enhance, detract, or replace the effects of rehabilitation interventions.

IPE 738 - Introduction to Pharmacology and Diagnostic Imaging (2)

This course provides the student with the basic tools to predict changes in a patient's responses to medications as a result of receiving therapeutic intervention, explains the pharmaceutical intervention associated with common disease states, and reviews the effects of pharmaceutical interventions and their impact on the rehabilitation process. This course introduces the student to modern musculoskeletal imaging. Throughout the course, emphasis is placed on the knowledge of diagnostic imaging necessary in everyday rehabilitation practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

IPE 739 - Diagnostic Imaging (1)

This course introduces the student to modern musculoskeletal imaging. Emphasis is placed on the interpretation of x-ray films, magnetic resonance (MR,) and computed tomography (CT) imaging. Advanced imaging techniques such as SPECT, PET, US, bone scans, and video-fluoroscopy will also be covered. Throughout the course, emphasis is placed on the relevance of diagnostic imaging in everyday rehabilitation practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

IPE 741 - Therapeutic Modalities (3)

The use of physical agents in rehabilitation has been shown to have positive effects on achieving patient treatment outcomes. Students will learn the rationale for use and application of various physical agents: superficial heat (thermotherapy, cryotherapy), deep heat (ultrasound), electrotherapy (neuromuscular electrical stimulation, TENS, Iontophoresis), and mechanotherapy (mobilization, compression). Students will realize the adjunctive nature of these agents and how they can be used as a precursor to purposeful activity.

IPE 745 - Health Systems Administration/Management (3)

Understanding public policy trends and leadership issues influencing health systems and community health. Program planning, budgeting, and evaluation; supervision of occupational therapy personnel; engagement in professional associations and promotion of occupational therapy. Developing systems to improve access to occupational therapy services in under-served populations and communities.

IPE 760 - Ethics in Healthcare (2)

Interprofessional course introducing students to theories of healthcare ethics, ethical decision-making, legal and professional standards, institutional policies, and major ethical dilemmas facing today's practitioners. Course will include interprofessional case studies to be discussed in "Grand Rounds" course which occurs in the same semester.

IPE 763 - Interprofessional Colloquium I (1)

An interprofessional seminar course which will provide a forum for students and faculty to discuss health and wellness issues from the perspectives of a diverse team of health, medical, and community professionals. An emphasis will be placed on advocacy for the profession of occupational therapy in the treatment milieu. Case studies including a variety of professions will be utilized to facilitate dialog.

IPE 764 - Interprofessional Colloquium II (1)

An interprofessional seminar course which will provide a forum for students and faculty to discuss health and wellness issues from the perspectives of a diverse team of health, medical, and community professionals. An emphasis will be placed on cases related to ethical decision-making and supervision of therapy assistants in the health care arena. Ethics and supervision case studies including a variety of professions will be utilized to facilitate dialog.

IPE 770 - Leadership in Healthcare (3)

This course provides a critical overview of the scope and practice of leadership in healthcare. Through the examination of leadership theories, principles, and techniques, students will be able to plan, develop, and maintain quality occupational therapy services in a diverse and ever changing healthcare environment. Emphasis will be given to a biblically based servant leadership perspective. Additional topics will include, but not be limited to: governmental and professional credentialing, staff/professional development, continuous quality improvement, clinical education, and support of local, state, and national professional organizations.

IPE 780 - Educational and Instructional Strategies (3)

Graduate students are encouraged to become responsive and reflective teachers. A variety of active learning/instructional strategies will facilitate discussions addressing educational theory and practice. The course will explore and develop teaching skills that promote learning with diverse learners across a variety of settings.

IPE 790 - Global Health Initiative (3)

This course reinforces the concept of health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (WHO-1948)". This course will examine healthcare systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels. There will be an emphasis on promoting healthy communities through occupation-based health promotion, disease prevention, and recognition of social, economic, and political factors influencing health and well-being. Students will investigate evidence-based practice to target the needs of vulnerable populations such as those who are chronically ill and poor.

IPE 820 - Philosophy of Health and Wellness (3)

The purpose of this advanced course on a Christian perspective of the medical humanities is to reintroduce the ancient ideal of practical reasoning, self-knowledge, and action in the care of the sick and the marginalized, with a special emphasis on people with disabilities. The early church never lost sight of caring for the indigent poor in their affliction. Students will gain an increased perspective and understanding of the healthcare professional/patient relationship, the art of listening, visual observation, and ethical principles in the context of a Christian worldview.

LA - Assessment of Student Learning

LA - Learning Academy

LA 101 - Course Design

An overview of the foundational principles of designing and developing all the elements of a course in a way that aligns the desired outcomes with assessments, activities, and course content.

LA 102 - Assessment of Student Learning

A focus on the options and strategies for providing evidence of student learning and course effectiveness through a variety of assessment modalities.

LA 103 - Course Delivery

A study of various strategies and techniques that align effective teaching with desired learning outcomes in onsite and online venues.

LA 104 - Student Engagement

Various approaches and motivational techniques to draw students into the learning environment and effectively connect with them inside and outside of the classroom.

LA 105 - Integration of Technology

The exploration of a variety of digital tools and media solutions that promote student learning.

LA 106 - Course Developer Orientation

A step-by-step process for creating a course in LearningStudio. Tips and strategies for collaborating with instructional designers and content specialists are included.

LA 107 - FERPA

This course is designed to provide faculty with a general overview of the provisions contained in the Family Educational Rights and Privacy Act (FERPA). An emphasis is placed upon the roles and responsibilities of faculty in their interactions with students and their records.

LA 108 - LAO - Excelsia Learning Academy Online**LANG - Language**

LANG 499CC - Global Studies Program (1 to 4)

LAT - Beginning Latin I**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 - Current Issues in Leadership**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 integrating 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 205 - Introduction to Leading (3)

The course covers fundamentals of leadership that may be applicable to any organizational context. The student will examine the role of a leader and key leader characteristics and behaviors. The student will consider a variety of leadership types, foundational theories, and historical evolution of leadership, as well as the leader's use of power and influence to accomplish organizational objectives.

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 220 - Developing the Self As Leader (3)

The course covers important themes related to the person or the self as the instrument of leadership. Reflecting an inside-out perspective on leadership, the primary focus will be on developing the inner person as the foundation for effective and enduring leadership influence. Prerequisite: LDR-205

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 230 - Leadership and Ethics (3)

An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include virtue ethics, evil, forgiveness, moral theories, moral reasoning, ethical decision-making, ethical influence, transformational leadership, servant leadership, ethical group problem solving, ethical organizational climate, ethical diversity and ethical crisis 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 260 - Critical Thinking for Leaders (3)

The course covers the importance of worldview and critical inquiry for the effective practice of leading a team or organization to its goals in the volatile, complex global context that characterizes the modern environment. Important themes include the value of a leader's clarity in knowing what they believe and the need to demonstrate information literacy to assess the quality of information accessed and utilized for organizational processes. Prerequisite: LDR-205

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.

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 330 - Leadership and Diversity (3)

Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, lifestyle, and understanding, etc. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity. For administrators, managers, trainers, and leaders in any context, the goal will be to develop well-articulated positions and strategies for shaping a just response to issues surrounding leadership and diversity.

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 "discipling 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 (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.

LDR 475CC - Global Studies Program (1 to 4)

LEAD - Change Agent

LEAD 721 - Leadership Seminar 1: Theory and Theology of Personhood & Leadership (5)

This course is a doctoral-level exploration of personhood, including the self, from the perspective of leadership. Students will examine and deploy concepts related to personhood, with special reference to the field of theology. Students will engage various biblical texts, philosophical works, and contemporary leadership voices to develop diverse views of leadership of persons. Students will learn and practice spiritual disciplines for the purpose of personal leadership development.

LEAD 722 - Leadership Seminar 2: Practices of Personal Leadership (5)

This course is a doctoral-level exploration of the practices of personal leadership. Students will examine and deploy practices related to self- and dyadic-leadership. In addition to engaging various biblical texts, philosophical works, and contemporary leadership voices, students will also perform site visits and conduct case studies for the sake of diversity in practices to be relevant across contexts. Students will learn and practice spiritual disciplines for the purpose of personal leadership development.

LEAD 723 - Leadership Seminar 3: Theory and Theology of Community & Leadership (5)

This course is a doctoral-level exploration of communities from a leadership perspective. Students will examine and deploy concepts related to community, with special reference to the field of theology. Students will engage various biblical texts, philosophical works, and contemporary leadership voices to develop diverse views of leadership of communities. Students will learn and practice spiritual disciplines for the purpose of community leadership development.

LEAD 724 - Leadership Seminar 4: Practices of Community Leadership (5)

This course is a doctoral-level exploration of the practices of community leadership. Students will examine and deploy practices related to community leadership. In addition to engaging various biblical texts, philosophical works, and contemporary leadership voices, students will also perform site visits and conduct case studies for the sake of diversity in practices to be relevant across contexts. Students will learn and practice spiritual disciplines for the purpose of community leadership development.

LEAD 725 - Leadership Seminar 5: Theory and Theology of Society & Leadership (5)

This course is a doctoral-level exploration of societies from a leadership perspective. Students will examine and deploy concepts related to societies, with special reference to the field of theology. Students will engage various biblical texts, philosophical works, and contemporary leadership voices to develop diverse views of leadership of societies. Students will learn and practice spiritual disciplines for the purpose of societal leadership development.

LEAD 726 - Leadership Seminar 6: Practices of Societal Leadership (5)

This course is a doctoral-level exploration of the practices of societal leadership. Students will examine and deploy practices related to societal leadership. In addition to engaging various biblical texts, philosophical works, and contemporary leadership voices, students will also perform site visits and conduct case studies for the sake of diversity in practices to be relevant across contexts. Students will learn and practice spiritual disciplines for the purpose of societal leadership development.

LEAD - Leadership

LEAD 510 - Introduction to 21st Century Leadership (3)

This course prepares students to articulate a personal, faithful philosophy of Christian leader. Students will evaluate leadership theories for Christian application in order to embody Christlike presence for greater influence in various 21st century contexts.

LEAD 515 - Leadership and Personhood (3)

This course studies the human person from a theological perspective. Emphasis is placed on the practical implications that a Christian conception of personhood has on leadership and followership. The course examines several topics related to personhood from a Christian perspective, including the image of God, bodies, and relationships. It also explores leadership practices that affirm human dignity and shape Christian character.

LEAD 520 - Communication and Leadership (3)

This course will examine the communication skills needed for leaders in Christian non-profit and/or local church contexts. Students will explore multiple communication modalities, evaluate the strengths and weaknesses of several forms of communication, and formulate a personal plan for effective leadership communication.

LEAD 530 - Change Agent (3)

This course explores the sociological, anthropological, and historical models of culture change. It also addresses the role and responsibility of the student as a change agent in his/her ministry context.

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 542 - Modeling and Teaching Personal Finance (3)

During this course students will develop a biblical perspective on financial stewardship and decision making for application in their personal lives and for teaching in their ministry contexts. Students will explore biblical teachings related to stewardship, giving, saving, debt, and spending. Students will assess their existing financial status, learn a process for making decisions, and develop a personal financial plan for spending, giving, and saving.

LEAD 545 - Strategic Leadership and Management (3)

This course is a strengths-based approach to strategic leadership and management, with parallel assignments for both para-church and church leaders. Students will identify their own leadership strengths, learn how to develop leadership strengths in others, and learn how to meet the needs of followers. The course also develops strategic management expertise through meeting needs, diversifying and uniting, as well as innovating and adapting.

LEAD 550 - Intergenerational Leadership (3)

This course addresses appropriate leadership to all generations present in the Christian non-profit and/or local church context. The course examines the different generations' needs, strengths and challenges, values, influencers, and expectations. The course content asks in light of these insights, what are the appropriate leadership responses, how can generations connect across generations and intergenerationally, and how are core and peripheral values determined and conveyed so as to embrace all generations?

LEAD 558 - Missional Growth and Multiplication (3)

This course is a comprehensive and integrative approach to organizational growth and diversification that participates in the missio Dei. Students will research, compare, and synthesize a strategic plan for expansion and diversification of their organization from varying multiplication models including (but not limited to): birthing a new organization (e.g. new church plants, non-profit start-ups), ministering to new or emerging cultures (e.g. multi-ethnic or multi-site approaches), and/or relocation to new geographies (e.g. satellite campuses or partnerships). The course includes biblical and theological foundation/boundaries for multiplication as well the tools required to grow and diversify an organization's missional impact. This course also allows the student to further customize their learning experience by choosing from three different tracks (Non-profit Leadership, Church Leadership, and Church Planting), which allows crosspollination of ideas and strategies from three closely related fields.

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 565 - Emerging Trends in Church Multiplication (3)

This course will help the student explore various options in church multiplication including, but not limited to, church planting, adding worship services, developing campuses, creating multi-ethnic churches, and adding venues. This course will assist the student in analyzing his or her particular ministry context and developing a multiplication plan that is tailored to his or her unique ministry. The outcomes will include a plan for ministry multiplication for a specific ministry. Conference costs are additional.

LEAD 520ES - Communication and Leadership (3)

This course will examine the communication skills needed for leaders in Christian non-profit and/or local church contexts. Students will explore multiple communication modalities, evaluate the strengths and weaknesses of several forms of communication, and formulate a personal plan for effective leadership communication.

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

LEAD 711 - Leadership Seminar 1: Foundations of Urban, Rural, and Suburban Leadership (5)

This course is the first in the Doctor of Ministry degree sequence in Leadership. Its purpose is to launch the student into the specific topic of the DMin sequence. Ministry seminars typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LEAD 712 - Leadership Seminar 2: Foundations of Small and Large Ministry Leadership (5)

This course is the second in the Doctor of Ministry degree sequence in Leadership in the first year of the program. It extends exposure to the specific focus of the DMin sequence with a special view to identifying a focus topic. Ministry seminars

typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LEAD 713 - Leadership Seminar 3: Foundations of Wesley's Leadership (5)

This course is the third in the Doctor of Ministry degree sequence in Leadership, taken in the second year of the program. It continues the specific focus of the DMin sequence. Ministry seminars typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LEAD 714 - Leadership Seminar 4: Foundations of Multiplication and Renewal Leadership (5)

This course is the fourth in the Doctor of Ministry degree sequence in Leadership, taken in the second year of the program. It continues the specific focus of the DMin sequence with a special view to identifying literature appropriate to the student's focus topic. Ministry seminars typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LEAD 715 - Leadership Seminar 5: Foundations of Multi-Cultural and Multi-Ethnic Leadership (5)

This course is the fifth in the Doctor of Ministry degree sequence in Leadership, taken in the third year of the program. It continues the specific focus of the DMin sequence. Ministry seminars typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LEAD 716 - Leadership Seminar 6: Foundations of a Leadership Specialty (5)

This course is the sixth and final content course in the Doctor of Ministry degree sequence in Leadership, taken in the third year of the program. It brings the specific focus of the DMin sequence to completion with a special view to future research on the topic. Ministry seminars typically include both spiritually formative and integrative elements (Bible, theology, church history, praxis theory). It is usually offered as a one week intensive at a site appropriate to the specialized topic.

LFC - Career Exploration and Personal Development

LFC - Life Calling

LFC 100 - Life Calling: Exploration (1)

This course is the introductory class in a four-part module of Life Calling courses. It will facilitate the initial stages of life calling discovery and equip students to begin to assess and make life decisions based on understanding of industry trends and personal convictions.

LFC 101 - Foundations for College Success (1)

This course is intended to equip students to thrive academically in their college journey. Using a Strengths-based approach, this course will empower students to explore their potential as successful learners in a college environment, identify personalized strategies for success, and build critical connections to campus personnel and resources.

LFC 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.

LFC 200 - Life Calling: Connection (1)

This course is the second module in a four-part series of Life Calling courses. It will facilitate the next stages of life calling discovery and equip students to begin to assess and make life decisions based on understanding of industry trends and personal convictions. Prerequisite: LFC-100 or permission of instructor.

LFC 280 - First Year Transfer Experience (0)

This course focuses on developing new transfer students and properly acquainting them with the culture of Indiana Wesleyan University. Transfer students will explore Life Calling and Liberal Arts in a supportive seminar course designed to ease their transition to the IWU academic community.

LFC 300 - Life Calling: Interaction (1)

This course is the third module in a four-part series of Life Calling courses. It will facilitate the subsequent stages of life calling discovery and equip students to begin to assess and make life decisions based on understanding of industry trends and personal convictions. Prerequisite: LFC-200 or permission of instructor.

LFC 310 - Career Exploration and Personal Development (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.

LFC 315 - Experiential Learning (1 to 3)

In this class students will discover experiential learning opportunities that align with their life calling, engage in meaningful assignments in the local community and the classroom, and learn to thrive by exhibiting gained skills in their personal and professional lives. Through the course, students will learn Kolbs Experiential Learning Model and understand how to utilize reflection in future life experiences. Note: This course serves as an elective credit only and may not serve as a substitute for, or fulfillment of a major requirement course or internship.

LFC 325 - Life Calling Internship (1 to 3)

This course is focused on facilitating and supporting for-credit internship opportunities for students seeking to integrate classroom learning with applied learning in the community. Students will participate in an internship experience and the course concurrently. Students from various academic disciplines will be brought together to process and reflect upon the impact of their internship on their overall understanding of self-directed learning, career exploration, faith integration and professional development. Note: This course serves as an internship credit only, and may not serve as a substitute for, or, in fulfillment of a major required internship.

LFC 400 - Life Calling: Transition (1)

This course is the fourth module in a four-part series of Life Calling courses. It will facilitate the subsequent stages of life calling discovery and equip students to begin to assess and make life decisions based on understanding of industry trends and personal convictions. Prerequisite: LFC-300 or permission of instructor.

LFC 488 - Special Topics in Life Calling (1 to 3)

This course covers one or more special topics in Life Calling and Integrative Learning 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.

LIT - American Literature**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 or theme and requires students to critically examine their own thoughts and 21st century viewpoints. Not open to students with credit in ENG-242.

LIT 243 - American Literature (3)

This course introduces students to the basic skills needed to interpret the meaning of literary texts by understanding how literary forms and devices are used to communicate major themes. (Not open to students with credit in LIT-242, ENG-242 or ENG-243).

LIT 499CC - Council for Christian Colleges (1 to 6)

=and Universities

MAT - Advanced Algebra**MATH - Abstract Algebra****MATH - Mathematics****MATH 501 - Linear Algebra (3)**

This course offers an intermediate treatment of the theory and application of linear algebra. The goal of this course is to provide a framework for applying linear algebra to a variety of mathematical problems. Topics include vector spaces, linear transformations, diagonalization, inner product spaces, Markov Chains, and canonical forms. There is an emphasis on understanding and writing proofs. Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level.

MATH 502 - Abstract Algebra (3)

This course is a study of algebraic structures and major theorems for these. Group theory and ring theory are reviewed and further developments are presented. An introduction to field theory and Galois theory is included. Prerequisites: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level and show evidence of completing an undergraduate course in Abstract Algebra with a minimum grade of "C." Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level.

MATH 503 - Advanced Calculus (3)

This course is an advanced multivariate treatment of calculus for the mature student of mathematics. Course content will include advanced treatment of differentiation and integration as well as advanced topics including Fourier Series and special functions. Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level

MATH 504 - Real Analysis (3)

This course offers a rigorous study of the real numbers and associated functions in order to deepen students' understanding of calculus and raise their ability to effectively formulate and communicate mathematics. It reviews concepts of real-valued functions defined on the real line and proceeds to extend these results as applicable to complex valued functions and metric spaces. It also includes a rigorous examination of properties of some important special functions. Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level

MATH 505 - Statistical Methods I (3)

This applied statistics course presents a variety of statistical topics in the context of real world data. The goal of this course is to demonstrate the broad applicability of advanced statistical techniques. Topics include probability, inferences for one and two sample means, inferences for more than two sample means, inferences for one and two sample proportions, multiple-comparison procedures, and nonparametric methods. Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level

MATH 506 - Modern Geometry (3)

This course offers a critical presentation of the development and philosophical significance of non-Euclidean geometry. The goal of this course is to advance understanding of Euclidean and non-Euclidean geometries, through analytic methods and

critical thinking. Prerequisite: A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level

MAT - Math

MAT 100 - Analysis of Data & Research (3)

An introduction to a variety of 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 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 basic statistics and problems that relate to human flourishing in different contexts. 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: Satisfaction of the mathematics preparatory requirement.

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 skills-driven course will enable students to use mathematical language and models to describe real world mathematical relationships. Students will become familiar with equations and inequalities, functions and graphs, polynomial functions, systems of equations and inequalities, and exponential functions. Students will become competent with technical tools used to visualize algebraic relationships. Prerequisite: MAT-109 with a grade of "C" or higher.

MAT 118 - Quantitative Reasoning (3)

The focus of this course is the development of quantitative reasoning skills and critical thinking skills. Students will have opportunities to apply mathematical, proportional, geometric, and statistical reasoning to various real world situations. Topics include algebraic expressions, linear equations and inequalities, proportions, probability, and descriptive statistics.

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: Satisfaction of the mathematics preparatory requirement.

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 Division Chair.

MAT 109ES - 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 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: Satisfaction of the mathematics preparatory requirement. 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 231 - Mathematics for Middle School Teachers (3)

A course for future teachers of middle school mathematics. Emphasizes problem solving and technology usage in geometry and measurement, discrete probability, and other selected topics. Open only to Elementary Education majors and Mathematics Education majors; Prerequisite: Sophomore standing or above.

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.

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 282 - Transition to Advanced Mathematics (4)

A course to develop students' ability in mathematical reasoning by applying logic and set concepts to problems in probability, functions and relations, number theory, and geometry. In addition, it is to increase background knowledge in these content areas in preparation for subsequent advanced courses. Intensive practice in reading and writing mathematics and constructing mathematical proofs. Prerequisite: MAT-253; Prerequisite or corequisite: MAT-223.

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 points, parallel and perpendicular lines, angles, triangles, and area.

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 Division Chair.

MAT 253TU - 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.

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; nonparametric procedures; and time series. Prerequisite: BUS-320, MAT-204 or MAT-305.

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: RSATM 500 or above or ACT 20 or above or MAT-112 or MAT-204.

MAT 322 - Mathematical Modeling I (3)

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 and statistical techniques, such as curve-fitting and optimization, and Monte Carlo methods, are included on an as-needed basis. Various software packages and lab experiments are also incorporated. Prerequisite: MAT-130 or MAT-253.

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 (3)

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-282 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-282.

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 (4)

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 and MAT-282.

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 Division Chair.

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 404 - Introduction to Statistical Learning With R (3)

An introduction to Statistical Learning with extensive applications with the R programming language. Emphasis on various types of statistical models including Linear and Nonlinear Regression, Regression Trees, Clustering, Classification Trees, and Random Forests. An exploration of advanced techniques including Regularization (Ridge and Lasso), K-Nearest Neighbor, and Principal Component Analysis. Finally, an introduction to model evaluation including Cross-Validation and the Bias-Variance Trade-Off. This course helps to prepare students for the examination "Statistics for Risk Modeling" in the Actuarial Profession. Prerequisites: MAT-322 and one of MAT-363 or MAT-204

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.

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 and MAT-282.

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 and MAT-282.

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 and MAT-282.

MAT 475 - Independent Learning-Mathematics (1 to 3)

Individually arranged reading, problem solving, or research in higher mathematics or statistics. Prerequisite: Permission of Division Chair.

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-282.

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 Division Chair.

MDIV - Christian Proclamation**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, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the M.Ed. program.

MED - Orientation to the Master of Education Program

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MGMT - Applied Doctoral Program Evaluation and Assessment - Management

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 501 - Foundations of Graduate Business (3)

Students in this course will review the foundational knowledge of graduate business and evaluate conceptual frameworks dealing with virtuous business, critical thinking, and faith integration. An emphasis is placed on developing the critical thinking skills and enhanced cultural awareness needed for the global marketplace. An emphasis is placed on the competencies and personal behaviors needed to deliver projects on-time and on-budget. Students will also develop an appreciation for stewardship, a life purpose statement, and a lifelong personal development plan.

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 individual and organizational behavior in a diverse global environment. Students will apply a biblical worldview and ethical framework to concepts of organizational behavior on topics that include diversity, attitudes and behavior, personality, perception, motivation, job design, work teams, groups, leadership, communication, organizational structure and culture, change, emotions and moods, and human resource practices.

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 consideration of cultural and ethnicity differences as means for creating value and ensuring sustainable organizational success. Students will develop and evaluate a virtuous business framework that is tailored for specific industry and organization situations.

MGMT 528 - Global Management (3)

Students will examine the theoretical concepts of business globalization and their impact on culture. The ways culture influences global alliances and acquisition will be addressed. Students will defend multicultural competency as a necessary skill for managerial success. Cultural differences and how they impact business decision making and strategic planning will be analyzed. Students will articulate the importance of integrating a Christian worldview within global business practice.

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. Students will also evaluate their personal leadership capabilities and design a plan for self-improvement and continual growth.

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.

MGMT 730 - Negotiation and Conflict Management (4)

In this course, students will evaluate new applications in communications and conflict management theory and their impact on business problems. Students will diagnose cultural components of specific conflict management situations occurring within a global environment and integrate a personal philosophy of reconciliation with conflict management resolution based upon the Virtuous Business Model.

MGMT 731 - Organizational Development (4)

In this course, students will evaluate the organizational development aspects of business problems and recommend solutions. Students will diagnose organizational culture and its impact upon the organization's success. Students will evaluate cultural transformation strategies and their impact on organizational development and will integrate the Virtuous Business Model into all parts of organizational development.

MGMT 732 - Innovation and Change Management (4)

In this course, students will evaluate change management strategies for use in the global workplace and assess factors influencing the development of a culture of innovation. Students will develop a personal change management framework informed by the Virtuous Business Model, evaluate new applications of theory and changes in present practice and their impact on change management problems, and create change management plans to address organizational issues.

MGMT 733 - Vision and Virtue: Keys to Strategic Planning (4)

In this course, students design strategic organizational plans aligned with the organization's virtues, values, and resources that are responsive to the external environment and consistent with the Virtuous Business Model. Students will assess leadership

and management change theories for consistency with the Virtual Business Model. Students will assess emerging changes in an organization's external environment and communicate a clear strategic vision.

MGMT 790 - Applied Doctoral Program Evaluation and Assessment - Management (4)

This is the culminating course of the DBA program in which students will defend their doctoral project. Students in this course will integrate forward-thinking virtuous leadership into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and design solutions to management problems using new applications of theory or changes in present accounting standards. Students will synthesize advanced research in education, consulting, or business leadership into their doctoral practice in order to apply management knowledge in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives. Prerequisite: Completion of all other required courses.

MGT - Analysis and Decision-Making

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 430 - Management Perspectives (3)

The student will compare and contrast leadership versus management concepts while identifying necessary skills required for successful careers as managers in any business discipline. Through evaluating the four main functions of management used at levels of management from front-line to chief executive officer, the student learns to recognize the relationship of ethics, biblical worldview, and social responsibility to management decision making.

MGT 432 - Organizational Behavior (3)

This course provides students the opportunity to evaluate the global, cultural, interdisciplinary, and diversity influences on organizational behavior. Organizational practices such as learning, performance management, and motivation practices will be compared and addressed. The organizational structure and design along with sources of organizational power and behavior will be analyzed and evaluated. A communication model designed to fit the needs of an organization's change initiative will be developed. Students will apply a biblical worldview to organizational 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 the student's practical experience for the purpose of solving a management problem of special significance to the student. Prerequisite: Successful completion of all management core courses

MGT 499CC - Contemporary Music Center (3)

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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.)

MHNP - Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner

MHNP - Mental Health Nursing Pract

MHNP 513 - Introduction to Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner (1)

This course establishes the process by which students will demonstrate the outcomes of the Master of Science in Nursing program Psychiatric Mental Health Nurse Practitioner track. Students begin a professional portfolio to document role development throughout the graduate program and career. Portfolio artifacts link program knowledge, skills, and attitudes to the achievement of professional competencies and learning outcomes as well as the critical thinking and evidence-based practice that will enable them to become agents of change in advanced nursing and interprofessional practice. This course includes an onsite intensive.

MHNP 620 - Neuro-Psychopharmacology (2)

This course provides a focused study of the assessment and prescribing parameters of pharmacologic interventions commonly used to manage neurobiopathology.

MHNP 622 - Diagnostic Reasoning (2)

This course explores how the Psychiatric Mental Health Nurse Practitioner applies clinical judgment to inform practice. Emphasis is on processing client information in a systematic manner.

MHNP 630 - Psychotherapeutic Modalities Across The Lifespan I (5)

Application of theory to the psychiatric mental health nurse practitioner practice. Practicum experiences develop advanced practice nursing skills. Topics explored include health promotion, disease prevention, advocacy, and education of individual patients. (150 practicum hours required)

MHNP 640 - Psychotherapeutic Modalities Across the Lifespan II (5)

Designed to strengthen development as a psychiatric mental health nurse practitioner. Practicum experiences guide the student's application of services in a variety of settings. Students incorporate additional strategies for coordinating interprofessional care, expanding their repertoire of modalities, including family and group therapies. (150 practicum hours required)

MHNP 650 - Psychotherapeutic Modalities Across the Lifespan III (5)

This course requires the student to demonstrate the ability to function as a Psychiatric Mental Health Nurse Practitioner. Practicum experiences guide the student to refine skills in assessing, diagnosing, and prescribing interventions for diverse clients with multiple conditions. (150 practicum hours required)

MHNP 652 - Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner (4)

This course enhances the knowledge and skills necessary to perform health assessment across the lifespan with emphasis on the assessment and evaluation of symptom sets associated with psychiatric mental health conditions. (75 practicum hours required)

MHNP 693 - Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner (1)

Students demonstrate achievement of the Psychiatric Mental Health Nurse Practitioner outcomes. Students engage in interprofessional simulations and other methodologies designed to demonstrate the knowledge, dispositions, and skills required to be effective in advanced nursing practice. (Onsite intensive and 35 practicum hours required)

MIN - Adolescent Development and Family Systems in Youth Ministry

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 111ES - 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. Este curso provee un análisis del proceso de enseñanzaaprendizaje. Incorpora métodos de educación contemporáneos con el ministerio de enseñanza de Jesús. Incluye información de las ciencias sociales e implicaciones para desarrollar enfoque bíblico, estrategia y estilo como profesor.

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 280 - Preaching Jonah (3)

The course introduces the principles of constructing and presenting sermons and/or teaching lessons. Students will apply Inductive Bible Study skills with a focus on the Old Testament book of Jonah. Students will craft a message focused to a particular audience. Issues for the ministry of the communicator of the gospel will be considered. Prerequisite: BIL-202

MIN 215ES - 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 in a sermon. The students will analyze the biblical text (using the tools learned earlier in hermeneutics and exegesis courses), 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 (Prerequisite BIL200). Los estudiantes aprenderán cómo crear un mensaje expositivo, siguiendo el proceso desde la exégesis hasta la comunicación del mensaje en un sermón. Analizarán el texto bíblico (utilizando las herramientas aprendidas anteriormente en los cursos de hermenéutica y exégesis bíblica), extraerán las ideas principales y las pondrán en forma de esquema homilético. También presentarán evidencia de su conocimiento de este proceso mediante la preparación de un sermón escrito (Prerequisite: BIL-200).

MIN 268ES - 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 270ES - 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 missions, 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 310ES - 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 365ES - 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 378ES - 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 techniques 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 and Advanced Homiletics (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 410ES - 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 458ES - 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 460ES - 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 464ES - 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 468ES - 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 470ES - 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 480ES - 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 598 - Capstone (3)

This course completes the Master of Arts in Ministry 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: all courses in the Master of Arts curriculum

MIN 584ES - 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 597ES - 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 598ES - Capstone (3)

This course completes the Master of Arts in Ministry 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: all courses in the Master of Arts curriculum

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 615 - Directed Study in Ministry (1 to 3)

This course involves a directed study arranged between a faculty member and a student on a special topic of interest related to ministry, whether theoretical or practical. Unlike independent study, directed study involves regular, usually weekly, interaction of a substantive nature between faculty and student. Repeatable for up to 6 credits.

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 - Integration Capstone (3)

This course completes the Master of Practical Theology or the Master of the Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministry portfolio, and the creation of the a multi-year plan for future ministry and personal development. Prerequisite: Completion of all degree course requirements

MIN 701 - Statement of the Problem (2)

This course facilitates the conceptualization and formulation of a specific problem focus related to the general topic of the DMin cohort. It lays the groundwork for the first chapter of the Project Proposal and thus the eventual Project.

MIN 702 - Literature Review (2)

This course develops skills in critically analyzing and reviewing bodies of literature in relation to a specific topic and provides a framework for the student to extend his or her knowledge of their specific problem. The groundwork is laid for the second chapter of the Project Proposal and thus the eventual Project.

MIN 703 - Methods of Research (2)

This course overviews various qualitative and quantitative methods used to do research on a focused topic related to ministry. The groundwork is laid for the third and final chapter of the Project Proposal and thus the third chapter of the eventual Project.

MIN 800 - Ministry Project 1 (1)

This course launches the Project phase of the Doctor of Ministry degree at the beginning of the fourth year. Although work on the Project is done one-on-one with the Project Advisor, this course provides a space for fourth year DMin students to share concerns and questions, as well as to motivate each other forward in the Project. By the end of this time, the ideal student will have his or her Project Proposal approved and will have implemented the specific research involved in the Project.

MIN 801 - Ministry Project 2 (1)

This course continues the Project phase of the Doctor of Ministry degree in the second half of the fourth year. Although work on the Project is done one-on-one with the Project Advisor, this course provides a space for fourth year DMin students to share concerns and questions, as well as to motivate each other forward toward completion of the Project. During this time, the ideal student would finish analyzing research data and complete a first draft of the Project.

MIN 802 - Project Continuation (1)

This course provides a space for students in a fifth, sixth, or seventh year to continue progress toward the completion of a Project. Although work on the Project is done one-on-one with the Project Advisor, this course provides a space for fourth year DMin students to share concerns and questions, as well as to motivate each other forward toward completion of the Project.

MISS-Core-the-Calling-Character-and-Competency-of-a-Church-Multiplier

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 510 - Cultural Anthropology (3)

This course employs principles from anthropology and sociology to help students gain insights for ministry in diverse cultural settings. Students will learn basic theories and methods for examining cultures by employing investigative principles from anthropology and sociology. The course aims to equip students to critically analyze the socio-cultural contexts of their ministry contexts. Students will acquire context-oriented understandings and skills that will inform their ministry strategies and practices. This course further explores the student's cultural perceptions of self and others. Insights gained from the study of cultures, anthropological and sociological theories and methods will enable students to evaluate and propose solutions to practical mission and ministry problems.

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 530 - Cultivate: Preparing Leaders to Plant Churches (6)

This course is designed to develop the core competencies essential to effectively starting a new church. Through the use of application-based learning modules, students will develop a contextualized strategy for reaching a specific community through church planting efforts. Theoretical and practical facets of church planting will be explored and analyzed as students focus on customizing strategies for their unique ministry context. In addition to the learning modules, students will be partnered with a personal coach and supervisor, committed to guiding the student through the early stages of their church planting process.

MISS 540 - Evangelism in Context (3)

This course introduces the student to the fundamental nature of the gospel, as well as to the fundamental dynamics of proclaiming it in multiple contexts. Accordingly, it analyzes the dynamics of culture and in that light strategizes about how best to present the gospel in local, cross-cultural, and global contexts.

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 599T - Missions Transfer (3)

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 552ES - 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 553ES - 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 554ES - 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 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 - Advertising and Promotion

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 220 - Introduction to Marketing (3)

Students will describe the role of marketing in an organization's decision-making processes and explain methods of environmental scanning, as well as ways to target markets. Students will explain the marketing mix variables as they relate to marketing decision-making and describe the use of models of consumer behavior in marketing, all within a biblical framework.

MKG 340 - Advertising to Generations (3)

Marketing is a quickly changing discipline. Technology has radically changed the way a company reaches their customer. In this course, the student will explain the characteristics and consumer behaviors of the five current generations in the marketplace. By comparison and contrast of the characteristics and consumer behaviors of these five generations, the student will describe the effect each generation has on marketing strategy. In addition, the student will analyze the ethical implications of marketing to each generation in the marketplace from a biblical worldview. Prerequisite: MKG-421

MKG 345 - Non-Profit Marketing (3)

Using a biblical framework to measure success of mission and goals of non-profit organizations, the student will evaluate competitive advantages and core competencies of these organizations. All elements of the marketing mix as it relates to non-profit organizations will be studied through comparison and contrast of these elements. A thorough study of fundraising and donor development strategies will be completed by the student. By appraising governance mechanisms of non-profit organizations, the student will be able to identify how public relations strategies are used by non-profit organizations.

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 350 - Information Technology for Marketers (3)

The students will explore PC to enterprise level computer hardware, software, and databases used to make marketing decisions and create e-commerce solutions. By surveying rapidly changing customer service management in a digital environment from a biblical perspective, the student will learn best practices and information technology systems marketers use to establish customer life cycle processes and enterprise level marketing applications. The student will also evaluate marketing leadership careers and their relationship to information systems.

MKG 351 - Statistics for Marketers (3)

The student will compare and contrast numerical descriptive statistics used to make marketing decisions. By describing data used for market decision making, the student will learn how to organize and visualize market data used in business presentations for maximum audience impact.

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 358 - Digital Promotions (3)

The rapid fluctuation of strategies for promoting products to consumers may create havoc for the marketer. In this class, the student will build a foundation on promotions by describing the evolution of promotional activity, its effect on marketing strategy, and demonstration of promotional ROI measurement. In addition, the student will explain the selling process and determine the types of promotions used to develop long term relationships with consumers. The student will also evaluate the

use and effectiveness of sponsorships, public relations, trade fairs, and exhibitions. Moreover, the students will discuss regulatory and ethical environments of promotions from a biblical worldview. Prerequisite: MKG-421

MKG 361 - Social Media and Consumer Behavior (3)

As the consumer profile is rapidly changing, the student will identify current and future consumer behavior trends in relationship to social media. By using a biblical framework to determine social media engagement strategies, the student will appraise social engagement success in relationship to company mission and goals. A thorough evaluation of social media as it relates to generational differences will be included as cultural, social, psychological, and individual factors of consumer behavior in relationship to social media are explained. In addition, the student will compare and contrast platforms used for social engagement using social media.

MKG 363 - Social Networking in Business Strategy (3)

Using a biblical framework to evaluate social networking business strategies, students will explain the impact of using social media and social networking in marketing strategy, business strategy, and society. The students will evaluate social networking platforms use for reaching company goals. By using comparison and contrast, generation differences in social networking will be used to identify current and future trends in social networking. In addition, students will appraise how personal, mobile, and professional social networking contributes to business success.

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 Internship (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)

This course is an in-depth study of market research ranging from its role in decision-making to process and design to analysis and reporting. Multiple research methods will be reviewed and evaluated through application questions, exercises and case studies. Special emphasis will be placed on sampling, questionnaire design, and applying statistics in quantitative research. Ethical issues and considerations will be addressed during the course. Prerequisite: residential students - MKG-210 and admission to the CAS Business Division or permission of the instructor; IWU-National and Global students - MKG-421 or equivalent foundational marketing course and MKG-351 or equivalent entry level statistics course

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 386CC - Council of Christian Colleges and Universities (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 421 - Foundations of Marketing (3)

Students will evaluate the relationship of the rapidly changing market environment to ethical and legal marketing decisions using a biblical framework. Students will identify the target market and effective market strategies using market 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.

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 430 - Marketing for Government Funded Organizations (3)

With a thorough understanding of the differences between government funded and non-government funded organizations, the student will use a biblical framework to evaluate the image strategies for government funded organizations. The student will evaluate governance structures of government funded organizations in relationship to political interactions, partnerships and marketing. By comparing and contrasting the elements of the marketing mix for government funded organizations, measures of success and competitive advantage for these organization will be identified. In addition, grant and contract funding sources necessary for mission and goal fulfillment are appraised.

MKG 435 - Digital Branding (3)

Brand is an often misused and confusing word to the consumer. In this course, effective brand management will be studied by defining the foundational concepts of brand, brand loyalty, equity, and brand value. By analyzing the connection between the concepts of localization, personalization, and globalization in brand management, the student will be able to analyze the effects of digital integrated marketing communications on brand strategies. In addition, the student will demonstrate use of the brand business scorecard and data analytics to develop and manage brands. Using a biblical worldview, the student will evaluate how trust affects brand leadership and management. Prerequisite: MKG-421

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 450 - Foundations of Marketing Analytics (3)

In a rapidly changing marketing environment, the student will examine terminology, trends, importance, and effectiveness of marketing analytics. By explaining measurement variables used in marketing analytics, the student will learn to establish customer behavior patterns that drive marketing decisions. A survey of analytics tools used to interpret market analytical data will be conducted to lay the foundation for using marketing analytics to drive effective marketing decisions from a culturally diverse and biblical perspective.

MKG 452 - Social Publishing Strategies (3)

Using a biblical framework to determine social media content and publishing strategies, the student will evaluate social publishing platforms for use in reaching company goals. With the rapid expansion of social publishing modalities, the student will analyze audio, visual, and written publishing methods and strategies. Social publishing strategies will be studied through comparison and contrast of traditional and social forms of media. In addition, the student will identify current and future trends in social media publishing.

MKG 460 - Predictive Marketing Analytics (3)

The student will explain the sources, organization, management, and access of market data from a biblical and culturally diverse perspective. Market data using models and tools used in predictive analytics, including commercial and open source technology, will be analyzed by the student. The student will learn to apply market data results to communicate customer and competitive intelligence to teams and senior management.

MKG 462 - Social Commerce (3)

Using a biblical framework to analyze social commerce strategies, students will identify current and future selling trends using social commerce. With a thorough study of the intersection between e-commerce and social media, students will appraise multiple social commerce strategies needed to reach company goals. Social commerce platforms will be evaluated and include comparison and contrast of payment processing platforms in relation to social commerce.

MKG 465 - Digital Advertising (3)

Advertising has seen enormous transitions by the use of technology. To build a foundation in digital advertising, the student will discuss the evolution of digital advertising and its role in the marketing mix of an organization. In addition, the student will

demonstrate the strategic and creative process for selection, creation, and production of digital advertising. The student will also analyze how the concept of integrated marketing communications and digital advertising intersect to develop consumer relationships. Moreover, the student will explain the economic, social, and regulatory aspects of advertising from an ethical and biblical worldview. Prerequisite: MKG-421

MKG 470 - Data Mining for Marketers (3)

The student will define terminology related to data mining and the use of data to make customer centric business decisions. Through developing a working knowledge of database management, the student will explore marketing applications of data-driven marketing tools for use in making marketing business decisions. By illustrating the processes used to select, model, and deploy data, the student will learn to implement data driven marketing programs. Privacy concerns and ethics of working with customer data from a biblical worldview is presented.

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.

MKG 475CC - Contemporary Music Center (3)

MKTG - Marketing

MKTG 530 - Marketing Management (3)

Students in this course will create product development strategies and market demand estimates from an assessment of market structure, as well as internal and external marketing environments. Students will articulate models for product differentiation and positioning within the market; determine pricing strategies, price setting methods, distribution channels, and key channel members; and analyze the effectiveness of emerging promotional strategies. Students will develop a biblically based ethical framework to govern marketing strategies and tactics.

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.

MKTG - Marketing Management

MLT - Medical Laboratory Technology

MLT 450 - Medical Technology Clinical Experience (1 to 16)

MLT 451 - Medical Technology Clinic Experience II (1 to 16)

MNG - Comparative Management Styles

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 Internship (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 (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.

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 488 - Special Topics in Management (1 to 3)

This course covers one or more special topics in Management 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.

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 - Ethical Challenges of Leadership

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) Prerequisite: MOL-500, MOL-505

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) Prerequisite: MOL-515, MOL-520, MOL-510A

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-525, MOL-530, MOL-510B

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-535, MOL-540, MOL-510C

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. Prerequisites: MOL-500 and MOL-505

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. Prerequisites: MOL-515 and MOL-520

MOL 530 - Organizational Learning and Change (3)

This course examines the theory and practice of organizational change and organizational learning. It considers how these theories can be put into practice to implement organizational transformation. Prerequisites: MOL-515 and MOL-520

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. Prerequisites: MOL-525 and MOL-530

MOL 540 - Research and Evaluation Methods for Leaders (3)

This course examines techniques for conducting research in an organizational setting. It prepares the students to investigate and solve problems within an organization through the use of data to inform decision-making, interventions, and change initiatives. Prerequisites: MOL-525 and MOL-530

MOL 550 - Organizational Leadership in a Global Context (3)

This course explores the practice of global and cross-cultural leadership. The course will consider how cultural dimensions and other cultural factors influence interpersonal relationships between leaders, followers, and their organizations. Students will gain insights into effective leadership competencies in the global environment as the complexities of organizational leadership are vastly multiplied when cultural variables are introduced. This course will build upon prior learning in the MAOL program to build multi-disciplinary skills and competencies for students as they lead others who possess different values and customs. Prerequisite: MOL-535

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.

MOL 575 - Leadership Capstone (3)

This course is the capstone for the Master of Arts in Organizational Leadership, building on the themes and leadership theories covered in the program. The student completes a comprehensive literature review to gain an in-depth understanding of the possible solutions to a leadership problem identified in a selected organization or community. Recommendations are developed based on the application of leadership theories and insights synthesized from the scholarly sources. Prerequisite: MOL-540

MOL 500ES - 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 500FR - 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 520ES - 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 520FR - 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.

MPH - Advanced Epidemiology

MPH - Public Health

MPH 100 - MPH Student Orientation

Course used to facilitate MPH orientation.

MPH 510 - Social and Behavioral Aspects of Health (3)

This course focuses on the social and behavioral sciences that are essential for understanding health behaviors and for developing effective health promotion interventions. Students will learn about the social, behavioral, and cultural determinants of health to design, implement, and evaluate health behavior change interventions. This course provides an overview of the key theories and models used to predict behavioral health and individual health-related decision making. The models of behavior changes and social network theories are also discussed. Prerequisites: MPH-540

MPH 520 - Global Health (3)

This course examines major global health challenges, programs, and policies to improve health at the global level in resource-constrained and marginalized communities. The course begins with an introduction to the language of global health: the burden of disease, epidemiology, cost-effectiveness, and health systems. The students analyze current and emerging global health priorities and factors that result in health inequity around the world. The course incorporates 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 courses 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 540 - Foundations in Public Health Practice (3)

This is a core course for graduate students in the IWU-Public Health Program (MPH). This course will focus on addressing the core competencies and basic principles, structures, and practices in public health. The course introduces the MPH students to the rationale, history, and development of public health in the United States.

MPH 560 - Epidemiology in Public Health (3)

This is a core course for graduate students in the IWU-Public Health program. The course covers basic epidemiological concepts and methods, and demonstrates how these can be applied to improve population health. The course focuses on basic epidemiological definitions, measures of disease occurrence, and epidemiological study designs. Practical skills for public health practice, including calculation of rates, estimation of risks, and evaluation of public health screening programs, surveillance systems, and field investigations. Students will also learn about applications of epidemiologic principles to infectious diseases and chronic diseases, identifying sources of data, and how to interpret published epidemiological literature.

MPH 565 - Research Methods I (3)

This first of a two-part course sequence includes instruction on techniques for quantitative and qualitative research methodology utilized in public health, critical analysis of published research, and ethical research considerations and practices. Emphasis is placed on the development of scholarly information literacy competencies. Students develop applicable skills to evaluate, synthesize, and apply public health core knowledge in such a way as to create effective projects and/or protocols that are culturally inclusive and community-centered. Prerequisites: MPH-560, MPH-510, IPE-545, and MPH-620.

MPH 570 - Environmental Health (3)

This course provides an overview of the technical skills necessary for the development, implementation, and evaluation of practices that identify, prevent, and minimize the adverse impact of environmental and occupational hazards on human health. Students learn about assessment and control of environmental and occupational exposures, effects of these exposures on human health, principles of toxicology, and environmental regulations and policies. Prerequisites: MPH-540, MPH-560 and IPE-545

MPH 605 - Research Methods II (3)

This second of a two-part course sequence includes instruction on techniques for quantitative and qualitative research methodology use in the public health science field. Students will develop applicable skills to critically analyze published research, and ethical research consideration and practices. The development of Institutional Review Board (IRB) and capstone project proposals for a public health scholarly study is emphasized. Prerequisite: MPH-565

MPH 610 - Public Health Practicum (3)

The Public Health Practicum is a supervised practice experience in which MPH students perform assigned tasks under the supervision of a professional mentor to address real-world national public health objectives. These tasks must represent work that is of value to the preceptor's organization. The Host Organization may be a state or local public health department, another government agency that is engaged in public health tasks, a non-profit community service organization, or a hospital or other healthcare agency so long as that agency is engaged in public health endeavors and not exclusively in patient care. Prerequisite: MPH students will be eligible to enroll in MPH-610 Public Health Practicum after successfully completing four out of the five MPH core courses: MPH-560, MPH-510, IPE-545, MPH-570, and MPH-620

MPH 615 - Health Policy (3)

This course provides an overview of public policy interventions within the various domains of public health, the motivations for undertaking them, and the influence of the political and social environments in which policy decisions are made. Students examine the development, implementation, and evaluation of healthcare policies and law and their impact on the delivery of health services and the promise of public health. The students learn about healthcare policy foundations and social justice frameworks that apprise the understanding of the determinants of disparities in population health and healthcare systems.

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 inter-organizational arrangements, health policies, and future solutions. This course also provides a general overview of leadership, management, and organizational principles in the healthcare sector. Through readings, case studies, online discussion boards, written assignments, and problem-based learning, students learn the basic principles and skills needed to lead and manage a healthcare organization.

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 635 - Research Methods (3)

This course includes instruction on techniques for quantitative and qualitative research methodology utilized in public health, critical analysis of published research, and ethical research considerations and practices. Emphasis is placed on the development of scholarly information literacy competencies. Students develop applicable skills to evaluate, synthesize, and apply public health core knowledge in such a way as to create effective projects and/or protocols that are culturally inclusive and community-centered. Prerequisites: MPH-560 and IPE-545

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 645 - Healthcare to Diverse Populations (3)

This course examines the health risk factors, prevention challenges, and socio-cultural healthcare approaches creating disparities among diverse populations in the United States. This course addresses practical guidelines for incorporating cultural competencies in public health settings among diverse populations, as recommended by the National Public Health goals to achieve health equity, reduce disparities, and improve population health.

MPH 650 - Health Program Planning, Implementation, and Evaluation (3)

This course promotes competency in strategic program planning, implementation, and evaluation designed to improve community health. The students learn to apply methods of identifying population-based needs for public health interventions, developing programs, and evaluating the effectiveness of these interventions. Through project-based learning approaches, students develop basic skills in program evaluation by integrating knowledge and skills using the CDC's Framework for Program Evaluation in Public Health. Prerequisites: MPH-540, MPH-560, IPE-545, and MPH-620

MPH 690 - Master of Public Health Capstone (1)

The capstone is a scholarly project to demonstrate competency attainment in public health practice. The student will synthesize and integrate knowledge acquired in the MPH coursework and other learning experience and apply theory and principles to public health professional practice. The capstone project addresses a tangible public health problem. Students will demonstrate their mastery of the body of knowledge acquired from MPH program coursework and demonstrate proficiency in the required Public Health core competencies through the applications of theory and principles to "real world" public health issues and concerns. The project is conducted under the supervision of a faculty advisor. Prerequisite: MPH students will be eligible to initiate their capstone project learning experience after successful completion of the following MPH core courses: MPH-560, MPH-510, IPE-545, MPH-570, MPH-620, MPH-565, MPH-605, MPH-610.

MSC - Experimental Developmental Topics**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.

MSL - MA - Sports Leadership**MSL 531 - Sports Leadership Law and Risk Management (3)**

The course examines the legal insights required for effective management of sports and recreational activities while avoiding potential legal problems associated with those activities. Contracts, tort liability, negligence, gender equity, and sports labor relations will be examined as well as right to participate, injury liability, sports organization legal status, risk management, and crisis management. Prerequisites: MOL-525 and MOL-530

MSL 532 - Sports Leadership Finance and Stewardship (3)

This course will prepare leaders within the sports and recreation industries to interpret financial reports and to develop insights that will enable them to make and to participate in strategic decisions. Students will acquire an understanding of the accounting cycle, how financial statements are constructed, and how they can support managerial and leadership decisions. They will interpret financial statements, draw constructive conclusions about the financial health of organizations, and use ratio analysis and other techniques to develop recommendations for corrective or developmental action. Students will evaluate potential sources of external funding and the impact of decisions on a sports and recreation organization's finances. They will apply discounted cash flow principles and techniques to inform capital budgeting and other strategic decisions. Students will also apply principles of biblical stewardship and accounting ethics to financial problems. Prerequisites: MOL-525 and MOL-530

MSL 533 - Sports Leadership Marketing (3)

The course examines the application of marketing concepts to the sports industry, including the idea of sports as both product and market. The course will also analyze techniques for program promotion, fundraising, and developing a comprehensive Public Relations plan. Prerequisites: MSL-531 and MSL-532

MSL 534 - Sports Leadership Facilities and Event Management (3)

The course examines quantity, location, and design standards for various facilities utilized in the sports industry. Issues such as safety, functionality, durability, and maintenance will be examined as well as user comfort, user convenience, crowd management, traffic flow, space relationships, and meeting programmatic and operational objectives. Prerequisites: MSL-531 and MSL-532

MSL - Sports Leadership Facilities and Event Management**MUS - Advanced Conducting****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 102S - Songwriting Lab 1 (2)

Songwriting Lab is a collaborative lab setting in which various songwriters, whether they favor the lyrical or musical discipline, can present their own works and have them evaluated by their peers and instructors. Songwriting Lab will focus on the individual projects of the students/groups of students but will also provide exercises which will help each of the student's progress in the field of songwriting. No prerequisites but strongly encourages that the student take MUS-134 and/or MUS-234 in conjunction with one of the lab sessions.

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.

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. Prerequisite: MUS-111.

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 (2)

Designed for piano majors to increase functional skills on keyboard such as sight reading, harmonization with a variety of accompaniment styles, reading of four-part vocal and instrumental scores, transposition of chord progressions and easy contrapuntal pieces, hymn patriotic song playing with adaptations, and improvisation. Prerequisite or co-requisite: MUS-162.

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 134 - Songwriting 1 (3)

Songwriting 1 studies the foundational elements of what makes a song. The course will examine and implement essential items found within the Songwriting Industry such as "the nerve," "the hook," form, and rhyme scheme. After discovering and breaking these facets in various elements, the students will analyze and identify these facets in various songs of various styles and genres.

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 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-101 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 172 - Early Music Ensemble (0 to 1)

The Early Music Ensemble is comprised of vocalists and instrumentalists who perform music composed before 1800 in an historically-accurate manner in the originally-intended context. Period instruments are used whenever possible. The Early Music Ensemble will perform off campus at local churches periodically throughout the semester. Students intending to enroll must seek approval of the director through a meeting and/or audition. The course meets the minor ensemble requirement for students pursuing a Bachelor of Music.

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.

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. This course may count for up to 2 large ensemble credits for those majoring in guitar. To count these as large ensemble credits, the student must take these during the same school year and must have already passed the Upper Divisional Exam.

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 and Musical Theater (0 to 3)

Opera/Musical Theater is a course designed to give students practical experience in preparing and performing the opera genre or musical theater culminating in the presentation of an opera or musical. Admittance is by audition and approval of the director. This course may be taken for 0-3 credits and 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 149CC - Council for Christian Colleges and Universities (1 to 3)**MUS 183CC - Global Studies Program (0 to 1)****MUS 192CC - Global Studies Program (0 to 1)****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 202S - Songwriting Lab 2 (2)

Songwriting Lab is a collaborative lab setting in which various songwriters, whether they favor the lyrical or musical discipline, can present their own works and have them evaluated by their peers and instructors. Songwriting Lab will focus on the individual projects of the students/groups of students but will also provide exercises which will help each of the student's progress in the field of songwriting. No prerequisites but strongly encourages that the student take MUS-134 and/or MUS-234 in conjunction with one of the lab sessions.

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 209 - Assessment and Evaluation Techniques For Music Therapy (2)

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 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 216 - Western Music Appreciation (3)

Through the study of Western music history and style, students will discover the longstanding aesthetic and cultural value of music. The course expands understanding of the essential elements of music and explores how to appreciate the works of a variety of composers from Medieval times to the present. Prior basic experience with music performance or appreciation is recommended.

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 219 - Music Therapy Practicum I (1)

Music therapy practicum, level 1, provides the first-time practicum student with opportunities to explore the therapeutic process and the dynamics of client-therapist relationships through clinical sessions and observations. The course encourages the development of musical and clinical skills to become a competent music therapist. The course focuses on the application of academic theories, concepts and skills in the clinical setting. Prerequisites: MUS-104, MUS-206 and MUS-207.

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 2 (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.

MUS 230 - Theology of Lyric (2)

Theology of Lyric investigates the theological content found in the text of hymns and worship songs, determining how these lyrics align with Scripture and the various traditional teachings. In taking this class, the student will explore various tenets of the Church and gain an understanding of how to write hymn, worship and poetic texts reflecting these traditions. Students are recommended to take WOR-325 prior to this course.

MUS 234 - Songwriting 2 (3)

Songwriting 2 explores various historical genres or popular songs. In this class, the student will apply the tools developed from Songwriting 1 to analyze the various components that make up songs from categories such as: "pop" music; country music; R-

n-B music; gospel music; worship music; Broadway/theatre music; popular folk song; and children's songs. After studying the facets of each genre, the student will then compose a song within the specific genre. Prerequisite: MUS-134.

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 - Music Ministry Leadership and 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-261.

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. Prerequisite: MUS-285.

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 299 - Musical Theatre Styles (3)

This course is a survey of the history of musical theatre from its beginning to present-day productions.

MUS 254CC - Council for Christian Colleges and Universities (1 to 3)**MUS 285CC - Global Studies Program (2)****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 302S - Songwriting Lab 3 (2)

Songwriting Lab is a collaborative lab setting in which various songwriters, whether they favor the lyrical or musical discipline, can present their own works and have them evaluated by their peers and instructors. Songwriting Lab will focus on the individual projects of the students/groups of students but will also provide exercises which will help each of the student's

progress in the field of songwriting. No prerequisites but strongly encourages that the student take MUS-134 and/or MUS-234 in conjunction with one of the lab sessions.

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 Techniques 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 (2)

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 308 - Psychology of Music (2)

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 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 319 - Music Therapy Practicum II (1)

Music therapy practicum level 2 continues to provide the practicum student with opportunities to explore the therapeutic process and the dynamics of client-therapist relationships through clinical sessions and observations. The course encourages the development of musical and clinical skills to become a competent music therapist. The course focuses on the application of academic theories, concepts and skills in the clinical setting. Prerequisites: MUS-104, MUS-206, and MUS-207.

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 329 - Music Therapy Practicum III (1)

Music therapy practicum, level 3, provides the first-time practicum student with opportunities to explore the therapeutic process and the dynamics of client-therapist relationships through clinical sessions and observations. The course encourages the development of musical and clinical skills to become a competent music therapist. The course focuses on the application of academic theories, concepts and skills in the clinical setting. Prerequisites: MUS-104, MUS-206 and MUS-207.

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 - Music Ministry Philosophy and Practice (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. Offered Spring (every other year).

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 301CC - Global Studies Program (1)**MUS 371CC - Global Studies Program (1 to 3)****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 402S - Songwriting Lab 4 (2)

Songwriting Lab is a collaborative lab setting in which various songwriters, whether they favor the lyrical or musical discipline, can present their own works and have them evaluated by their peers and instructors. Songwriting Lab will focus on the individual projects of the students/groups of students but will also provide exercises which will help each of the student's progress in the field of songwriting. No prerequisites but strongly encourages that the student take MUS-134 and/or MUS-234 in conjunction with one of the lab sessions.

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 (2)

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 419 - Music Therapy Practicum IV (1)

Music therapy practicum, level 4, provides the first-time practicum student with opportunities to explore the therapeutic process and the dynamics of client-therapist relationships through clinical sessions and observations. The course encourages the development of musical and clinical skills to become a competent music therapist. The course focuses on the application of academic theories, concepts and skills in the clinical setting. Prerequisites: MUS-104, MUS-206 and MUS-207.

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. An additional fee per semester is required.

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 455 - Musical Theatre Showcase (2)

Musical Theatre Showcase serves as the capstone course for the BFA in Musical Theatre. This course provides students with the experience of preparing and performing a work or collection of works for industry professionals. This Showcase will contain two performances, one local/regional and one national (Chicago, NYC, etc.). Prerequisite: Successful completion of course requirements for BFA in Musical Theatre leading up to senior year.

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 475CC - Global Studies Program (1 to 4)**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, 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.

NES - Archaeology of Syria-Palestine**NES - Near Eastern Studies****NES 380 - Israel-Palestine (3)**

An interdisciplinary examination of the Israeli-Palestinian conflict. Attention is given to the competing historical, political, and religious narratives concerning the possession of the land. In addition, the religious and political factors that help shape America's foreign policy towards Israel and Palestine will be considered. This course is part of the Summer in the Holy Lands Program.

NES 480 - Archaeology of Syria-Palestine (3)

This class will be held in the modern state of Israel and will require student participation in archaeological field work. While digging, areas of focus will include archaeological techniques and methods, artifact cataloguing, and the analysis of pottery and stratigraphy. Data interpretation at key archaeological sites in the Holy Land will also be evaluated. This course is part of the Summer in the Holy Lands Program. Prerequisite: BIL-101 and BIL-102 or permission of Division.

NRA - Advanced Nursing Management**NRA - Nursing Administration****NRA 513 - Introduction to Professional Development for Advanced Practice in Nursing Administration (1)**

This course establishes the process by which students will demonstrate that they have met the objectives and outcomes of the graduate nursing program and administration track requirements. It will introduce students to the professional roles and expectations of the administrator.

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 Behavior (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 675 - Innovative Strategies for Nurse Leaders (3)

This course will provide innovative strategies to strengthen nursing leadership skills. Interprofessional collaboration, informatics, and professional presence in health care will be the major foci for this course.

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.

NRA 690 - Evidence Based Practice in Nursing Administration I (1)

This course expands on the knowledge gained in GNUR-530. Students demonstrate the scholarship of Evidence Based Practice (EBP) through further identification and analysis of an identified nursing administration problem and subsequent literature review.

NRA 691 - Evidence Based Practice in Nursing Administration II (1)

This course will allow students to expand on the knowledge gained in GNUR-530, and further developed in NRA-690. Students demonstrate the scholarship of Evidence Based Practice (EBP) through further development of methods to collect and analyze evidence based information. Methods used may be case study, critical literature review, or concept analysis.

NRA 692 - Evidence Based Practice in Nursing Administration III (3)

This course is the third in the sequence and further builds upon knowledge gained in GNUR-530, NRA-690, and NRA-691. Students demonstrate the scholarship of Evidence Based Practice (EBP) through knowledge gained and conclusions drawn from collected information. Synthesis of evidence will inform recommendations for further study and best practices in nursing administration.

NRA 693 - Integration of Theory Into Nursing Administration Practice (1)

In this course, students demonstrate achievement of program and administration track outcomes. Students synthesize and evaluate evidence of having acquired the knowledge, dispositions, and skills to be an effective "Agents of Change."

NRE - Advanced Health and Physical Assessment**NRE - Nursing Education****NRE 513 - Introduction to Professional Development for Advanced Practice in Nursing Education (1)**

This course establishes the process by which students will demonstrate that they have met the outcomes of the graduate nursing program and education track requirements. It will introduce students to the professional roles and expectations of nurse educators.

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 662 - Advanced Health and Physical Assessment (3)

This course is designed to provide the graduate level nurse with the advanced knowledge and skills to evaluate the health of a client and to demonstrate the necessary skills to complete the health and physical assessment. Prerequisite: PYC-612 and PYC-614

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 664 - Concepts of Leadership for Nurse Educators (2)

This course emphasizes leadership and management concepts essential for nurse educators across a variety of settings. The student will explore resources and organizational behaviors important to becoming a change agent. Students will identify an area of clinical nursing practice in which they will work with a Master's prepared preceptor to demonstrate in-depth knowledge and expertise as a leader in clinical nursing practice. (35 practicum hours required)

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.

NRE 693 - Integration of Theory Into Nursing Education Practice (1)

In this course, students demonstrate achievement of program and education track outcomes as a novice educator. Students synthesize and evaluate evidence of having acquired the knowledge, dispositions, and skills to be effective "Agents of Change."

NRE 695 - Nursing Education Capstone (4)

This course provides the opportunity to apply acquired knowledge and skills in supervised diverse educational settings. Students will assemble evidence to demonstrate knowledge, dispositions, and skills to become change agents in advanced nursing practice. Includes 140 practicum hours.

NUR - Adult Health I

E0

NUR - Nursing

NUR 127 - History of Nursing in the United States (1)

A historical journey focusing on the development of nursing in the United States.

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 211 - Enhanced Quality Unique Intervention (1)

An individualized comprehensive course designed to equip students with necessary skills for success in the pre-licensure program. This course refines time management, study, critical thinking skills. Components of mentoring, self-efficacy and test taking strategies provide for a comprehensive approach supporting academic success. Prerequisite or co-requisite: NUR-221.

NUR 212 - Spanish for Healthcare Professionals (2)

This course is designed to provide students with a basic understanding of medical Spanish. While basic concepts of the Spanish language will be introduced, this course is not designed to teach the Spanish language, but rather give the student tools to communicate with clients in Spanish while in the healthcare setting.

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 or NUR-253 and NUR-257, and NUR-221L.

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-253 or NUR-257, and NUR-232L.

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 by Pre-licensure Nursing 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 approval by Pre-licensure Nursing.

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: Admission into sophomore nursing studies or approval by Pre-licensure Nursing. 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/Faith Community Nursing (2)

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 317 - Introduction of the Holistic Development of the Nursing Professional (2)

A course designed to equip students with self-care skills, emotional intelligence, and stress management tools to help students holistically manage their lives as they navigate through their nursing education and careers. This course develops, enhances, and explores different aspects of self-care and emotional awareness, to prepare for the nursing career field. Prerequisites: NUR-245, NUR-253, and NUR-257

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 (3)

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 321 - Hope, Suffering, and Human Trafficking (3)

This course will examine ways in which scripture addresses hope and suffering through the lens of human trafficking, thus providing a dynamic model of spiritual transformation. The student will learn to embrace their own brokenness and brokenness in others. This course is relevant to all disciplines.

NUR 322 - Universal Trafficking in Persons (3)

This course will introduce the learner to the multiple components of human trafficking; including definition, causes, and scope of the problem. The learner will identify the various disciplines involved in the human trafficking arena.

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 - Focused Health Assessment of the Well Adult (2)

The purpose of this course is to enhance the knowledge and skills of the practicing nurse in conducting a health assessment of the heart and vascular system, lungs and thorax, musculoskeletal, and neurological systems 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 (3)

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 (3)

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-400.

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 411 - High-Risk Maternal/Newborn Nursing (3)

A simulation based course concentrating on acute and complex maternal and newborn conditions including the care of the high-risk mother and newborn. The course refines, deepens, and extends knowledge of basic maternal and newborn care. Prerequisite or co-requisite: NUR-445.

NUR 415 - Leadership and Management in Nursing (4)

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 421 - Trauma Informed Approaches (3)

This course will explore the concepts of trauma informed approaches and the impact of trauma and retraumatization of the trafficked individual. The uniqueness of trauma informed approaches will be explored as well as the attitudes and perceptions of those interacting with the trafficked population.

NUR 422 - Ethics and Advocacy in Human Trafficking (3)

This course will explore a variety of individual and group advocacy strategies and techniques which may be used to effectively combat human trafficking through the lens of a biblical framework. Cultural values and differences as well as ethical strategies will be considered during the learning experiences. Prerequisite: NUR/IPE-421

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 - Evidence-Based Nursing (4)

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 - Nursing From a Christian Worldview (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.

OTA-Administration-Management-Servant-Leadership-Scholarship-and-Professionalism

OTA - Occupational Therapy Assistant

OTA 110 - Foundations of OT 1: Balance of Performance and Well-Being and Professional Responsibilities (2)

Introduction to occupational performance/occupational deprivation and balance in health and wellness with an emphasis on one's own personal narrative and self-knowledge in a global and multicultural world from a personal and professional perspective. History of OT coinciding with the church and care of the sick and marginalized. Introduction to the foundations of OT practice.

OTA 120 - Foundations of OT II: Models, Theories, Evidenced-Based Practice, and Intraprofessional/Interprofessional Communication (2)

Introduction to evidenced-based practice, documentation, and reimbursement. Occupational therapy role delineation and supervision models further reviewed. Engagement in experiential case studies through intraprofessional and interprofessional experiential learning activities.

OTA 240 - Functional Anatomy/Kinesiology (4)

Identify and apply understanding of skeletal and neuromuscular systems, locating selected bones, bony landmarks, joints, muscle origins/insertions/innervations, and functional applications to occupations and the biomechanics of human motion. Application of ergonomic principles to body mechanics, lifting, and prevention education for OT practitioners and other professionals. Competency in selected assessments and clinical therapeutic applications.

OTA 250 - OT Theory and Concepts (3)

Continuation of introduction to models, theories, frames of reference, and applications in guiding selection of occupations and activities. Exploration of student's own occupational history including values clarification and cultural and spiritual influences and meanings. Development of critical thinking in performing occupation based activity analysis, developing goal-directed activities, modifications, grading, and adapting, and ensuring safety precautions through therapeutic media towards OT goal directed outcomes. Introduction to individual/group teaching-learning processes and building a therapeutic relationship and therapeutic use of self with diverse client populations in socio-cultural appropriate contexts.

OTA 260 - Clinical Reasoning/Occupational Performance Patterns I: Pediatric/ Adolescence Conditions (3)

Introduction to pediatric/adolescent development and health conditions in relation to occupational performance, participation, and holistic well-being. Impact of normal/impaired development on occupational performance. Observation skill development. Introduction to screenings/assessments, evidence-based compensatory/occupation-based intervention strategies. Introduction to feeding and eating performance/interventions, safe positioning/handling techniques, and assistive technologies/systems. Continuation of development of the teaching-learning process and effective interaction through verbal/nonverbal communication. Exploration of the occupational therapy process within the context of legislative policies; health care, education, community and other social systems; and documentation that communicates rationale for reimbursement.

OTA 270 - Clinical Reasoning/Occupational Performance Patterns II: Mental Health Conditions (3)

Continuation of the historical overview of occupational therapy practice and human occupational performance and mental health across the life span. Development of understanding/application of practice models, sound judgement in regards to safety of self/others, response strategies to symptoms/behaviors, support for spiritual and sociocultural client needs in relation to participation and well-being, therapeutic use of self, and therapeutic process in both individual and group intervention. Further exploration of the occupational therapy process within the context of legislative policies and disparity in the receipt of services; varied practice settings, including emerging practice areas; and documentation that communicates rationale for reimbursement.

OTA 300 - Fieldwork IA: Community/Emerging Practice Skills Collaboration (1)

Designed to enrich the didactic coursework, explore the role of occupational therapy in community/emerging practice settings in relation to the contextual needs and characteristics of the population, organization, and community. Emphasis on observing behavioral health, psychological, and social factors and psychosocial/behavioral symptoms/response strategies and supports for performance in the client's natural environment, participation across contexts, and well-being. Develop therapeutic-use-of-self and therapeutic relationships, use of supervision as a tool for self-directed learning, understanding of role of other professionals. Work collaboratively intraprofessionally/interprofessionally and demonstrate servant leadership towards "world changing" influence.

OTA 310 - Clinical Reasoning/Occupational Performance Patterns III: Adults with Orthopedic/Non-Neurological Conditions (4)

Introduction to non-neurological conditions that may occur across the lifespan and adult orthopedic conditions in relation to occupational performance, participation, and holistic well-being. Occupational therapy practice, processes, documentation, and reimbursement. Continued development in administration of standardized assessments. Health prevention/promotion, maintenance, and management across occupations. Preparatory methods; splinting; mobility; adaptive equipment, modifications, and universal design; and community/work integration.

OTA 320 - Clinical Reasoning/Occupational Performance Patterns IV: Neurological Conditions (3)

Introduction to adult neurological conditions and the relation to human development. Interprofessional collaboration and intraprofessional provision of occupational therapy services, documentation, discharge planning, and reimbursement. Sensory motor approaches, preparatory methods, splinting, mobility, assistive technology, and wheelchair measurement, positioning, transfers in relation to occupational performance. Emphasis on self-care, self-management, health management and maintenance, home management, and community and work integration.

OTA 330 - Fieldwork IB: Therapeutic Interventions /Clinical Applications (1)

Explore the role of the occupational therapy assistant and occupational therapist, designed to enrich the didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Develop therapeutic-use-of-self and therapeutic relationships, use of supervision as a tool for self-directed learning, understand role of other professionals. Work collaboratively intraprofessionally/interprofessionally and demonstrate servant leadership towards "world changing" influence.

OTA 340 - Administration, Management, Servant Leadership, Scholarship, and Professionalism (3)

Life calling, stewardship, and the performance patterns of a faith based practice, lifelong learning, and servant leadership. Integration of scholarship and health literacy through community service. Life-long professional commitment and responsibilities. Principles of ethical and current management/administrative practices in the delivery of occupational therapy services to individuals and organizations.

OTA 350 - Clinical Reasoning and Competency/ Occupational Performance Patterns V: Life Satisfaction and Aging (3)

Age related changes, conditions, and end of life care with emphasis on health, well-being, spirituality, life satisfaction in relation to occupational performance, participation, and holistic well-being. Older adult performance/interventions related to feeding/eating and all ADL's/IADL's, rest, work, leisure, social participation; moving in the environment/fall prevention; community mobility. Review of neurotherapeutic approaches. Continuum of care and transition, service delivery contexts, case management in relation to adults/older adults. Competency and preparation for fieldwork.

OTA 360 - Fieldwork IIA (6)

Fieldwork II experience serves to provide opportunities to apply knowledge and skills, learned through didactic interactions, in the clinical setting. Provides for opportunity to develop clinical reasoning appropriate to the occupational therapy assistant role thereby demonstrating ethical practice, professionalism, and competence in preparation for Fieldwork IIB and entry level practice. Supervision from the fieldwork educator gradually decreases as independence is gained in working with clients through the occupational therapy process. Overall this experience provides the student opportunities to demonstrate Christ-like character, evidence-based practice, and servant leadership towards "world changing" influence.

OTA 365 - Fieldwork IIB (2)

Fieldwork II experience serves to provide opportunities to apply knowledge and skills, learned through didactic interactions, in the clinical setting. Provides for opportunity to develop clinical reasoning appropriate to the occupational therapy assistant role thereby demonstrating ethical practice, professionalism, and competence in preparation for entry level practice. Supervision from the fieldwork educator gradually decreases as independence is gained in working with clients through the occupational therapy process. Overall this experience provides the student opportunities to demonstrate Christ-like character, evidence-based practice, and servant leadership towards "world changing" influence.

OTD - Behavioral Health and Group Process**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.

OTD 705 - Occupational Development and Assessment I (3)

Characteristic occupational milestones of human growth and development will be studied from birth to adolescence, as will the development and transition of meaningful occupations from birth through adolescence. The pediatric occupational therapy evaluation process will be studied to include the importance of evidence-based measures of occupational performance and the significance of reliability and validity in standardized observations and measurements.

OTD 706 - Occupational Development and Assessment II (3)

This course focuses on comprehensive study of adult occupations and the evaluation processes in occupational therapy, including the selection and use of evidence-based assessments of adult occupational performance and well-being within developmentally appropriate contexts. It will include assessment of performance skills and patterns through the use of reliable and valid tools. There will be an emphasis on holistic assessment - to include body, mind, and spirit - in the assessment process, and the importance of accurately interpreting measurements and observations.

OTD 715 - 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.

OTD 718 - Clinical Anatomy (3)

Gross anatomy of the human body is presented from a regional perspective. Clinical applications will be used as a basis for anatomical understanding. Lectures will include; skeletal, muscular, vascular, and nervous systems of the upper and lower extremities, and vascular, nervous, and organ system components of the thorax, abdomen, and pelvis. The musculature and vasculature of the head, neck, and back will also be covered in addition to the cranial nerves and the central nervous system. Cadaver dissection is included in lab.

OTD 720 - Human Motion (3)

Analysis of human movement incorporating mechanical, biological, developmental, and environmental factors. Skills in assessment of motor performance are developed. Anatomical structures in the trunk, shoulder girdle, and upper extremity are identified and examined and the function of those structures are assessed. Upper extremity static and dynamic splinting skills are introduced.

OTD 722 - Health Sciences Research I (2)

The first of a two-part course including instruction on techniques for quantitative and qualitative research methodology utilized in Health Science, critical analysis of published research, and ethical research considerations and practices. Emphasis placed on the development of scholarly information literacy competencies.

OTD 723 - Health Sciences Research II (2)

The second of a two-part course including instruction on techniques for quantitative and qualitative research methodology utilized in the health sciences, critical analysis of published research, and ethical research considerations and practices. The development of an Institutional Review Board proposal for a pilot scholarly study is emphasized.

OTD 725 - Musculoskeletal and Cardiopulmonary Intervention (3)

Selection and implementation of occupationally relevant and evidence-based therapeutic assessment, goals and interventions for musculoskeletal and cardiopulmonary issues consistent with occupational therapy theory as applied in multiple practice contexts. Evaluation of client outcomes, review of occupational performance process, clinical reasoning, and decision-making are emphasized.

OTD 730 - Neuroscience (3)

The fundamentals of neuroanatomy and neurophysiology of the human nervous system as relevant to rehabilitation professionals are studied. Topics covered include the major structures and functions of the central and peripheral nervous systems, both at the macro and cellular levels. Clinical application of material learned is an emphasis of the class. Major neurological syndromes and diseases will be discussed and relevant clinical cases will be introduced to illustrate how dysfunction of neuroanatomical structures results in clinical symptoms or functional disturbances.

OTD 735 - Behavioral Health and Group Process (3)

Selection and implementation of therapeutic interventions consistent with occupational therapy theory as applied in behavioral health practice. Evaluation of client outcomes, review of occupational performance process, and holistic well-being are emphasized. Theory and practice of group dynamics; development of self-awareness and interpersonal communication skills necessary for successful management of therapeutic groups.

OTD 738 - Introduction to Pharmacology and Diagnostic Imaging (2)

This course provides the student with the basic tools to predict changes in a patient's responses to medications as a result of receiving therapeutic intervention, explains the pharmaceutical intervention associated with common disease states, and reviews the effects of pharmaceutical interventions and their impact on the rehabilitation process. This course introduces the student to modern musculoskeletal imaging. Throughout the course, emphasis is placed on the knowledge of diagnostic imaging necessary in everyday rehabilitation practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

OTD 741 - Therapeutic Modalities (2)

The use of physical agents in rehabilitation has been shown to have positive effects on achieving patient treatment outcomes. Students will learn the rationale for use and application of various physical agents: superficial heat (thermotherapy, cryotherapy), deep heat (ultrasound), electrotherapy (neuromuscular electrical stimulation, TENS, Iontophoresis), and mechanotherapy (mobilization, compression). Students will realize the adjunctive nature of these agents and how they can be used as a precursor to purposeful activity.

OTD 743 - Culminating Project Planning Seminar I (1)

The first of a two-part course. Students will work individually with assigned faculty and community partners to begin preparation for a project related to their residency course. The project requires students to demonstrate proficiency beyond the entry-level of practice in some specific specialty in occupational therapy practice.

OTD 745 - Health Systems Administration/Management (3)

Understanding public policy trends and leadership issues influencing health systems and community health. Program planning, budgeting, and evaluation; supervision of occupational therapy personnel; engagement in professional associations and promotion of occupational therapy. Developing systems to improve access to occupational therapy services in under-served populations and communities.

OTD 749 - Level I Fieldwork and Seminar I (1)

This first part of a three-part course includes fieldwork placement in a clinical setting with a focus on physical rehabilitation. Students observe and participate in clinical practice and develop clinical skills under the supervision of an allied health practitioner. Didactic complements to this course emphasize assessment and intervention of musculoskeletal and cardiopulmonary dysfunction, including patient handling and functional mobility, and modality use. A seminar portion includes training in HIPAA and bloodborne pathogens, as well as professional behaviors and reflection to prepare students for Level II Fieldwork placements.

OTD 750 - Level I Fieldwork and Seminar II (1)

This second part of a three-part course includes fieldwork placement in a community setting, which is established in OTD-760. Students observe and participate in community practice, with a focus on social and psychological factors, under the supervision of an experienced community mentor. Didactic complements to this course include needs assessment, interprofessional collaboration, and intervention planning in the community setting. The seminar portion of the course includes emphasis on assessment and evaluation of social and psychological factors in relation to occupational performance and participation, as well as occupational balance, and advocacy in preparation for Level II Fieldwork placements.

OTD 751 - Level I Fieldwork and Seminar III (1)

This third part of a three-part course includes fieldwork placement in a pediatric setting. Students observe and participate in clinical practice and develop clinical skills under the supervision of an allied health practitioner; documentation skills are refined. Didactic complements to this course include emphasis on pediatric assessment, intervention and documentation, assistive technology, client education and transitions. The seminar portion of this course focuses on the unique factors of pediatric practice and professional reflection. This course finishes with a comprehensive skills evaluation to ensure students are prepared for Level II Fieldwork placements.

OTD 753 - Culminating Project Planning Seminar II (1)

The second of a two-part course. Students will work individually with assigned faculty and community partners to continue preparation for a project related to their residency course. The project requires students to demonstrate proficiency beyond the entry-level of practice in some specific specialty in occupational therapy practice. Students are expected to plan an individual presentation of their residency project as part of this course.

OTD 760 - Occupational Therapy and Community Practice (2)

Introductory knowledge about disability as a sociocultural, political, and historical construct. Interprofessional scholarship on disability and perspectives of people with disabilities will be included. The cultural meanings, social justice, and human rights issues related to disabilities are studied. Explores the role of occupational therapy in community settings. Students develop knowledge regarding occupation-based or occupational therapy services that support desired outcomes of service agencies in the community.

OTD 762 - Ethics in Healthcare (3)

Interprofessional course introducing students to theories of healthcare ethics, ethical decision-making, legal and professional standards, institutional policies, and major ethical dilemmas facing today's practitioners. Course will include interprofessional case studies to be discussed in "Grand Rounds" course which occurs in the same semester.

OTD 763 - Interprofessional Colloquium I (1)

An interprofessional seminar course which will provide a forum for students and faculty to discuss health and wellness issues from the perspectives of a diverse team of health, medical, and community professionals. An emphasis will be placed on advocacy for the profession of occupational therapy in the treatment milieu. Case studies including a variety of professions will be utilized to facilitate dialog.

OTD 765 - Pediatric and School-Based Occupational Performance (4)

Evidence-based evaluation, goal development, and interventions for children and their families is covered. Intervention settings include school-based, traditional hospital or rehabilitation-based, or community-based practice. Outcomes assessment, clinical reasoning, and decision-making are emphasized, as is the documentation of occupational therapy services.

OTD 768 - Research Project I (1)

First of a two-part course. Student groups carry out a pilot research study planned in Research Methods II, under the supervision of a faculty advisor, and write an article of publishable quality according to manuscript guidelines of a selected peer-reviewed occupational therapy publication appropriate for dissemination of scholarly work. Emphasis of this course is final IRB approval and data collection.

OTD 769 - Research Project II (1)

Second of a two-part course. Student groups carry out a pilot research study planned in Research Methods II, under the supervision of a faculty advisor, and write an article of publishable quality according to manuscript guidelines of a selected peer-reviewed occupational therapy publication appropriate for dissemination of scholarly work. Emphasis of this course is data analysis and write-up.

OTD 770 - Culture and Spirituality in Healthcare (2)

The values, beliefs, and assumptions of how humans function as occupational beings are explored from the perspective of culture. An appreciation for the richness inherent in cultural diversity is emphasized, as is the importance of addressing individual occupational, wellness, and health needs within the context of one's cultural heritage. Spirituality is studied, both as a component of culture and society, and as a personal human factor which brings meaning to occupation and life.

OTD 771 - Leadership in Healthcare (3)

This course provides a critical overview of the scope and practice of leadership in healthcare. Through the examination of leadership theories, principles, and techniques, students will be able to plan, develop, and maintain quality occupational therapy services in a diverse and ever changing healthcare environment. Emphasis will be given to a biblically based servant leadership perspective. Additional topics will include, but not be limited to: governmental and professional credentialing, staff/professional development, continuous quality improvement, clinical education, and support of local, state, and national professional organizations.

OTD 775 - Occupational Patterns in Aging (3)

This course provides an overview of occupational therapists' intervention roles, and responsibilities related to occupational performance and well-being with adults through the lifespan into older adulthood in a variety of settings. Students will examine the influences of physical, cognitive, spiritual, psychosocial, cultural, and community functioning on occupational performance and well-being. Strategies to deal with age-related changes will be included. The political and social policy ramifications of aging are also addressed.

OTD 778 - Enabling Meaningful Occupation (3)

Grounded in occupational therapy history, theory, and the Person-Environment-Occupational Performance (PEOP) model of practice, activity-analysis skills will be used to guide meaningful, client-centered activities. Students will explore various new and familiar therapeutic media and apply principles of therapeutic activity-grading and use-of-self to encourage holistic client engagement and goal attainment.

OTD 780 - Educational and Instructional Strategies (3)

Graduate students are encouraged to become responsive and reflective teachers. A variety of active learning/instructional strategies will facilitate discussions addressing educational theory and practice. The course will explore and develop teaching skills that promote learning with diverse learners across a variety of settings.

OTD 785 - Neurorehabilitation (4)

Selection and implementation of occupationally relevant and evidence-based therapeutic assessment, goals, and interventions for neurologic issues consistent with occupational therapy theory as applied in multiple practice contexts. Evaluation of client outcomes, review of occupational performance process, clinical reasoning, and decision-making are emphasized.

OTD 790 - Global Health Initiative (3)

This course reinforces the concept of health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (WHO-1948)". This course will examine healthcare systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels. There will be an emphasis on promoting healthy communities through occupation-based health promotion, disease prevention, and recognition of social, economic, and political factors influencing health and well-being. Students will investigate evidence-based practice to target the needs of vulnerable populations such as those who are chronically ill and poor.

OTD 795 - Cognition and Perception (2)

Selection and implementation of therapeutic interventions consistent with occupational therapy theory as applied in treatment and management of cognitive and sensory-processing disorders. Evaluation of client outcomes, review of occupational performance process, and appropriate documentation for cognitive and perceptual interventions are emphasized.

OTD 799 - Special Topics in Occupational Therapy (2)

This course is restricted to students enrolled in the occupational therapy doctoral program at Indiana Wesleyan University. The course must be completed successfully prior to enrolled students commencing the doctoral experiential component of the occupational therapy program. The course explores a wide variety of special topics relevant to practice, research, and professional advocacy in the field of occupational therapy.

OTD 800 - Level II Fieldwork I (7)

During this culminating clinical experience students will apply knowledge and skills learned through didactic interactions in the clinical setting. Supervision from a licensed therapist gradually decreases as students gain independence in working with clients through the processes of assessment, intervention, and discharge in the therapeutic setting. Students are challenged to take lead roles in advocacy, program development, interprofessional collaboration, and supervision of OTA and support staff. At the end of the FW II experience, students are responsible for a full caseload independently as entry-level therapists.

OTD 801 - Level II Fieldwork II (7)

In a setting different from that in Level II Fieldwork I, students will apply knowledge and skills learned through didactic interactions in the clinical setting. Supervision from a licensed therapist gradually decreases as students gain independence in working with clients through the processes of assessment, intervention, and discharge in the therapeutic setting. Students are challenged to take lead roles in advocacy, program development, interprofessional collaboration, and supervision of OTA and support staff. At the end of the FW II experience, students are responsible for a full caseload independently as entry-level therapists.

OTD 802 - Residency/Experiential Component (9)

This course will develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component is an integral part of the program's curriculum design and, as such, includes an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, servant leadership, program and policy development, advocacy, education, or theory development.

OTD 820 - Philosophy of Health and Wellness (3)

The purpose of this advanced course on a Christian perspective of the medical humanities is to reintroduce the ancient ideal of practical reasoning, self-knowledge, and action in the care of the sick and the marginalized, with a special emphasis on people with disabilities. The early church never lost sight of caring for the indigent poor in their affliction. Students will gain an increased perspective and understanding of the healthcare professional/patient relationship, the art of listening, visual observation, and ethical principles in the context of a Christian worldview.

OTD 830 - Culminating Project Seminar (1)

This summation of the program will include rich discussion of overarching program themes: faith-based practice, servant leadership in healthcare, community practice, holistic program development, and others. Discussion will consider the foundations and practice of occupational therapy as well as the social, cultural, and political influences on the profession. Students will share with each other, the faculty, and the community the outcomes of their individual residency programs.

OTS - Online Training Seminar**OTS 102 - Preparing for Instructional Excellence**

All non-residential faculty applicants must successfully complete this seminar as part of the application and hiring process.

OTS - Preparing for Instructional Excellence**PBP - Environmental Economics and Policy****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.

PCNS - Crisis Intervention Strategies for Ministry**PCNS - Pastoral Counseling****PCNS 510 - Introduction to Pastoral Care (3)**

This course is designed for students preparing for pastoral ministries within a community of faith or other para-church institutions, as well as students preparing for pastoral counseling. The course is about pastoral care in at least two senses. First, the ability of pastors to care for their own lives is foundational. Second, the ability to provide spiritual and wholeperson care for other persons is no less essential and linked to the first.

PCNS 520 - Crisis Intervention Strategies for Ministry (3)

This course is designed to equip students to address occurrences of crisis in people's lives where the stakes are very high for either disintegration or growth. It offers students the opportunity to learn and practice pastoral crisis intervention techniques for various types of crisis. It examines theological and faith issues that arise during crisis events.

PCNS 510ES - Introduction to Pastoral Care (3)

This course is designed for students preparing for pastoral ministries within a community of faith or other para-church institutions, as well as students preparing for pastoral counseling. The course is about pastoral care in at least two senses. First, the ability of pastors to care for their own lives is foundational. Second, the ability to provide spiritual and wholeperson care for other persons is no less essential and linked to the first.

PCNS 610 - Marriage and Family Counseling in Pastoral Ministry (3)

This course uses family systems theory as a framework to expose students to basic concepts in pre-marital, marriage and family therapy, as well as, basic pastoral counseling skills and techniques. A theological and biblical foundation for marriage and family processes will provide the lenses through which the relational realities of marriages and families will be approached.

PCNS 620 - Cross-Cultural Counseling in Pastoral Ministry (3)

This course examines multicultural issues in counseling and pastoral care and to explore the dynamics and complexities of culture, race, and religiosity in counseling conversations as it relates to individuals and families.

PCNS 610ES - Marriage and Family Counseling in Pastoral Ministry (3)

This course uses family systems theory as a framework to expose students to basic concepts in pre-marital, marriage, and family therapy, as well as, basic pastoral counseling skills and techniques. A theological and biblical foundation for marriage and family processes will provide the lenses through which the relational realities of marriages and families will be approached.

PCRE - Congregational Relationships

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

PFD-Business-Plans-Business-Models-and-Entrepreneurship

PFD - Professional Development

PFD 101 - Business Plans, Business Models, and Entrepreneurship

Professional Development course created by DeVoe School of Business for Entrepreneurship FastTrac New Venture. 04 Apr 2016 5:37 PM Sue Melton

PHE - Active Recreation Games

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 hopes 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 a variety of aerobic exercises to the student for the enhancement of health related fitness.

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 throughout 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 exercises to the student for the enhancement of health related fitness.

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 are criteria for grading. This course may be repeated once if a student participates in a second sport. Course may only be taken during his or her sport's primary season of competition.

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 foundational 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 the beginning techniques of swimming, water safety and health related fitness.

PHE 128 - Lifeguarding (2)

The purpose of this American Red Cross Lifeguarding course is to teach the skills necessary to help prevent and respond to aquatic emergencies. This includes land and water rescue skills plus first aid and CPR/AED. (Certification fee required)

PHE 130 - Tennis (1)

A beginning outdoor activity course that introduces the student to 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)

The well person has physical, mental, emotional, interpersonal, social, and spiritual strengths, and is aware of the possibilities of accidents and diseases. 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. Life-style choices are wise investments of personal energy. The object of personal health is to develop and value optimal health behavior and establish 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 100CC - Global Studies Program (1 to 2)**PHE 116TU - Beginning Horsemanship (1)****PHE 120CC - Council for Christian Colleges and Universities (1)****PHE 100TCC - Council for Christian Colleges and Universities (1)****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 224 - Psychology of Sport and Exercise (3)

The examination of psychosocial implications for sport, exercise, and injury.

PHE 225 - Psychology of Sport and Exercise (3)

The examination of psycho-social implications for sport, exercise, and injury.

PHE 229 - Cardiopulmonary Resuscitation (1)

A techniques course leading to certification in Emergency Cardiac Care in cardiopulmonary resuscitation.

PHE 230 - CPR and First Aid (2)

A standard CPR and 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, including AED training. Qualifying students receive a certificate in CPR and 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. Additional fees may apply dependent upon placement.

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. Additional fees may apply dependent upon placement.

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 approach 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 Physical 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. Transportation may be required.

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. Transportation may be required.

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. Transportation may be required.

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. Transportation may be required.

PHE 277 - Coaching Golf (1)

The investigation and application of theory, techniques, skills, strategies, and administration of the sport of golf.

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 activity, 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 and BIO-111L.

PHE 235CC - Council for Christian Colleges and Universities (1)**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-322. 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 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.

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 and Physics of Human Movement (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 and Physics of Human Movement 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 (3)

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 383 - Professional Experience I (1)

A professional experience where Exercise Science students gain hands on experience by conducting and evaluating results from fitness assessments in a variety of patient populations. Background check and drug testing fees may apply to this course. Prerequisite: 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 in cooperation of 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 (1 to 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. Additional fees may apply dependent upon placement

PHE 485 - Senior Research Seminar I (2)

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 Research 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.

PHE 487 - Culminating Senior Experience (0)

In this course, students continue to prepare for post-graduation plans in the field of exercise science and the transition to life after undergraduate studies. This course is reserved for students in his/her final semester before graduating. Fees associated with exams or applications are the burden of the student.

PHE 475CC - Global Studies Program (1 to 4)

PHL - Advanced Topics in Philosophy

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 181ES - 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 248 - Religions of the World (3)

A careful study from the philosophical perspective of the major religions of the world 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, international policy, and current events will be assessed. Especially recommended for missionary candidates. This course may be counted toward an Intercultural major or minor. Prerequisite: THE-101. Meets General Education Intercultural Experience requirement.

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 286ES - 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 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 380 - Modern and Contemporary Philosophy (3)

A survey of the history of philosophy from Descartes to the present. 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 434 - 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 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 - Philosophy and Religious Studies Capstone (1)

This integrative seminar is structured to facilitate students' analysis and synthesis of the accumulation of learning gleaned throughout their undergraduate program in the Division of Religious and Ministerial Studies. Aside from introducing processes for integration of learning, there is no new content in this course. The culmination of the course is an integrative project demonstrating the students' applied competency and integration of his/her philosophical, theological training, biblical, and/or religious training.

PHL 488 - Special Topics in Philosophy (1 to 3)

This course covers one or more special topics in Philosophy 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.

PHL 438CC - Global Studies Program and Universities (3)

PHL 475CC - Global Studies Program (1 to 4)

PHL 480CC - Council for Christian Colleges (3)

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 510ES - 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 510FR - 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 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.

PHL 610ES - 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.

PHL 610FR - 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.

PHO - Alternative Photographic Processes**PHO - Photography****PHO 110 - Photo I (3)**

A course designed to introduce students to the foundational principles of photography and visual literacy. This course will cover a wide survey of photographic capture and post-processing utilizing current photographic technology. Students will be capable of previsualizing and creating images that convey meaning. Prerequisite: ART-101.

PHO 220 - Photo Tech I (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 + locations. Prerequisite: PHO-110.

PHO 261 - 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 + vision.

PHO 270 - 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. An approach to this genre will be fostered through process, execution, lecture and historical comparison. Prerequisite: PHO-110.

PHO 290 - Photo Midpoint Review (1)

A course that helps students to evaluate current achievements and project needs for the remainder of their undergraduate studies. Students will provide a current portfolio of their work and reflect on integration of faith and practice. Passing Photo Midpoint Review provides formal acceptance into the Photo program and entrance into all upper-level photo courses. Prerequisite: PHO-110.

PHO 310 - Photo II (3)

A course that will build on the skills and concepts of Photo I. The emphasis of the course is comprehension of still and motion digital capture and manipulation and an expanded understanding and ability to read images. The primary focus being the photographic language and will cover a range of shooting assignments: harnessing available light, narrative and composition, manipulation of imagery, and challenging conceptual ideas of how images can function. Prerequisite: PHO-110.

PHO 320 - Photo Tech II (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. Prerequisite: PHO-220.

PHO 360 - Motion I (3)

A course that covers the foundational concepts of time-based media, specifically film and cinema. The emphasis of the course is comprehension of motion digital capture and assembly/manipulation with an expanded understanding and ability to utilize narrative structure to tell story. Prerequisite: ART-245.

PHO 370 - Alternative Photographic Processes (3)

A photographic course with emphasis 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: PHO-261.

PHO 460 - Motion II (3)

A course that will build on the skills and concepts of Motion I and covers the theoretical concepts of time-based media, specifically film and cinema. The emphasis of the course builds toward a mastery of motion digital capture and assembly/manipulation with heavy value placed on and ability to utilize narrative structure to tell story. Students will create portfolio-level motion work. Prerequisite: PHO-360.

PHO 461 - Contemporary Issues in Photography (3)

A seminar course that will examine contemporary issues and movements within photography. Specific course content will vary by semester and student interest. Students are expected to read and write on photographic critical theory and evaluate specific topics within the current discourse. Prerequisite: ART-286.

PHO 470 - Concept-Based 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: PHO-370.

PHO 480 - Business Practices for Photographers (3)

Course covers the development of a photographic small business venture including startup, growth, and management. Topics will include, business structures, taxes, marketing, and industry standard practices such as estimating and invoicing, day rates, and preproduction. Students will also focus on personal branding and print/ digital marketing. Prerequisite: PHO-110.

PHO 490 - Senior Thesis Project (3)

PHO-490 is the photo program capstone course. As such, the course exists not merely to provide an opportunity for students to showcase their current portfolio of work, but to expect students to be more intentional and theoretically engaged when developing the stylistic and formal concepts of their final project. Prerequisite: PHO-290.

PHY - Advanced Physics Laboratory Measurements

PHYE - Physics in Education

PHYE 501 - Mathematical Methods for Physics (3)

This course develops a mathematical foundation to succeed in graduate level courses in classical mechanics, electrodynamics, thermodynamics/statistical physics, modern physics, and quantum physics. It encompasses algorithmic skills but aims higher to develop the ability to relate mathematics and phenomena and to analyze solutions for limitations and prediction of behavior. Prerequisites: a bachelor's degree with a Physics major or must be state certified (in any state) to teach Physics at a secondary school level. Undergraduate coursework must include calculus (through multivariate) and ordinary differential equations. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYE 502 - Classical Mechanics (3)

This course focuses on Newtonian (non-relativistic) mechanics and its Lagrangian formulation with applications to the motions of particles in three dimensions, systems of particles, gravitation and orbital motion, rigid body rotations, and small vibrations. Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHYE-501 or equivalent Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYE 503 - Electromagnetism (3)

This theoretical and problem-solving course focuses on the development and application of the integral and differential forms of Maxwell's equations from phenomenological observations, culminating in the electromagnetic wave equations. Topics include potential theory, static and dynamic electromagnetic field equations in vacuum and media, and electromagnetic waves with select applications. Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHE-501 or equivalent. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYE 504 - Special Relativity Applications and Introduction to Quantum Mechanics (3)

This course reviews special relativity and provides an introduction to quantum mechanics. It covers applications in nuclear and particle physics and develops key aspects of quantum theory via various extensions of the Stern-Gerlach experiment. The course emphasizes the matrix mechanics approach to quantum mechanics. Use of software applications for visualization and problem solving is a key aspect. Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHE-501 or equivalent (recommend PHE 502, PHE 503 or equivalents). Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYE 505 - Quantum Mechanics II (3)

This course builds on the foundation laid in PHE-504, considering more advanced topics in spin systems and continuing on to the wave mechanics formulation of quantum mechanics. Various problems in one and three dimensions, along with some introductory topics in quantum field theory will be covered. Use of advanced software applications for visualization and problem solving is an important aspect of the course. Prerequisite: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHE-504. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYE 506 - Thermodynamics and Statistical Mechanics (3)

This course develops the laws of thermodynamics from macroscopic observations and then demonstrates how they arise from the statistical, collective behavior of atoms and molecules. The statistical development encompasses classical systems (kinetic theory, transport phenomena, and ensemble theory) and quantum systems (systems of bosons and fermions). Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level and PHE-501 or equivalent. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHY - Physics

PHY 101 - Physical Science of Everyday Phenomena (3)

This course introduces physical science concepts and their larger place in society. Intended for non-science majors, the course emphasizes a conceptual understanding of major concepts of physical science, whereby the student can relate these concepts to real-world topics, societal issues, and modern technology. Basic mathematical skills in algebra are reinforced and utilized. Not open to students with credit in PHY-120.

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 147 - Physics of Music (4)

An exploration of sound and music from the perspective of classical physics. Topics include basic physical principles of vibrating systems, wave propagation, and resonance; the ear and the perception of sound, pitch, tone quality, and harmony; scales and temperament; musical instruments and the human voice; the electronic recording and reproduction of sound; room acoustics; musical synthesis, and digital music. Instruction for mathematics used in this course will be covered. This course includes a laboratory component in which students further explore course concepts and topics through experimentation with scientific instrumentation and computational analysis. This course with its co-requisite laboratory fulfills the general education lab science requirement (PHY-147 and PHY-147L taken concurrently). Co-requisite: PHY-147L.

PHY 147L - Physics of Music Lab (0)

Students further explore course concepts and topics through experimentation with scientific instrumentation and computational analysis. This course will fulfill the general education lab science requirement ONLY if it is taken concurrently with PHY-147. Co-requisite: PHY-147.

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 provides a mathematical foundation for solving problems in analytical mechanics, electromagnetism, heat and thermodynamics, quantum mechanics and advanced modern physics with a focus on the differential equations (especially Laplace and Poisson partial differential equations) that occur in theoretical physics. Core topics include series, complex numbers, linear algebra, Fourier series, calculus of variations, special functions (Legendre polynomials, Bessel functions, and Hermite polynomials) and integral transforms. The course will apply linear algebra to function spaces with physical interpretations of basis eigenfunctions, eigenvalues, normalization and orthogonality. Additional topics may include vector analysis, complex analysis and probability. 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 488 - Special Topics in Physics (1 to 4)

A course that covers advanced topics of current interest in Physics.

PHY 488L - Special Topics in Physics Lab (0)

A course that covers advanced topics of current interest in Physics.

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 4)

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.

PHYS - Classical Mechanics

PHYS - Graduate Physics

PHYS 501 - Mathematical Methods for Physics (3)

This course develops a mathematical foundation to succeed in graduate level courses in classical mechanics, electrodynamics, thermodynamics/statistical physics, modern physics, and quantum physics. It encompasses algorithmic skills but aims higher to develop the ability to relate mathematics and phenomena and to analyze solutions for limitations and prediction of behavior. Prerequisites: a bachelor's degree with a Physics major or must be state certified (in any state) to teach Physics at a secondary school level. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYS 502 - Classical Mechanics (3)

This course focuses on Newtonian (non-relativistic) mechanics and its Lagrangian formulation with applications to the motions of particles in three dimensions, systems of particles, gravitation and orbits, rigid body rotations and small vibrations). Prerequisites: a bachelor's degree with a physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHYS-501 or equivalent. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYS 503 - Electromagnetism (3)

This theoretical and problem-solving course focuses on the development and application of the integral and differential forms of Maxwell's equations from phenomenological observations, culminating in the electromagnetic wave equations. Topics include potential theory, static and dynamic electromagnetic field equations in vacuum and media, and electromagnetic waves with select applications. Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHYS-501 or equivalent. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYS 504 - Quantum Mechanics I (3)

This course reviews special relativity and provides an introduction to quantum mechanics. It covers applications in nuclear and particle physics and develops key aspects of quantum theory via various extensions of the SternGerlach experiment. The course emphasizes the matrix mechanics approach to quantum mechanics. Use of software applications for visualization and problem solving is a key aspect. Prerequisites: a bachelor's degree with a physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHYS-501 Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYS 505 - Quantum Mechanics II (3)

This course builds on the foundation laid in PHYE-504, considering more advanced topics in spin systems and continuing on to the wave mechanics formulation of quantum mechanics. Various problems in one and three dimensions, along with some introductory topics in quantum field theory will be covered. Use of advanced software applications for visualization and problem solving is an important aspect of the course. Prerequisite: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level, and PHYS-504 Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PHYS 506 - Modern Physics (3)

This course develops the laws of thermodynamics from macroscopic observations and then demonstrates how they arise from the statistical, collective behavior of atoms and molecules. The statistical development encompasses classical systems (kinetic theory, transport phenomena, and ensemble theory) and quantum systems (systems of bosons and fermions). Prerequisites: a bachelor's degree with a Physics major or be state certified (in any state) to teach Physics at a secondary school level and PHYS-501 or equivalent. Note: This course is designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Physics courses.

PLS - Capstone in Paralegal Studies

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 - Perspectives in Scientific Reasoning**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.

PMHN - Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner**PMHN - Psych Mental Hlth Nursing****PMHN 513 - Introduction to Interprofessional Practice for the Psychiatric Mental Health Nurse Practitioner (1)**

This course serves as an introduction to the Psychiatric Mental Health Advanced Practice Registered Nurse and the professional competencies of the PMHNP in the care of the mental health patient. Furthermore, students will examine the collaborative nature of the practice with other health and ancillary professionals. This course includes an onsite residency.

PMHN 620 - Neuro-Psychopharmacology (2)

This course provides a focused study of the assessment and prescribing parameters of pharmacologic interventions commonly used to manage neurobiopathology.

PMHN 622 - Diagnostic Reasoning (2)

This course explores how the Psychiatric Mental Health Nurse Practitioner applies clinical judgment to inform practice. Emphasis is on processing client information in a systematic manner.

PMHN 630 - Psychotherapeutic Modalities Across the Lifespan I (5)

Application of theory to the psychiatric mental health nurse practitioner practice. Practicum experiences develop advanced practice nursing skills. Topics explored include health promotion, disease prevention, advocacy, and education of individual patients. (150 practicum hours required)

PMHN 640 - Psychotherapeutic Modalities Across the Lifespan II (5)

Designed to strengthen development as a psychiatric mental health nurse practitioner. Practicum experiences guide the student's application of services in a variety of settings. Students incorporate additional strategies for coordinating interprofessional care, expanding their repertoire of modalities, including family and group therapies. (150 practicum hours required)

PMHN 650 - Psychotherapeutic Modalities Across the Lifespan III (5)

This course requires the student to demonstrate the ability to function as a Psychiatric Mental Health Nurse Practitioner. Practicum experiences guide the student to refine skills in assessing, diagnosing, and prescribing interventions for diverse clients with multiple conditions. (150 practicum hours required)

PMHN 652 - Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner (4)

This course enhances the knowledge and skills necessary to perform health assessment across the lifespan with emphasis on the assessment and evaluation of symptom sets associated with psychiatric mental health conditions. (75 practicum hours required)

PMHN 653 - Assessment of the Psychiatric/Mental Health Client (1)

This course enhances the knowledge and skills necessary to complete a psychiatric interview and assessment of symptoms associated with psychiatric mental health conditions. This course is for practicing APRNs only. This course is not open to students with credit in PMHN-652.

PMHN 693 - Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner (1)

Students demonstrate achievement of the Psychiatric Mental Health Nurse Practitioner outcomes. Students engage in interprofessional simulations and other methodologies designed to demonstrate the knowledge, dispositions, and skills required to be effective in advanced nursing practice. (Onsite intensive and 35 practicum hours required)

POL - American Government

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. This course as offered on the IWU Marion campus meets IDoE Government and Citizenship Standards' requirements and required standards from the National Council for the Social Studies.

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. This course meets IDoE Government and Citizenship Standards' requirements and required standards from the National Council for the Social Studies.

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.

Prerequisite: POL-100 or admission into the CAPS BSIR program.

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. This course as offered on the IWU Marion campus meets IDoE Government and Citizenship Standards' requirements and required standards from the National Council for the Social Studies.

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. This course meets IDoE Government and Citizenship Standards' requirements and required standards from the National Council for the Social Studies.

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 220CC - Council for Christian Colleges (3)

POL 222CC - Council for Christian Colleges (3)

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, or MAT-204, or MAT-305 or BUS-320; OR admission into the CAPS BS in International Relations program.

Crosslisted as: ECO-322.

POL 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.

POL 340 - Intelligence and National Security (3)

Students will analyze the impact of the U.S. Intelligence Community's role in national security policy formation within the global security context; perform intelligence analysis on an issue related to national security; demonstrate the ability to perform social science research; and write, brief, and converse in the style of U.S. Intelligence Community reports. Students will identify and evaluate the primary organizational structures relating to intelligence and national security issues. This course will integrate legal, ethical, and biblical frameworks with the understanding of intelligence and national security issues.

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. Optional for all Political Science majors. 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 380 - Foundations of Cybersecurity Policy (3)

Students in this course will identify and evaluate U.S. and international cybersecurity policy within an international relations context. Students will identify key traits of effective cybersecurity policy and analyze its integration into international relations strategy. Students will develop cybersecurity policy for any given nation or international organization and analyze its impact on its foreign relations. This course will integrate legal, ethical, and biblical frameworks with the analysis of cybersecurity policy.

POL 385 - Foundations of Cybersecurity Systems (3)

Students in this course will identify and evaluate network fundamentals, cyber system components, and cybersecurity best practices within an international context. Students will identify and evaluate various cybersecurity threats and common vulnerabilities in organizations' information networks and systems. Students will produce network diagrams, provide cybersecurity recommendations for given networks and world regions, and study current trends in this field. This course will integrate legal, ethical, and biblical frameworks with the analysis of cybersecurity systems.

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 350CC - 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 365CC - Global Studies Program (3)**POL 371CC - 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 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 430 - Cyberwarfare (3)

Students in this course will identify and evaluate U.S. and international cyberwarfare and defense policy. Students will examine the five domains of warfare and evaluate the integration of cyberspace operations across the five domains. Students will develop and communicate military strategic objectives for operations within the cyberspace domain in support of given strategic military objectives. This course will integrate legal, ethical, and biblical frameworks with the analysis of cyberwarfare.

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 440 - Foundations of Military Strategy (3)

Students will examine the major theoretical approaches of classical strategists, identifying (1) the effects of globalization on strategy formation and (2) the primary military organizational structures involved in strategy formation. Students will analyze the process of military strategy development utilizing social science research methods and explain the relationship of national security past, present, and future to military strategy as it relates to transnational safety and security issues. This course will integrate legal, ethical, and biblical frameworks in the understanding of the central issues surrounding military strategy formation.

POL 445 - Ethics in Conflict (3)

In this course, students will examine a number of major normative issues regarding international conflict. Just War theory, pacifism, and other Christian and non-Christian approaches will be considered to address various global security challenges and their ethical implications in both historical and contemporary contexts. Students will be encouraged to develop their own normative positions and share them with their colleagues in a respectful and persuasive manner.

POL 450 - Foundations of Geopolitics (3)

Students will analyze the effects of globalization upon the world geopolitical system, including the roles, influence, and interactions of both state and non-state actors by performing social science research and analysis within the context of geopolitical strategy. Students will identify the primary trends and power structures of modern geopolitics spanning the Cold War through Post-9/11 period and examine the issues of US hegemony and strategic geography. This course will integrate legal, ethical, and biblical frameworks with the understanding of geopolitical power politics.

POL 455 - International Relations Theory (3)

This course will explore the primary theoretical paradigms of international relations, analyzing thinkers from ancient Greece to modern times. Students will consider globalization's role in shaping the international system into its current form. They will investigate international actors' behavior and prospects for war and peace, in light of the human condition and the biblical view of God and humanity. Students will apply theories including realism, idealism, and constructivism to help conceptualize the complex international environment, and will consider the relationship between theory and practice in international affairs.

POL 460 - U.S. Foreign Policy (3)

Students in this course will review the principal schools of thought and values that have governed U.S. foreign policy and learn the fundamentals of the policymaking process, including the role of Congress and the bureaucracy. They will place U.S. foreign relationships in a global context by analyzing the interaction of state and non-state actors, and evaluating aspects of the U.S. foreign policy establishment that focus on transnational safety and security issues. Students will develop social science research capabilities, weighing biblical imperatives with U.S. national interests.

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/International Relations Capstone (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 480 - Culture, Religion, and Security (3)

Students will examine the impact and influence on globalization and security relationships of cultural factors and worldviews. In addition, students will explore the major world religions and how they provide value structures and systems of belief which motivate relations between countries and political entities. This course will integrate legal, ethical, and biblical frameworks.

POL 495 - Capstone in International Relations and Security (3)

This course is a culmination of the BS International Relations and Security program. Students will engage in an independent research project related to their chosen specialization (Global Security or Cybersecurity). Students will have the opportunity to provide peer reviews. Students will apply legal, ethical, and biblical frameworks to the research project. Prerequisite: Completion of all core and specialization courses

POL 475CC - Global Studies Program (1 to 6)**POL 499CC - Political Science Transfer (3)****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 520 - Introduction to Public Management (3)

This course focuses on developing the knowledge base, tools, and skills one needs to effectively manage a wide array of public organizations. This course will explore opportunities, obstacles, and alternative management approaches associated with public management and compare private sector and public sector management.

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 525 - Non-profit Management and Leadership (3)

This course explores the foundation, theory, and practice of managing and leading non-profit organizations. This course will consider the history of non-profit organizations, board creation, managing non-profit employees and volunteers, developing donor relationships, and fundraising.

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 530 - Quality and Productivity Improvement in Government (3)

This course explores the concepts of quality and productivity and their importance to the public sector. Attention is given to techniques used to improve productivity and service quality as well as barriers to productivity improvement initiatives.
Prerequisite: POL-520

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 536 - Non-profit Fundraising and Financial Management (3)

This course introduces theoretical and best practice models of non-profit financial management, including fundraising and grantwriting. This course considers non-profit budgeting and financial management, determining the financial health of a non-profit, the role the board plays in financial matters, and creating a grant proposal and a fundraising plan.

POL 540 - Human Resource Management in the Public Sector (3)

This course surveys the functions of human resource management by exploring the way public sector organizations procure, organize, and develop employees. This course will also examine methods by which positive employee-employer relationships are established and maintained. Prerequisite: POL-520

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 550 - Economic Development (3)

This course focuses on the role of economic development activities and policies. Attention is given to how the success or failure of economic development activities at the local level directly impacts municipal residents and, more broadly, the welfare of the state and the nation. This course will explore the contexts within which economic development occurs, and the obstacles to and opportunities for economic development. Prerequisite: POL-520

POL 555 - Non-profit Strategic Planning (3)

This course introduces students to the role of strategic planning in the success and long-term stability of non-profit organizations. This course will consider strategic goals and objectives, assessments, program evaluation, the impact of environmental changes to a strategic plan, and the development of a strategic plan.

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 - MPA Capstone (3)

Students combine their program-wide content area knowledge and skills with work experience and future professional goals in a final capstone experience. Prerequisite: Successful completion of all MPA courses

PREP - Preparatory Requirements

M000

PREP MATHA - Requirement Met by Test Score (0)

PREP MATHB - Requirement Met by Test Score (0)

PREP MATHC - Requirement Met by Test Score (0)

M0000

PREP MATH2 - Requirement Met by Test Score (0)

Used for DA purposes to identify that Basic Math Requirement has been met.

R000

PREP READA - Requirement Met by Test Score (0)

W0000

PREP WRITEA - Requirement Met by Test Score (0)

PREP WRITEB - Requirement Met by Test Score (0)

PREP - Requirement Met by Test Score

M000

M0000

R000

W0000

PROC - Africana Preaching

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 615 - Wesleyan Homiletics (3)

This course explores the preaching of early British and American Methodism, along with its contributions to the broader Church. Students will develop a theology of preaching, as well as compare/contrast it to a Wesleyan homiletic. Students will discern and apply historic habits and practices for faithful preaching today.

PROC 620 - Preaching With Empathy: A Multidisciplinary Approach to Incarnational Homiletics (3)

This course aims to provide students with the resources to think theologically and practically about preaching incarnational sermons in context. Students will also engage interdisciplinary conversation partners from neurobiology, sociology, history, and anthropology in their pursuit of empathic preaching. Students will experiment with practices designed to cultivate empathy in them and their preaching.

PROC 630 - Africana Preaching (3)

In this course, students will examine the unique theological, historical, and cultural forces that have shaped traditional black preaching and traditional black preachers. Attention will also be given to the broader expectations that Africana congregations have of the person who occupies the role of preaching pastor in Africana congregations. Prerequisites: PROC-600 or an equivalent

PROC 650 - Preaching the Life of Christ (3)

In this course, students will investigate the biblical world of the New Testament, particularly the Gospels. This exploration will focus on preaching the life of Jesus Christ, in a manner that is faithful to the historical context of the bible and fitting for the contemporary context. Students will consider how 1st century Palestinian geography, religion, social customs, architecture, art, archeology, and literature, impact bible interpretation and sermon development.

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

PROC 711 - Preaching Seminar 1: Formation of the Preacher (5)

This first course of the Doctor of Ministry in Transformational Preaching focuses on the holistic formation of the preacher. Students will experiment with and implement practices that foster spiritual, emotional, relational, intellectual, ministerial, and physical health and vitality by reading and reflecting on classic devotional texts, participating in the monastic life, and learning from nationally known preachers.

PROC 712 - Preaching Seminar 2: Biblical Interpretation for Preaching (5)

In this course students will be led by biblical scholars through an in-depth exegetical study of a single book of the Bible. Students will learn advanced skills for exploring the historical and literary biblical contexts, and interpreting the meaning for the contemporary context. A process for developing and delivering sermons that is faithful to both the biblical text and the contemporary context will be appropriated. Students will immediately employ exegetical and homiletical skills by preaching a sermon in class and receiving constructive feedback.

PROC 713 - Preaching Seminar 3: Preaching as Historical Movement (5)

Strong biblical preaching can transform the trajectory of a community and nation. That's what happened in England through the preaching of John Wesley, George Whitefield, and others. In this course, students will travel to England and explore how God has historically used preaching to transform society. Students will visit and preach from historic sites in the Wesleyan-Methodist movement. Insights from some of the most impactful preachers of the past will be gleaned to shape the student's present homiletic practices.

PROC 714 - Preaching Seminar 4: Creativity, Imagination, and Story (5)

The best preachers paint pictures with their words that people can see and not just hear. In this course, students will develop the skills necessary to increase their capacity for creativity, imagination, and story-telling. Students will explore how narrative plot and creative imagery can be employed through Christian preaching to transform people and cultures.

PROC 715 - Preaching Seminar 5: Incarnational Preaching in Context (5)

Students will explore the intersection of incarnational theology with contextual preaching. In this course, students will analyze the dynamics of various preaching contexts, as well as develop and deliver contextual sermons. Students will interact with leading practitioners who have preached effectively in very unique contexts.

PROC 716 - Preaching Seminar 6: Sermon Planning and Preaching for Special Occasions (5)

In this course students will consider how to develop a thoughtful annual preaching plan that incorporates a variety of biblical genres and themes related to holy days and holidays. Students will develop tools to solicit congregational input for sermon planning. The unique dynamics of preaching for special occasions like weddings, funerals, Christmas Eve, Easter, camps, and community events will also be explored. A special occasion homily will be assigned and preached in class.

PROJ - Advanced Project Management Topics

PROJ - Project Management

PROJ 610 - Introduction to Project Management (3)

This course introduces the principles of project management. It examines the broad field of project management and the relationships between project management knowledge areas, process groups, and component processes. There is a focus on developing competencies and personal behaviors, which increases the likelihood of delivering projects that meet stakeholders' requirements. Identifying various project stakeholders and defining the business problem or opportunity are key aspects in the evaluation and prioritization phases of initiating a project amidst changing business conditions. Students will learn the process of properly initiating a project with elements as appropriate: internal (project charter, kickoff meeting) and external (turnover meeting, contracts, and agreements).

PROJ 620 - Planning I: Preparation/Scope/Quality/ Risk (3)

This course introduces a project approach that considers HR planning with a focus on distinguishing requirement types and gathering project requirements. Students will evaluate quality tools, apply quality standards, create a project charter and Work Breakdown Structure (WBS), and create a risk register with a risk response plan.

PROJ 630 - Planning II: Schedule/Budget/ Procurement (3)

This course introduces students to the documentation needed through the planning stages up to and including obtaining sponsor approval to launch the project. The process starts with identifying relationships, dependencies, leads, and lags for activities. To develop the project schedule, students will perform analogous, parametric, and detailed estimating. Students will select the appropriate methodology (Critical Path or Critical Chain Method) and construct the project schedule. Students will perform a make or buy analysis to choose a procurement strategy and develop a procurement solicitation as appropriate. Prior to obtaining sponsor approval, students will develop a project budget and related project accounting documentation.

PROJ 640 - Talent Management (3)

This course focuses on project management leadership and team skill development. Students will assess individual project management leadership skills needed, identify gaps, and plan accordingly. Students will determine the team type and assess needs for team development: interpersonal skills and cultural competencies. Students will learn how to adapt leadership styles to the project and formulate project vision and strategy, identifying project manager roles and responsibilities.

PROJ 650 - Monitoring and Control (3)

In this course students will analyze and interpret project performance data, whether predictive or iterative, in order to manage project interfaces and select quality control techniques and processes. Students will build a communication management plan and establish a stakeholder relationship management approach. Students will develop an approach for vendor management and administration. Students will apply appropriate monitoring and control methods to project changes.

PROJ 660 - Project Close Out (3)

In this course students will identify and plan for troubled project recovery: Stage 1 -Recognition, Stage 2 -Immediate Recovery, Stage 3 - Sustained Recovery, and Stage 4 - Maturity and Organizational Learning. Students will assess project validation and verification and distinguish between implementation and transition plans. Students will identify methods for procurement closeout and completion of final acceptance, lessons learned, and organization learning.

PROJ 670 - Advanced Project Management Topics (3)

In this course students will distinguish project management office (PMO) strategies and types, experiment with creative solutions, and apply rational and intuitive decision-making to situations with uncertainty. Students will examine complexity criteria and apply Monte Carlo Analysis as appropriate. Students will discuss organizational change management and construct a capstone portfolio.

PSY - Adolescent Growth and Development

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 151ES - 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 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 224 - Psychology of Sport and Exercise (3)

The examination of psychosocial implications for sport, exercise, and injury.

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 nature of individual learning needs, including the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics, special education and related services, and basic principles for integrating all people into educational and other environments.

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 315 - Child Life (3)

This course is designed to introduce students to the role of the Certified Child Life Specialist, as well as to the hospitalized child and his/her developmental needs. Students will examine best practices for working with families and application of patient care vs. family centered care. At the completion of this course, students will be able to promote the essential child life goals of minimizing stress and anxiety, promote coping strategies and normal development. Prerequisite: PSY-250 or PSY-251.

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 335 - Introduction to Play Therapy (3)

Introduction to Play Therapy is the introductory level course to the counseling relationship with children by utilizing play media to facilitate expression, selfunderstanding, and personal growth and development. Observation of therapeutic play with children is an integral part of the course. Prerequisites: PSY-250 and/or PSY-251.

PSY 345 - Relationship Development I (3)

This course provides the framework to help students understand individuals as created, relational beings and to apply models for building healthy intrapersonal and interpersonal relationships. This course also introduces students to the process of identifying and developing an area of personal and professional interest that will provide the basis for a Capstone project.

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 357 - Research Methods in Applied Psychology (3)

This course will explain the logic and limits of research used in formalized psychological inquiry. Students will critically analyze research in the applied behavioral sciences, while exploring ethical concerns related to conducting research. Students will also consider various research methods and their application to their proposed Capstone project. Pre-req: PSY-345

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 415 - Organizational Psychology (3)

This course focuses on the improvement of effective workplace relationships through assessment and interventions. Topics include the role of human resources, professional administration, marketing, consulting, training and development, and ethical leadership.

PSY 420 - Relationship Development 2 (3)

This course will explore the psychological principles of systems, including couples and families. Careful attention will be given to aspects of systems theory that contribute to healthy couples, families, and organizational relationships. Special consideration will be given to the application of course principles to the capstone project. Prerequisite: PSY-357

PSY 430 - Techniques in Motivation and Change (3)

In this course, students will enhance their understanding of how to foster and maintain healthy and productive change for an individual, a group, and an organization based on motivational theory. This course includes an introduction to motivational concepts based on the Trans-theoretical Model of Change. The application of Motivational Interviewing will also be emphasized.

PSY 440 - Psychology and Spiritual Formation (3)

This course is a synthesis of spiritual and psychosocial development, including spiritual formation as a part of individual and relational developmental theories. Spiritual disciplines and practices of spiritual direction that contribute to healthy psychosocial-spiritual development are emphasized.

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 491 - Capstone in Psychology and Human Relations (4)

The Capstone experience consists of long-term, investigative assignments that guide the student into a deeper understanding and synthesis of the knowledge gained and the personal growth attained during four Capstone thread courses. In this course, students will synthesize and apply key concepts, theories, and practices presented throughout their program into a final Capstone project. The approved project will focus on the application of personal, social, and spiritual knowledge and experience with the intent of generating hope in the world through relationships. Prerequisite: successful completion of all core courses

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)

PSY 520 - Lifespan Development (3)

This course examines theories of cognitive, affective, social, spiritual, and moral development across the lifespan. The impact of ethnic, gender, and cultural factors on development will also be explored. Human flourishing is discussed as the optimal goal of achieving developmental milestone growth within the context of positive cognitions, emotions, and relationships. Strategies for facilitating development and wellness across the lifespan are addressed.

PSY 525 - Theories of Personality Development (3)

This course takes a deeper look at the theoretical frameworks in psychology that are used to understand personality development. An overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts, and their implications in work with individuals in a variety of settings is explored. This course also emphasizes the formation and maintenance of positive intra and interpersonal relationships.

PSY 530 - History and Systems of Psychology (3)

This course provides an overview of the historical development of theoretical systems in psychology. Set against the backdrop of cultural and historical change, students will explore the history of psychology from its inception as a philosophical study of the human spirit to emerging trends in positive psychology.

PSY 535 - Research Methods in Psychology (3)

Students will learn about experimental and non-experimental design and the differences between quasi-research and professional research in psychology. Students will have the opportunity for writing a literature review based upon the current, professional research

PSY 540 - Psychopathology and Emerging Trends (3)

This course will provide an in-depth review of a broad spectrum of psychopathological conditions. The emphasis of this course will be on contrasting different theoretical perspectives and exploring emerging trends related to psychopathology, well-being, and the field of positive psychology.

PSY 545 - Foundations of Interviews and Interventions (3)

Foundations of Interviews and Interventions provides students the opportunity to apply foundational principles in contemporary positive psychology to the interview and intervention process in order to promote well-being in individuals, family systems, and the workplace. Prerequisite: PSY-540

PSY 561 - Research in Positive Psychology and Life Coaching (3)

An exploration of research to support the deeper understanding and more effective cultivation of well-being and human flourishing with an emphasis on the practice of life coaching. Students will conduct literature searches and read peer-reviewed articles on their capstone topics in positive psychology and life coaching. Prerequisite: Completion of all core courses

PSY 562 - Positive Psychology, Life Coaching, and Christian Formation (3)

This course is a synthesis of the foundational principles of positive psychology and theoretical models of Christian formation. Using Biblical principles, current research in positive psychology, methods in life coaching, and theories of spiritual formation, students are given the opportunity for spiritual discovery and personal growth. Approaches to the nature of the "Good Life" will be emphasized. Students will also gain skills in helping others to grow personally by applying concepts of Christian formation and positive psychology to the practice of life coaching. Prerequisite: PSY-561

PSY 563 - Life Coaching and Positive Psychology (3)

This course is designed to help students advance in their integration and application of positive psychology to the life-coaching process. Based upon the current research in Positive Psychology, students will synthesize and apply foundational principles of

positive psychology and life coaching, evaluate advanced strategies used by life-coaches, and ultimately apply motivational interventions to enhance the overall well-being of others. Prerequisite: PSY-562

PSY 566 - Principles and Practices of Industrial/ Organizational Psychology (3)

This course examines industrial/organizational psychology highlighting the principles, theories, and practices particular to the field. The industrial elements related to hiring, managing, and training employees will be considered. The organizational elements of motivation, leadership, work teams, and employee work-life balance will also be explored. The role of principles derived from the Christian faith and contemporary positive psychology to promote well-being in the workplace will be emphasized. Prerequisite: Completion of all core courses

PSY 567 - Leadership and Motivation (3)

This course provides a critical inquiry of the various types of leadership styles and theories behind employee motivation and skill development in the workplace. The value of applying a strengths-based approach to motivating employees is also explored. Biblical principles help to underscore the benefits of a strengths-based approach. Prerequisite: PSY-566

PSY 568 - Organizational Ethics (3)

This course examines ethical processes that influence organizational behavior. Theories related to moral development, decision-making, and problem solving will be explored. The role of worldview is addressed with attention to distinguishing between secular worldviews and a Christian worldview. How to develop an ethical organizational culture will be addressed with an emphasis on the role of leaders and followers in maintaining a healthy workplace environment. Prerequisite: PSY-567

PSY 590 - Capstone in Psychology (3)

This Capstone in Psychology course represents the culmination of the student's academic, personal, and professional growth across all courses. Thus, this course integrates the principles of psychology as presented in previous courses into a unified understanding of psychology within their chosen specialization (Positive Psychology or Industrial/Organizational Psychology). Students have the opportunity to critically evaluate and synthesize their new learning and report on their capstone projects. All core and specialization courses must be completed prior to this capstone course.

PTH - Biblical Exposition

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 505ES - 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 505FR - 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 510ES - 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 510FR - 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 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.

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.

PTH 605ES - 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.

PTH 605FR - 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.

PTH 610ES - 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.

PTH 610FR - 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 - Advanced Health Assessment

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 513 - Introduction to Professional Development for Advanced Practice in Primary Care Nursing (1)

This course establishes the process by which students will demonstrate that they have met the outcomes of the graduate nursing program and nurse practitioner track requirements. It will introduce students to the professional roles and expectations of the nurse practitioner.

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 (4)

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 660 - Advanced Health Assessment (6)

This course will teach students to complete comprehensive health assessments, develop differential diagnoses, order and interpret diagnostic testing, and document findings. Supervised clinical experiences are 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.

PYC 690 - Practicum Completion (1)

A 1 credit hour elective course with a minimum of 70 practicum hours, for the student who has successfully completed all clinical courses and required clinical hours in the PYC curriculum, but has not met the program requirements for populations focused encounters or procedures. The student will engage in needed practicum requirements as determined with the course faculty member under the direct supervision of a qualified preceptor. The course will be graded on a credit/no credit basis. Repeatable for up to 3 credits. Course Site Visit Fee \$300. If extensions to Meditrax or Lexicomp licenses are required the student will be responsible to pay for it.

PYC 693 - Integration of Theory into Practice as a Family Nurse Practitioner (1)

In this course, students demonstrate achievement of program and Primary Care track outcomes as a novice family nurse practitioner. Students synthesize and evaluate their evidence of having acquired the knowledge, dispositions, and skills to be effective "Agents of Change."

REC - Camp Counseling

REC - Recreation Management

REC 160 - Introduction to Recreation (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 - A Christian Way of Life

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 200 - Introduction to Ministry (1)

This course focuses on the questions What is ministry? and What is my call to ministry? Attention is given to the requirements and expectations of various ministry vocations. Personal callings are explored with the goal of achieving greater individual clarity on a biblical, theological, and practical understanding of calling and how it is expressing itself in the student's life. Open to those who have an interest in serving God as volunteers or as paid ministers. Co-requisite: CED-225, REL-240, WOR-235, or YTH-230.

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 - The Christian Life: Sustaining Spiritual Vibrancy (3)

An experiential study of personal spiritual formation; designed to encourage practices that promote a vibrant life-long relationship with Jesus Christ. 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 or BIL-111, BIL 102 or BIL-112 or their equivalents.

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 240 - Ministry in Context (3)

This course explores the principles and practices of faithful and effective ministry in context. Students are grounded in a biblical understanding of contextualization and equipped to take into account religious, social and demographic variables in a diversity of cultural contexts and to develop appropriate strategies for church ministries, global outreach and Christian service. This Theory and Practice course requires at least 25% of the assigned out of class work to be completed in a ministry setting.

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. Prerequisites: BIL-101 or BIL-111 and BIL-102 or BIL-112 or their equivalents

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. Not open to students with a satisfactory grade in REL264. Prerequisites: Successful completion of all major courses.

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 (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 (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 270 - Evangelism and Discipleship (3)

This course will examine the principles and practices of evangelism and discipleship in contemporary contexts. Attention is given to both the historical patterns which shaped outreach endeavors as well as several methodologies which have been and

are being used by various church based organizations for people of various ages and backgrounds. This Theory and Practice course requires at least 25% of the assigned out of class work to be completed in a ministry setting.

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 introduces the student to urban ministries through first-hand exposure of church-based community organizations, and through an evaluation of various urban ministry techniques and strategies currently being used to bring hope and wholeness to the people of the urban centers.

REL 276 - Models of Urban Ministry (3)

This course introduces the student to urban ministries through first-hand exposure of church-based community organizations, and through an evaluation of various urban ministry techniques and strategies currently being used to bring hope and wholeness to the people of the urban centers.

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 parachurch 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. Not open to students with a satisfactory grade in REL275. Prerequisites: BIL-201 or BIL-202, MIN-268.

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 in the development and practice of Judaism, Christianity, and Islam.

REL 290 - History of the Christian Church (2)

A sweeping account of strategic events, personalities, and issues that have led to today's Christian world. Various geographical regions will be examined with focused attention given to the major branches of Christianity (Roman Catholicism, Eastern Orthodoxy, and the Western Church). The role of other Christian communities of the east and the west will also be considered.

REL 291 - History of Protestantism (2)

A sweeping account of strategic events, personalities, and issues that have shaped Protestant Christianity from the Reformation to the present. Special attention will be given to the Reformation and Protestantism's migration from Europe to the United States. Representative Protestant denominations in the United States will be examined in their historical and cultural context.

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 224ES - 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 226CC - Global Study Program (1 to 4)**REL 295ES - 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 307 - Race, Class, and Gender: Church and Society (3)

This course evaluates how the church has historically responded to questions related to the issues of race, class, and gender as well as how these issues have influenced Christian witness and vocation across time. Extended attention will be given to current challenges that face the church and the society regarding issues of race, class and gender. Prerequisites: BIL-101, BIL-102, THE-101.

REL 312 - Hope and Suffering (3)

This course explores both a theological and practical understanding of the relationship that potentially exists between human suffering and hope. Students will use Scripture, theology and contemporary research to build a redemptive view of pain, trauma and loss. Collectively they will explore the wide range of trauma that humans are exposed to including, but not limited to, illness, abuse, sexual exploitation, loss, terrorism and natural disasters. Each student will then select one form of suffering and assess the forms of help that bring the suffering into redemptive hope. Prerequisite: THE-101.

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 335 - Catholicism (3)

This course provides a comparison between Catholic and Protestant doctrines, with emphasis on the differences to be found in doctrines of salvation, revelation, mediators, and church polity. Variances in doctrinal and practical issues will be discussed as well as areas of cooperation within a Latin American context.

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 360 - Faith, Work and Economics Service Leadership Internship (0 to 3)

This internship will provide the student with an overview of how the personal faith of business leaders informs and directs their particular business. Students will be directly involved in the life and flow of a local business including times for guidance, evaluation, and reflection by the primary supervisor and by other appropriate business leaders. Prerequisite: REL-200 or by permission of the professor.

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 365 - 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. This Theory and Practice course requires at least 25% of the assigned out of class work to be completed in a ministry setting. Open to juniors and seniors. Limited to majors and minors in the Division of Practical Theology unless permission is granted by the Division. Prerequisite: BIL-202.

REL 366 - 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. Open to juniors and seniors. Limited to majors and minors in the Division of Practical Theology unless granted by the Division. Prerequisite: REL-365. Co-requisite: REL-366P.

REL 366P - Preaching 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. Prerequisite: REL-365; Co-requisite: REL-366 or YTH-366.

REL 370 - Introduction to Pastoral Care and Counseling (2)

A study of the biblical and theological framework of pastoral 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. This Theory and

Practice course requires at least 25% of the assigned out of class work to be completed in a ministry setting. Only open to Juniors and Seniors.

REL 380 - History of Christian Missions (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 - History of Christian Missions (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 382 - History of the Christian Church (2)

A sweeping account of strategic events, persons, movements, texts, and issues that have shaped Christian faith and praxis from the early Church to the twenty-first century. Various geographical regions will be examined, with attention to how diverse historical and cultural contexts have shaped the global Christian Church.

REL 384 - History of the Christian Church in the Middle East (3)

A sweeping account of significant events, persons, movements, texts, and issues that have shaped religious practices and belief systems in the modern Middle East. The Christian faith and praxis in Middle East from the early Church to the twenty-first century will be examined. Focused attention will be given to the various Christian communities found in the Holy Land and the current challenges that faces the Christian Church in the Middle East. This course is part of the Summer in the Holy Lands Program.

REL 390 - Ministerial Placement and Persistence (1)

This seminar will examine life habits (personal, spiritual, professional) that create long-term success in ministry. In addition, this course will address issues related to ministerial job placement including but not limited to preparing resumes, networking, interviewing skills, compensation and benefits, and job expectations. Open to junior students enrolled in a major or minor in the school of Theology and Ministry.

REL 392 - History of Protestantism (2)

A sweeping account of strategic events, persons, movements, texts, and issues that have shaped Protestant Christianity from the sixteenth to the twenty-first centuries. The major Protestant traditions will be traced from their European origins through their development in the United States. Special attention is given to the denominational and cultural diversity of American Protestantism, and the influence of Protestant Christianity on major events in American History.

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 331ES - 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 335ES - Catholicism (3)

This course provides a comparison between Catholic and Protestant doctrines, with emphasis on the differences to be found in doctrines of salvation, revelation, mediators, and church polity. Variances in doctrinal and practical issues will be discussed as well as areas of cooperation within a Latin American context.

REL 401 - A Christian Way of Life (0 to 1)

This integrative seminar is structured to facilitate students' analysis and synthesis of how their citizenship in God's kingdom calls them to a life of Christian virtue and servant leadership in the midst of a pluralistic world. The culmination of the course is

a faith integration paper that requires students to articulate how a Christian way of life can be lived out in the civil and sacred communities to which they will belong. Prerequisites: BIL-101, BIL-102 and THE-101. Credit/no credit.

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 in the Division of Practical Theology or by permission of the instructor. For Division of Practical Theology students, this Theory and Practice course requires 25% of the assigned out of class work to be completed in a ministry setting. 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. Co-requisite for ASM and BSB students only: REL-468P.

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 472 - Pastoral Care and Counseling II: Through the Aging Process (2)

This course provides theological, theoretical, and practical foundations for effective pastoral care for individuals ranging from adulthood to the end of life. Developmental, family, and identity issues will be addressed. This course aims to guide the learners to become reflective practitioners of ministry to adults of all ages. Prerequisite: REL-370.

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: 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: Successful completion of two 400 level Biblical Literature courses

REL 490 - Practical Theology Capstone (1)

This integrative seminar is structured to facilitate students' analysis and synthesis of the accumulation of learning gleaned throughout their undergraduate program in both academic and practical ministry settings. Aside from introducing processes for integration of learning, there is no new content in this course. The culmination of the course is an integrative project demonstrating the student's applied competency and integration of his/her biblical and theological training as well as his/her particular theological discipline. Open to senior status students who are enrolled in a major or minor in the School of Theology and Ministry.

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 500 - Philosophy and Christian Thought (3)**

This course examines the major Christian theological and philosophical traditions. Students will examine core doctrines including the Triune God, Christology, soteriology, pneumatology, ecclesiology, and eschatology. Students will critically assess major philosophical movements and thinkers as they contribute to or challenge a Christian worldview.

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 502 - Formation through Spiritual Direction (1)

This course introduces students to the practice of spiritual direction. Ministers enrolled in the course will experience spiritual direction for their own lives and learn introductory concepts of spiritual direction for pastoral ministry to others.

REL 510 - History of the Global Christian Church (3)

This course introduces the student to the key events, individuals, and debates of global Christian history from the time of Jesus to the present day. Special attention is given to the worldwide church, as well as the development of Christian doctrines and practices in specific contexts.

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 520 - Congregational Care (1)

A study of the biblical and theological framework of congregational care. The course will provide an examination of the essential skills and predispositions that a pastor needs to care for a congregation in a manner that inspires spiritual formation, including: active listening, conflict resolution, effective use of prayer and Scripture in care settings and problem-solving.

REL 521 - Discipleship Ministries (2)

This course is designed to introduce students to the principles, procedures, guidelines, and available resources for discipleship strategies within the local church. Students will also practice evangelism and discipleship in a local church context.

REL 525 - Spiritual Care and Counseling (3)

This course provides theological, theoretical, and practical foundations for effective pastoral care for individuals ranging from birth through the end of life. Development will be examined throughout the life-cycle. Concerning children and teens, this course will explore both healthy development and types of disabilities. Adulthood issues of development, identity, marriage and family will be addressed. This course aims to guide the learners to become reflective practitioners of ministry to all ages.

REL 530 - Old Testament World (3)

This course studies the historical, literary, and socio-cultural background of the Old Testament. Background literature and inscriptional evidence relevant to the Old Testament will be examined, as well as key historical events, figures, and locations. A

possible timeline for the writing of the Old Testament books will be developed, engaging key critical theories. Prerequisite: BIL-101 and BIL-102; or BIL-500.

REL 531 - American Christianity (2)

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. Prerequisite: REL-510

REL 540 - New Testament World (3)

This course studies the historical, literary, and socio-cultural background to the New Testament. Beginning with intertestamental Jewish literature and Jewish history in the Maccabean period, the course proceeds to the New Testament's first century Jewish and Greco-Roman context. A possible timeline for the writing of the New Testament books will be developed. Prerequisite: BIL-101 and BIL-102; or BIL-500.

REL 545 - Contextualized Ministry (2)

This course explores the principles and practices of faithful and effective ministry in cultural context. Students are grounded in a biblical understanding of contextualization and equipped to take into account religious, social and demographic variables in a diversity of cultural contexts and to develop appropriate strategies for church ministries, global outreach and Christian service.

REL 555 - Practical Theology of Ministry (3)

This course explores the nature of practical theology as a discipline: its history, methods and relevance for Church and society. Students will consider the work of various practical theologians; use varied models of theological reflection; and integrate social science methods into their ministry as practical theologians in residence. A key component of the course will involve the practicing of theology through reflection upon lived practical wisdom.

REL 560 - Leading a Church (2)

A study of the principles of leadership and management for the pastor or other professional Christian worker in relation to local churches or other Christian organizations. Contemporary leadership theory is critiqued in view of the church's mission. Students develop personal skills in leading change, self-management, budgeting, planning, recruiting and supervising volunteers, discerning vision for ministry and leading deliberative bodies.

REL 565 - Homiletics (3)

A theoretical study and practice-based instruction for constructing and delivering scripture-centered sermons, homilies, and devotionals. Primary focus is on the discipline of homiletics and best practices for practical implementation in church settings. Students will craft, present, and evaluate sermonic work for hands on integration of previous theological training into preaching ministry. Prerequisite: BIL-202 or BIL-510.

REL 569 - Pastoral Care (3)

This course teaches the art of pastoral care as it relates to the psychological and theological needs of persons and Christian communities. Theories of pastoral care, its ethical context, the healing functions of rituals, and specific interventions for predictable human needs such as birth, death, illness, trauma, marriage, divorce, and life passage celebrations will be considered. In addition, theological responses to the question of theodicy will be articulated. The class presents historical perspectives and practice through case studies and modeling. Prerequisite or Co-requisite: REL-501.

REL 570 - Strategic Pastoral Counseling (3)

This course explores pastoral counseling from a frame of reference which limits both the number of sessions and the scope of the objectives for the counseling relationship. Students will engage in responsible use of faith-based and spiritual resources as well as articulate the benefits and limitations of counseling in a pastoral setting. Each student will gain familiarity with an overarching structure for pastoral counseling sessions as well as signs of necessary referral. Prerequisite: Grade of "C" or higher in REL-520 or REL-370.

REL 575 - Mentoring, Spiritual Direction, and Discipleship (3)

This course trains active ministers in the three most common forms of spiritual formation: mentoring, spiritual direction, and discipleship. Students analyze the theological and theoretical backgrounds, cultural implications, as well as strengths and

weakness of each model of spiritual formation. Prerequisite: Grade of "C" or higher in REL-521 or REL-270. Prerequisite or Co-requisite: REL-501.

REL 580 - Faith and Politics of the Modern Middle East (3)

Through both classroom and field study this course will evaluate how religious traditions and beliefs influence Israeli and Palestinian nationalism, and the politics of the modern Middle East. Special emphasis will be placed on biblical interpretations relating to God's covenantal promise of land in both the Old and New Testament and the implications of these theologies on the Christian church in the Middle East. Travel expenses and all applicable fees required.

REL 588 - Special Topics in Christian History (3)

This course covers a specialized and advanced topic in Christian history. The course focuses on advanced historical perspective for the sake of a better-informed and more faithful ministry. Prerequisites: THE-525, REL-331 and REL-332 or their equivalent.

REL 590 - Philosophy for Ministry (2)

This course appraises key philosophical concepts and questions for the sake of thoughtful congregational ministry. Ethics, logic, epistemology, as well as major current philosophical options are analyzed for their implications for congregational ministry. Though philosophical concepts are discussed in detail, ministerial implications of philosophy and practical application is the aim. Prerequisite: A grade of "C" or higher in REL-500, or PHL-280 and THE-101.

REL 591 - Thesis Project I (1)

This course is the first in a sequence of potentially three courses in which the student engages in a self-directed, researched-based treatment of a topic relevant to the master's program in which the student is enrolled, conducted under the supervision of a faculty member.

REL 592 - Thesis Project 2 (1)

This course is the second in a sequence of potentially three courses in which the student engages in a self-directed, researched-based treatment of a topic relevant to the master's program in which the student is enrolled, conducted under the supervision of a faculty member. Prerequisite: REL-591.

REL 593 - Thesis Project 3 (1)

This course is the third in a sequence of potentially three courses in which the student engages in a self-directed, researched-based treatment of a topic relevant to the master's program in which the student is enrolled, conducted under the supervision of a faculty member. Prerequisites: REL-591 and REL-592.

REL 595 - Research Language (3)

This course is an independent or directed study of a research language relevant to the master's program in which the student is enrolled, conducted under the supervision of a faculty member, culminating in a competency examination.

REL 515ES - 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 601 - Transition from Academy to Church (2)

This course guides students in best practices for transitioning from academic theological education to ministry in the local church context. A blended course, this course academically, psychologically, and pragmatically shifts students from residential education to a residency pastorate. Prerequisites: BIL-520, REL-555, THE-525 and signature of professor.

REL 602 - Coached Ministry Apprenticeship 1 (1 to 3)

A ministry lab course, this course uses experienced ministry professionals as mentors in the field under the guidance of Practice Theology professors. Students will be engaged in guided ministry leadership assignments and reflection on ministry performance. Students will also create a structured plan for improvement in ministerial competency. A professional ministry position is required for the completion of the course. Prerequisites: REL-555 or its equivalent.

REL 603 - Coached Ministry Apprenticeship 2 (1 to 3)

A second ministry lab course following on the first, this course continues to use experienced ministry professionals as mentors in the field under the guidance of practical theology professors. Students will engage in additional guided ministry leadership assignments and reflections of ministry performance. Students will continue to develop structured plans for improvement in ministerial competency. A professional ministry position is required for the completion of the course. Prerequisite: REL-602

REL 620 - Mentoring, Spiritual Direction, and Discipleship (2 to 3)

This course trains active ministers in the three most common forms of spiritual formation: mentoring, spiritual direction, and discipleship. Students analyze the theological and theoretical backgrounds, cultural implications, as well as strengths and weakness of each model of spiritual formation.

REL 625 - Corporate Spiritual Formation (2)

This course examines the corporate dimensions of spirituality and spiritual formation as outlined in Scripture, church history and contemporary practice. The class analyzes and discusses those historical and cultural factors that have led to the privatization of Christianity, and develops a paradigm of spiritual growth and maturity that focuses on the gathering of believers rather than the isolated Christian. Prerequisites: Grade of "C" or higher in REL-521 or REL-270. Prerequisite/Co-requisite: REL-501.

REL 640 - Multi-Ethnic Ministry (2)

This course guides students in advanced engagement with issues related to ethnicity, ethnography, and ministry in contexts of culture diversity. The primary aim of the course is to equip local church pastors to develop multi-ethnic church ministries. Students in this course will integrate practice and theology-laden theory into the ministry context in which they serve. Successful students will integrate theological, philosophical, and social scientific theories with professional best practices for multi-ethnic ministry. A professional ministry position is required for the completion of the course. Prerequisites: Grade of "C" or higher in REL-545 or REL-240.

REL 665 - Advanced Homiletics (3)

This course is designed for the advanced preaching student with two or more completed preaching courses in undergraduate or graduate work. Students will engage advanced homiletical theory using first source material in historical and contemporary homiletics, analyze model sermons in depth, and receive robust constructive feedback on their own preaching experiences. Prerequisites: Grade of "C" or higher in REL-565 and BIL-510, or REL/YTH-366 and REL-366P.

REL 669 - Strategic Pastoral Counseling (3)

This course explores pastoral counseling from a frame of reference which limits both the number of sessions and the scope of the objectives for the counseling relationship. Students will engage in responsible use of faith-based and spiritual resources as well as articulate the benefits and limitations of counseling in a pastoral setting. Each student will gain familiarity with an overarching structure for pastoral counseling sessions as well as signs of necessary referral. Co-requisite: REL-555.

REL 670 - Pastoral Care (3)

This course teaches the art of pastoral care as it relates to the psychological and theological needs of persons and Christian communities. Theories of pastoral care, its ethical context, the healing functions of rituals, and specific interventions for predictable human needs such as birth, death, illness, trauma, marriage, divorce, and life passage celebrations will be considered. In addition, theological responses to the question of theodicy will be articulated. The class presents historical perspectives and practice through case studies and modeling. Prerequisite: A grade of "C" or higher in REL-570.

REL 675 - Mission and Church Health (2)

This course celebrates different paradigms and models of church, paying special attention to more recent missional movements and their characteristics, theological commitments, and perceived trajectory/impact. Students will engage with research and in-depth analysis of church health assessment, and the application of pastoral leadership for local church missions fulfillment. This course teaches the assessment of church health and mission using a number of different evaluative tools. A professional ministry position is required for the completion of the course.

REL 680 - Pastoral Leadership (3)

This course forms healthy pastoral leadership philosophy, habits, and dispositions in ministry leaders through engagement with central leadership texts, ecclesiological reflection, case studies, observation, strategic planning, and implementation in local church contexts. This course integrates theological, philosophical, cultural, educational, and administrative theories and best

practices for ministry in staff, solo, and lead pastor positions. A professional ministry position is required for the completion of the course. Prerequisites: Grade of "C" or higher in REL-560, or REL-468 or CED-490 or CED-491.

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.

REL 695 - Ministry Masters Capstone (1)

In this capstone, students work on a major project demonstrating an integrated interdisciplinary understanding of the overall masters curriculum including contextualized ministry experience. The project should be usable by a current or future employer or affiliated ministry.

REL 690ES - 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.

RSCH - Frameworks of Ministry Research

RSCH - Research

RSCH 701 - Orientation to Ministry Research (2)

This course will introduce students to the purpose, methods, and skills of ministry research. It will give an overview of the DMin project and its processes.

RSCH 702 - Frameworks of Ministry Research (2)

The student will engage the process of formulating ministry research questions. Students will explore research questions related to their ministry setting.

RSCH 703 - Methodologies for Ministry Research (2)

In this course, students will evaluate various methods for ministry research. Students will formulate methodologies suited to specific ministry research problems and settings.

SCI - Directed Studies in Science

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 293 - Topics in Natural Science (1)

This course is designed to be a survey of natural science topics through selected readings from the text, supplemental sources, and related activities. Concepts in the following areas will be covered: the nature of science, fundamental concepts in Physics, fundamental principles of Chemistry, and Environmental Science.

SCI 294 - Introduction to Physical Science (2)

This course is designed to be an introduction to physical science principles and concepts. An examination of the following areas will be covered: the scientific method, mathematics in science, Newton's Laws of motion, energy, electromagnetism, heat, atomic structure, nuclear energy, atomic bonding, compounds, and mixtures.

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 - Administration and Finance in Higher Education****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 and culture and the greater higher education community will be examined as well as the principles of budgeting.

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 (3)

An investigation of career development theory including appraisal methods that include validity, reliability, and psychometric measures, 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.

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 520 - Foundations of Professional Coaching (3)

This course will introduce coaching theory and practice with an emphasis on the various applications and benefits of coaching in the professional world. The role of the coach will be distinguished from that of a teacher, counselor, or advisor. Theories include those developed by leading practitioners in the field of coaching and scholars from the positive psychology movement. Students will be trained in coaching competencies and skills utilized specifically in coaching.

SDC 522 - Coaching and Self (3)

Coaching and Self instructs students to use practical activities and assessments to develop an individualized coaching identity. Students will gain experience with coaching practice, learn how to design an alliance with clients, and work on establishing a "coaching toolbox" that will aid in future practice. Students will gain an understanding of coaching ethics, develop a personalized approach to coaching, and begin to explore different coaching niches. Students will also identify their own strengths, values, and possible obstacles to effective coaching. Prerequisite: SDC-520.

SDC 524 - Coaching and Systems (3)

This course allows students to explore and integrate the coaching proficiencies and techniques needed to serve diverse systems desiring coaching. The multicultural educational process will include an overview and synthesizing of systems theory, team toxins, and conflict resolution. Students will learn the coach's unique role in empowering groups, couples, families, teams, or entire organizations to reach their goals and develop their cohesive potential. Prerequisite: SDC-520.

SDC 525 - Special Topics in Student Life Administration (0 to 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. Can be repeated up to 7 credits.

SDC 526 - Coaching Applications - Experiential Methods (3)

This Coaching Applications course will instruct students in using experiential learning methods in professional coaching. Various experiential learning theories and techniques will be used, including art, equine, adventure and metaphoric coaching tools. Students will also learn to improvise using experiential methods during individual and group coaching. Prerequisite: SDC-520.

SDC 530 - Social Justice in Action (3)

Social Justice in Action: An introductory course designed to expose students to the concepts and skills needed to grapple with the interplay between the growing needs of the education profession and biblical notions of justice, equity, and reconciliation. In this course, students will be encouraged to think critically and expansively about the social world and the human condition, namely, the interaction of justice/injustice, privilege, oppression, and power. Important issues such as activism, identity development, and intersectionality theory will be introduced.

SDC 532 - Life Calling (3)

This course 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. This will take place on two tracks: first applying life calling to one's own life, and second, how to help college students discover their life calling and apply it to their lives.

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, and CNS-503.

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.

SDC 599T - Student Development Administration Transfer (3)

SOC - Aging in America

SOC - Sociology

SOC 150 - Introduction to 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 155ES - 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 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 - Intergroup Relations (3)

Examines patterned relations between groups and populations in a variety of contexts, especially those characterized by differences in power and privilege. Meets intercultural requirement for IWU-Marion students.

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. Not open to students with credit in CRJ-246.

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 200ES - 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 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: 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: 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: 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.

SOC 482 - Social Research (3)

This course provides 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: An approved statistics course or consent of the department.

SOC 475CC - Global Studies Program (1 to 4)

SOC 582 - Social Research (3)

This course addresses the principles and methods of research design. It prepares students to become competent consumers and producers of research. Students explore the relationship between social science research and social work practice. Quantitative and qualitative research methods are critiqued. Students translate research evidence to inform and improve practice, policy, and service delivery.

SOS - Introduction to the Social Sciences

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 - Advanced Spanish Grammar

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 150 - Hispanic History and Language Studies (3)

This travel course to a Spanish-speaking country is designed for students to locate, identify, and map several major historical events and places in the nation, while they gain a deeper appreciation of its people and their culture and prepare various conversation-discussion opportunities in order to practice and strengthen Spanish language skills on all four levels of reading, writing, listening, and speaking at a novice-high proficiency. Fees for travel, lodging, and meals are extra. Prerequisite: SPA-118 or equivalent.

SPA 199T - College Spanish I (3)**SPA 140ES - 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 141ES - 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 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 - Advanced Spanish I Conversation I (3)

A bridge to gap the elementary and advanced levels in the further development of listening, speaking, reading, and writing skills. Students engage in intensive communication in spoken and written Spanish, and an understanding of Hispanic culture. Listening, speaking, reading and writing skills are developed. Emphasis is on vocabulary acquisition and interactive communication through the discussion of authentic texts, films, videos, music, etc. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. Prerequisite: SPA 238 or equivalent, or permission of the Foreign Language Department as students may not self-place in a language course.

SPA 348 - Culture and Civilization of Latin America (3)

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA-347 or department approval.

SPA 349 - Advanced Spanish II (3)

Upper-intermediate interpersonal communication and composition practice for development in listening, speaking, reading, and writing. Students develop fluency and communicative competence through exposure to literary texts, newspaper and web articles, and videos, in their cultural context. This course emphasizes conversation strategies, vocabulary expansion, and the writing of essays. Prerequisite: SPA 347 or equivalent. Or permission of the Foreign Language Department as students may not self-place in a language course.

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-347 or department approval.

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-347 or department approval.

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 or department approval.

SPA 365 - Special Topics in Hispanic Studies (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-349 or equivalent 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-347 or department approval.

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-347 or department approval.

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-347 or department approval.

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 349CC - CCCU Study Abroad Composition II (3 to 4)****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 Studiesi 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-347 or department approval.

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-347 or department approval.

SPA 461 - Contemporary Spanish Literature (3)

Intensive study in contemporary Spanish and Spanish American literature. Prerequisites: SPA-347 or department approval.

SPA 462 - Spanish Short Stories (3)

A study of Spanish and Spanish American short stories for advanced students. Prerequisites: SPA-347 or department approval.

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-349 or have departmental approval.

SPA 470 - Spanish Capstone (3)

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-349 or equivalent 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 - New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century

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: SPIR-500

SPIR 530 - Spiritual Practices (3)

Spiritual formation is deepened by the Christian's devotion to God and this devotion is often witnessed through his or her participation in spiritual practices. This course is a multifaceted examination of twelve spiritual disciplines or practices. Students will have an opportunity to learn about historically documented practices through the writings of people known for their spirituality and through their own personal experience of selected practices.

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: SPIR-520

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: SPIR-540

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: SPIR-560

SPIR 575 - Spiritual 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: SPIR-570

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 550ES - 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 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

SPIR 610 - New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century (3)

Intentional Christian community and 'neo-monasticism' is consistent with the Methodist movement and more broadly, the Christian tradition. This course will examine the contemporary longing in a post-modern context for a communal experience of Christianity that offers authenticity and renewal for its participants and the contexts in which they operate.

SPIR 711 - Spiritual Formation Seminar 1: Practical Theology of Person-Forming (5)

This course is a doctoral-level exploration of the formation of persons from the perspective of practical theology. Students will examine and deploy concepts related to soteriology, with special reference to the restoration and perfection of the imago Dei. Students will engage various biblical, historical, and contemporary voices for the sake of a deeper understanding. Special attention will be given to the practice of personal Sabbath keeping toward the appropriation of the graces of faith.

SPIR 712 - Spiritual Formation Seminar 2: Historical Theology of Person-Forming (5)

This course is a doctoral-level exploration of the formation of persons from the perspective of historical theology. Students will examine and deploy concepts related to soteriology, with special reference to Christian traditions of eremitic monasticism. Students will engage relevant texts within their original historical context, with a roughly equal emphasis being given to ancient, medieval and modern voices. Historic practices of selfawareness, such as the Ignatian Examen, will be woven into the course experience, with an eye toward cultivating the graces of faith in the personal life of the student.

SPIR 713 - Spiritual Formation Seminar 3: Practical Theology of Community-Forming (5)

This course is a doctoral-level exploration of the formation of communities from the perspective of practical theology. Students will examine and deploy concepts related to ecclesiology, with special reference to becoming and abiding-in the body of Christ. Students will engage various biblical, historical, and contemporary voices for the sake of a deeper understanding. Special attention will be given to the practice of communal Sabbath keeping toward the appropriation of the graces of love.

SPIR 714 - Spiritual Formation Seminar 4: Historical Theology of Community-Forming (5)

This course is a doctoral-level exploration of the formation of communities from the perspective of historical theology. Students will examine and deploy concepts related to ecclesiology, with special reference to Christian traditions of coenobitic monasticism. Students will engage relevant texts within their original historical context, with a roughly equal emphasis being given to ancient, medieval, and modern voices. Historic practices of discernment, such as Spiritual Direction, will be woven into the course experience, with an eye toward cultivating the graces of love in the personal life of the student.

SPIR 715 - Spiritual Formation Seminar 5: Practical Theology of Society-Forming (5)

This course is a doctoral-level exploration of the formation of societies from the perspective of practical theology. Students will examine and deploy concepts related to eschatology, with special reference to embracing and embodying the *missio Dei*. Students will engage various biblical, historical, and contemporary voices for the sake of a deeper understanding. Special attention will be given to the practice of social Sabbath keeping toward the appropriation of the graces of hope.

SPIR 716 - Spiritual Formation Seminar 6: Historical Theology of Society-Forming (5)

This course is a doctoral-level exploration of the formation of societies from the perspective of historical theology. Students will examine and deploy concepts related to eschatology, with special reference to Christian traditions of secular monasticism. Students will engage relevant texts within their original historical context, with a roughly equal emphasis being given to ancient, medieval, and modern voices. Historic practices of compassion, such as the Visitation and Hospitality, will be woven into the course experience, with an eye toward cultivating the graces of hope in the personal life of the student.

STA - Business Statistics

STA - Sta

STA 320 - Business Statistics (3)

This course is designed to help students with basic statistical concepts, techniques and terminology. Students will learn how to present statistical data using a variety of graphing techniques. In addition, the use of inferential and descriptive statistical tools and how they are used to analyze and solve managerial problems will be addressed. Chi-square hypothesis testing and learning how to interpret results and state conclusions using business terminology will be performed. Students will learn to use Microsoft Excel to conduct statistical problem analyses and graphs. Throughout the course, biblical principles as they relate to the study of business statistics will be emphasized.

STA 351 - Statistics for Marketers (3)

The student will compare and contrast numerical descriptive statistics used to make marketing decisions. By describing data used for market decision making, the student will learn how to organize and visualize market data used in business presentations for maximum audience impact.

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, 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.

STAT - Statistics for Business Decision-Making

SWK - Advanced Field Placement and Seminar I

SWK - Social Work

SWK 170 - Introduction to Social Work (3)

This course is 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. This is the entry course into the Social Work major. For CAS Students volunteer work in a community social service agency is required.

SWK 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.

SWK 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.

SWK 291 - Urban Encounter-Helping Professions (1)

The purpose of this course in essence is two-fold. First, to expose students to cultural diversity, experience the universality of trials and triumphs, and recognize how cultural structures and values may oppress, marginalize, alienate, create, or enhance privilege and power in shaping the person. Secondly, students will be exposed to a number of social services agencies in order to provide a real world glimpse of social work practice in an urban setting. In addition, students will examine how their values and biases may influence their work with diverse populations. Students will be encouraged to view themselves as learners through living out the love of Jesus in connecting with others in seeking opportunities to dialogue with those served by various systems. Through these experiences students will further develop an understanding of being a world changer within the social work profession. Prerequisite: SWK-170.

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 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.

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.

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 to 6)

Taken concurrently with SWK-370, Social Work Field Placement Seminar 1. Requires placement 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. Residential Students are required to complete 12 hours per week and IWU-National and Global Students are required to complete 17 hours per week. Prerequisites for residential students: All major coursework but SWK-357 which is taken concurrently. Prerequisites for IWU-National and Global students: All major coursework.

SWK 370 - Social Work Field Placement Seminar I (3)

Taken concurrently with SWK-366. This seminar course is designed to integrate course content with the field placement experience. Emphasis is given to the development of skills and practice behaviors in the context of a generalist model of social work practice. Seminar serves as a bridge for students to share their learning experiences in various human service settings. Seminar also functions as an emotional support system to discuss placement experiences. Residential students take this course concurrently with SWK-357.

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 366 - Social Work Field Placement I (3 to 6)

Taken concurrently with SWK-370, Social Work Field Placement Seminar 1. Requires placement 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. Residential Students are required to complete 12 hours per week and IWU-National and Global Students are required to complete 17 hours per week. Prerequisites for residential students: All major coursework but SWK-357 which is taken concurrently. Prerequisites for IWU-National and Global students: All major coursework.

SWK 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.

SWK 466 - Social Work Field Placement II (6 to 9)

Taken concurrently with SWK-470. Requires placement in a social service agency arranged by the Department of Social Work. Through observation and participation in a social service program in a community agency, students advance their knowledge of the social work profession and refine their practice skills. This placement occurs under the educational direction of agency professionals and university faculty. IWU-National and Global students remain in their field placement site from SWK-366 and continue working 17 hours per week. Residential students are placed in a community agency and are required to complete 32 hours per week. Prerequisites for residential students: All major coursework and completion of the field practice application process.

SWK 470 - Social Work Field Placement Seminar II (3)

Taken concurrently with SWK-466 Social Work Field Placement Seminar. This seminar course is the signature pedagogy and last stage of the Social Work program. Designed to integrate the concepts, knowledge, skills, and values that are learned from Social Work Practice, Social Policy, Human Behavior in the Social Environment, and Social Research. Provides opportunities for students to share learning experiences from agency placement and develop professional identity and competency.

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 466 - Social Work Field Placement II (6 to 9)

Taken concurrently with SWK-470. Requires placement in a social service agency arranged by the Department of Social Work. Through observation and participation in a social service program in a community agency, students advance their knowledge of the social work profession and refine their practice skills. This placement occurs under the educational direction of agency professionals and university faculty. IWU-National and Global students remain in their field placement site from SWK-366 and continue working 17 hours per week. Residential students are placed in a community agency and are required to complete 32 hours per week. Prerequisites for residential students: All major coursework and completion of the field practice application process.

SWK 466CC - Global Studies Program (9)

SWK 470CC - Global Studies Program Seminar II (3)

SWK 475CC - Global Studies Program (1 to 6)

SWK 542 - Human Behavior and Social Environment (3)

This course examines human behavior and the social environment as it relates to individuals, families, groups, organizations, and communities. Biological, psychological, sociological, and spiritual theories are reviewed to gain a holistic perspective. Developmental dynamics across the lifespan are examined. Students explore systems of injustice and oppression at local and global levels.

SWK 543 - Social Welfare and Policy (3)

This course addresses the history and current systems of social welfare and policy. Historical, cultural, economic, global, environmental, and social dimensions are examined. Six traditional arenas of policy are explored, including child and family services, health and mental health, poverty and inequality, housing and community development, crime and violence, and aging. Christian roots of the social work profession are highlighted.

SWK 555 - Social Work Practice I (3)

This course prepares students for culturally sensitive advanced generalist social work practice with and on behalf of individual client systems. Students demonstrate ethical and professional behavior as they engage diversity and difference in social work practice. Students develop an understanding of the application of ecosystems, strengths, and empowerment perspectives. Students gain skills in constructing professional relationships, assessing client situations, planning and implementing change, and evaluating outcomes.

SWK 556 - Social Work Practice II (3)

This course prepares students for culturally-sensitive generalist social work practice with and on behalf of families and groups. Ecosystems, strengths, resiliency, and empowerment perspectives are developed and applied. Students gain skills for engaging, assessing, planning, implementing, and evaluating mezzo systems.

SWK 557 - Generalist Practice With Communities and Organizations (3)

This course emphasizes theories and strategies and prepares students for ethical and culturally sensitive generalist social work practice with communities and organizations. Students examine diverse macro level systems and integrate principles of social, economic, and environmental justice. Students explore the historical development of institutional structures. Cycles of oppression and marginalization are identified. The social work role of advocacy in the arena of human rights is addressed. Connections among social welfare policies, delivery of social services, and accessibility to services for diverse client systems are assessed.

SWK 560 - Social Work Field Placement and Seminar I (3)

This course is a generalist social work field placement in a social service agency accompanied by a seminar designed to apply learning to practical social work experience. Placement in an agency is arranged collaboratively with the field director. Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of generalist social work practice. Students teach one another about fields of practice and provide a support system for one another. Required time spent in the agency is an average of 12.5 hours per week for eight weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this first generalist field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass an evaluation of professional behavior as completed by the field instructor to pass this course. Prerequisites: SWK-542, SWK-543, SWK-555, SWK-556, completion of application and all required field documents, acceptance into the MSW Field Program

SWK 561 - Social Work Field Placement and Seminar II (3)

This course is a continuation of the generalist social work field placement and the seminar (SWK-560). Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values and ethics, skills, critical thinking, and management of emotions, with particular emphasis on diversity and difference in the context of generalist social work practice. Students teach each other about fields of practice and provide a support system. Required time spent in the agency is an average of 12.5 hours per week for eight weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this second generalist field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass the mid practicum evaluation as completed by the field instructor to pass this course. Prerequisite: SWK-560

SWK 562 - Social Work Field Placement and Seminar III (3)

This course is a continuation of the generalist social work field placement (SWK-561) accompanied by a seminar. Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions, with particular emphasis on human rights, social, economic, and environmental justice in the context of generalist social work practice. Students teach each other about fields of practice and provide a support system. Required time spent in the agency is 12.5 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this third generalist field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass an evaluation of professional behavior as completed by the field instructor to pass this course. Prerequisite: SWK-561

SWK 563 - Social Work Field Placement and Seminar IV (3)

This course is a continuation of the generalist social work field placement accompanied by a seminar (SWK-562). Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions, with particular emphasis on the planned change process in the context of generalist social work practice. Since this culminates the Field Placement for Generalist Social Work Practice, evaluations of the entire field experience are completed. In addition to course work, students must pass the final practicum evaluation as completed by the field instructor to pass this course. Students teach each other about fields of practice and provide a support system for facilitating a good ending. Required time spent in the agency is an average of 12.5 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. As this is the final field course, the total 400 hours must be completed by the end of the course. Prerequisite: SWK-562

SWK 650 - Mental Health and Psychopathology (3)

During this course students examine mental health and psychopathology across the lifespan from a social work perspective. Students study the history of mental illness and prevalent disorders in the field. Applications for clinical practice emphasize assessing and diagnosing mental disorders based on the most current edition of the Diagnostic and Statistical Manual (DSM). Students engage in analysis and synthesis of social work theories and ethics in relation to treatment options and best practices. Collaboration with interdisciplinary treatment teams is explored. Prerequisite: Completion of all required 500-level courses or admission to Advanced Standing program

SWK 655 - Advanced Interpersonal Practice (3)

This course provides an in depth examination of the clinical skills utilized for the Planned Change Process (engagement, assessment, intervention, and evaluation) of social work practice at the micro systems level. Students utilize supervision and consultation to guide professional judgment and behavior, manage personal values, and make ethical clinical decisions. Students examine and implement ethical use of technology in social work practice settings. Learning is assessed through the analysis of case studies. Prerequisite: Complete of all required 500-level courses or admission to Advanced Standing program

SWK 656 - Advanced Practice With Families and Groups (3)

This course provides an in-depth examination of the clinical skills of engagement, assessment, intervention, and evaluation on a mezzo systems level. Practice models and theoretical frameworks are examined and applied with diverse groups and families. Ethical decision-making based on knowledge of the NASW Code of Ethics combined with constructive cognitive and affective processing is practiced. Advanced interpersonal skills are practiced and modeled within the cohort through role plays and collaboration on decision cases. Particular emphasis is given to assessing skills in good beginnings (engagement) and endings (evaluation/termination). Prerequisite: Complete of all required 500-level courses or admission to Advanced Standing program

SWK 660 - Social Welfare Policy and Program Development (3)

In this course students identify and analyze current social welfare policies and programs with regard to service delivery, human rights, and social, economic, and environmental justice. Program development to more effectively meet the needs of clients and constituencies is explored. Students assess the effectiveness of social welfare policies and programs related to clinical social work practice across the lifespan. Plans are created and policies proposed on behalf of marginalized constituents. Prerequisites: Completion of all required 500-level courses or admission to Advanced Standing program

SWK 661 - Research Proposal I: Problem Formation Process (3)

This course is the first of two courses designed to help students identify a social work problem, complete an exhaustive literature review, write-up an APA style literature review, and then formulate a research question and/or hypothesis. Students will learn ethical decision making in research including the protection of human subjects. Students will utilize the steps for examining evidence-based practice to help them be more effective when working with clients in social service agencies.

SWK 662 - Research Proposal II: Research Methods and Write-up (3)

This course is the second of two courses designed to help students complete all phases of the research proposal, including; select a research design to help collect client data, identify a sampling method, select the appropriate instrument to measure client problems and progress, describe how to analyze client data, and then synthesize all of the aforementioned information into a written research proposal. Students will have internalized the importance of ethical and cultural issues in social work practice during all phases of the research process.

SWK 666 - Advanced Field Placement and Seminar I (3)

This course is a clinical social work field placement in a social service agency accompanied by a seminar designed to apply learning to clinical social work practice. Placement in an agency is arranged collaboratively with the field director. Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students teach one another about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for eight weeks. The clinical field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this first advanced field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass an evaluation of professional behavior as completed by the field instructor to pass this course. Prerequisite: SWK-650, SWK-655, SWK-672, completion of application and all required field documents, and acceptance into the MSW Field Program

SWK 667 - Advanced Field Placement and Seminar II (3)

This course is a continuation of the clinical social work field placement and seminars (SWK-666). Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students teach one another about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for eight weeks. The clinical field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this second advanced field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass the mid practicum evaluation as completed by the field instructor to pass this course. Prerequisite: SWK-666

SWK 668 - Advanced Field Placement and Seminar III (3)

This course is a continuation of the clinical social work field placement in a social service agency accompanied by a seminar (SWK-667) designed to apply learning to clinical social work practice. The weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students teach one another about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The clinical field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this third advanced field placement course. Exceptions must be approved by the Director of Field Experiences. In addition to course work, students must also pass an evaluation of professional behavior as completed by the field instructor to pass this course. Prerequisite: SWK-667

SWK 669 - Advanced Field Placement and Seminar IV (3)

This course is a continuation of the clinical social work field placement in a social service agency accompanied by a seminar (SWK-668) designed to apply learning to clinical social work practice. Synchronous seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students teach one another about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The clinical field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. Since this is the final clinical field placement course the required 500 hours must be completed by the end of this course. In addition to course work, students must pass the final practicum evaluation as completed by the field instructor to pass this course. Final evaluations based on the entire clinical field placement are completed. Prerequisites: SWK-668

SWK 671 - Topics in Social Work I: Identifying Your Passion (3)

This course is the first of four Topics courses designed to take students from their area of passion to the development and dissemination of research to improve advanced clinical practice. Students parallel their individual interests and strengths with an identified population and/or treatment modality to enhance the field of clinical social work. Students will create a team of mentors to guide the focus of their course of study. This course is a process of exploration, discovery, analysis, synthesis, planning, and application of the intersection of personal strengths, temperament, and interests with professional opportunities. Prerequisite: Completion of all required 500-level courses or admission to Advanced Standing program

SWK 672 - Topics in Social Work II: In-Depth Review (3)

Students engage in practice informed research and research informed practice in their area of specialization as identified in the Topics in Social Work I course. Current research findings are synthesized and integrated with practice, policy and service

delivery methods. Gaps in research are identified. Areas of marginalization and oppression are identified contextually with attention given to the impact of difference and diversity. Students must complete Topics in Social Work I (SWK-671) before taking this course.

SWK 673 - Topics in Social Work III: Applied Research (3)

In this course students conduct research related to their area of specialization as identified in the Topics in Social Work II course. A research project is selected, approved, designed, and carried out in an ethical manner. Statistical measurements are applied as appropriate to the project. Research findings are analyzed and applied to clinical practice, policy, and service delivery methods. Prerequisite: SWK-672

SWK 674 - Topics in Social Work IV: Dissemination (3)

In this final topics course students produce a final research paper and disseminate the results of their project to a relevant audience in advancing clinical social work practice. Students evaluate their project by designing and utilizing an evaluation tool. Dissemination of evaluation findings provides insight toward improved practice effectiveness. Students develop a professional growth plan as they enter clinical social work practice based on insights from their experience through the Topics in Social Work series. Prerequisite: SWK-673

TC - Orientation to the Teacher Certificate Programs

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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, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the Teaching Certificate program.

TECH - Data Utilization and Evaluation

TECH - Technology

TECH 501 - Digital Media Theory and Applications (3)

An exploration of Richard E. Mayer's multimedia learning principles for the design of digital media including images, video, audio, and text-based presentations. Learners will apply these principles as they gain competency with various software applications to deliver instruction.

TECH 502 - Digital Content and Citizenship (3)

An exploration of the varied definitions and criteria for digital literacy and digital citizenship. From the context of first and second level digital divides, learners will gain an understanding of the concepts that are critical to the development of programs, tools, and resources designed to create a generation of digitally literate citizens.

TECH 503 - Instructional Design Theory and Practice (3)

The course introduces instructional design principles and practices to the development of learning opportunities in face to face, online, and blended modalities. Particular attention will be focused on the process of aligning learning outcomes with instructional strategies, assessments, and effective use of technology-based learning activities.

TECH 504 - Technology for Learning Communities (3)

An exploration of the varied ways in which digital technology can serve a valuable role in the creation and maintenance of learning communities, in the collection of data, in communication with stakeholders, and in the facilitation of personal and institutional change.

TECH 505 - Web Design and Development (3)

This course introduces the student to the fundamentals of web design, the concepts of user interface, the application of usability studies, basic HTML coding, and the use of web design applications. Attention will also be given to the creation, capture, and editing of various media for web delivery.

TECH 506 - Data Utilization and Evaluation (3)

Data utilization and evaluation covers basic to intermediate statistical methods in education and psychology. It prepares educators to appropriately describe, select, apply, calculate, and interpret statistical methods, in preparation for making evidence-based decisions.

THE - Apologetics

THEO-Christmas-the-Mystery-of-the-Incarnation

THEO 545 - Holiness and Christian Ethics (3)

This course examines the ethical and moral character of the Christian life, particularly the life of the minister, analyzing various ethics approaches in light of the doctrine of the Holy Spirit and a theology of holiness. Attention will be given to contemporary issues, ministerial ethics, and guiding individuals and congregations in the formation of holy habits and disciplines to maintain integrity in Christian life and ministry.

THEO 546 - Popular Culture and Christian Imagination (3)

This course is an interdisciplinary theological examination of the relationship between popular culture and the Christian life of faith. Like religious practice, the narratives, symbols, and practices of popular culture shape our identity and imagination. How should Christians navigate and engage secular culture? Students will analyze popular cultural texts and practices in conversation with Christian theology and create strategies for Christian formation that account for and leverage the formation occurring within popular culture for the sake of discipleship.

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 - Christmas: 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 525 - Theology of Prayer (3)

This course is an integrated study of the theology of prayer. Students will reflect theologically on the conditions, expressions, and implications of the practice of Christian prayer. Students will exegete relevant scriptural texts, explore the historical development of both communal and individual prayer, engage classic and contemporary theological texts concerning prayer, examine the relationship between Christian doctrine and Christian prayer, survey various types of prayer, and, most importantly, practice praying in a rigorous and reflective way. Special reference will be made to the doctrine of God-the triune identity, nature, and attributes of God-in connection with the central Christian claim that God hears our prayers. Students will develop skills of rigorous theological reflection contextualized within local church practice. Prerequisite: THEO-500

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 543 - Theology of Holiness (3)

Our journey will entail a systematic study of sanctification, including the doctrines of humanity, 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. Special attention will be given to John Wesley's doctrine of holiness.

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 586 - The Theology of John Wesley (3)

This course explores the theology of John Wesley. Emphasizing the study of John Wesley in his own words. Close examination of his sermons, treatises, and letters will be utilized towards a reconstruction of his theological commitments as a whole. Consideration will also be given to John Wesley's relation to other Christian traditions and the 'burning questions' of our time.

THEO 599T - Theology Transfer (3)**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.

THEO 610 - Lyrical Theology of Charles Wesley (3)

This course explores the theology of early British Methodism through their Hymns and Poetry with a focus on the lyrics of Charles Wesley. Students will critique the theological function of lyrics by a close reading of the theological content of hymns and theological poetry. Students will use these skills to evaluate how poetry can be used to describe specific doctrines.

THEO 615 - Women in Leadership and the Wesleyan Tradition (3)

From Epworth through the 21st century, the Methodist movement has never been without women serving in various leadership capacities. Examining the lives of women who helped spearhead Methodism in Britain, Ireland, America, Argentina, and beyond, this course will investigate the conditions, both resistant and permissive, in which women have co-labored as laity, deaconess, and ordained ministers.

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. Students with credit in this course cannot receive credit for REL-232. Prerequisites: BIL-101 or BIL-111, BIL-102 or BIL-112,

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 intermediate theology course further develops the foundational doctrines of the Christian faith introduced in THE-101. 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. Prerequisite: THE-101.

THE 235 - Doctrine of Humanity 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 201ES - 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. Students with credit in this course cannot receive credit for REL-232. Prerequisites: BIL-101 or BIL-111, BIL-102 or BIL-112. Una síntesis de la doctrina cristiana que ayudará a los estudiantes a familiarizarse con las enseñanzas claves de la palabra de Dios que forman la base de la fe evangélica.

THE 231ES - 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 235ES - Doctrine of Humanity 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 238ES - 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 333 - 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 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 and 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 311ES - 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 313ES - 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 328ES - 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 338ES - 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 487 - Special Topics in Systematic Theology (1 to 3)

This course covers one or more special topics in Systematic Theology 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: THE-101.

THE 488 - Special Topics in Historical Theology/ Church History (1 to 3)

This course covers one or more special topics in Historical Theology and Church History 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: THE-101.

THE 475CC - Global Studies Program (1 to 4)**THE 500 - Christian Doctrine (3)**

This course introduces the student to the core topics of Christian theology, including God, Christ, the Spirit, creation, humanity, sin, atonement, salvation, the church, ethics, and last things. Emphasis is placed on thinking theologically and on the implications of belief for Christian life and practice. Prerequisite: A grade of "C" or higher in REL-500, or PHL-180 and THE-101.

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 (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 515 - Theology of God and Worship (3)

Students examine and analyze the biblical and orthodox theology of God including its relationship to philosophy of religion and the theology and practice of worship. Students assess the theological and practical implications of each and develop an integrated concept of personal belief and critical thought.

THE 520 - Historical Theology (3)

Students examine the history of Christian theology and its surrounding philosophical contexts in four major periods: Patristic, Medieval, Reformation, and Modern. Special attention is given to major doctrinal developments and correlated philosophical issues. Students evaluate successive developments and apply insights to contemporary theological issues.

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 550 - Christology and Soteriology (3)

Students examine and analyze the biblical and orthodox theology of God including its relationship to philosophy of religion and the theology and practice of worship. Students assess the theological and practical implications of each and develop an integrated concept of personal belief and critical thought.

THE 560 - Theology of Humanity and Evangelism (3)

Students examine the theology of the human being (Christian anthropology). This will include assessing key issues of image of God, identity, community, sin, redemption, and the rationale for evangelism. Unique Wesleyan-Arminian perspectives will be addressed.

THE 588 - Special Topics in Historical Theology/ Church History (3)

This course covers a specialized and advanced topic in historical theology/Christian history. The course focuses on advanced historical perspective for the sake of a better-informed and more faithful ministry. Prerequisite: A minimum grade of "C" or higher in REL-510 and THE-500.

THE 589 - Special Topics in Systematic Theology (3)

This course covers a specialized and advanced topic in systematic theology. The course focuses on a particular section of systematic theology (such as Christology, Ecclesiology, or Pneumatology) with a view toward informing current ministerial practices and beliefs. Prerequisite: A grade of "C" or higher in THE-500.

THE 505ES - 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 505FR - 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 510ES - The Doctrine of Humanity and Christology (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 510FR - The Doctrine of Humanity and Christology (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 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 620 - Pneumatology (3)

Students will analyze and compare biblical, theological, and historical developments of the doctrine of pneumatology and its inseparable relationship with sanctification. Students propose implications for personal, corporate, and global consequences, as well as develop a profound and pragmatic plan of application for growing in faith through the ministry of the Holy Spirit.

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.

THE 683 - Trinitarian Theology and Pastoral Ministry (3)

Students analyze the biblical and historical foundations of Trinitarian Christian theology and seek to synthesize Trinitarian orthodoxy with ministerial practice, especially in the realms of clergy ethics and pastoral care. As a capstone course, this course challenges students to integrate sound theological foundations with consistent ministry practices: a synthesis of orthodoxy and orthopraxy that will define the minister's approach to his or her calling and work.

THE 605ES - 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 605FR - 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 675ES - 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.

THE 675FR - 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.

THR - Advanced Acting

THR - Theatre

THR 226 - Voice and Movement (3)

Course focuses on modern techniques to help the student gain greater control over their body and voice. Students will explore various techniques for the voice and body that will help them clearly communicate characters both physically and vocally to the audience.

THR 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.

THR 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.

THR 272 - Stagecraft (3)

Introduction to scenery, lighting, costume design, technical theater practices, and production management, stressing practical production experience and terminology. Learn to use tools, 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.

THR 301 - Theatre Practicum (1 to 3)

Provides practical experience working in theatre program productions.

THR 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. Learn basic techniques for color, drawing, drafting, rendering, and model-making, skills that are used to create the stage design for a musical.

THR 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.

THR 317 - Theatre History and Dramatic Literature I (3)

A historical, critical, and theoretical study of Western and global theater and drama from its origins through the end of the eighteenth century. 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 that have influenced the rise and fall of dramatic forms and practices. Prerequisite: COM-120 or permission of Division.

THR 318 - Theatre History and Dramatic Literature II (3)

A historical, critical, and theoretical study of Western and global theater and drama from the beginning of the nineteenth century 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 that have influenced the rise and fall of new dramatic forms and practices.

THR 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.

THR 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.

THR 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.

THR 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.

THR 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.

THR 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.

THR 479 - Communications Senior Seminar I (1)

Senior Seminar I is the beginning of the Senior Capstone experience for all Communication and Digital Communication majors. Includes preliminary work on portfolio and senior project as well as analysis of professional and academic experiences across the program of study.

THR 480 - Communications Senior Seminar II (3)

The senior capstone experience for Communication and Digital Communication 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: THR-479 and permission of Communication Coordinator.

TSL - English Grammar Pedagogy

TSL - Tchng English As Second Lang

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 260 - TESOL Internship (1 to 3)

The student will be involved in a significant TESOL-related work experience, under the supervision of a professional with TESOL-related background, which provides hands-on practice with skills such as lesson planning, teaching, assessment, and cross-cultural communication. Prerequisites: At least 3 credits of coursework required in TESOL/TESOL Education Core (choose from ENG-170, TSL-203, or INT-220) and permission of the instructor.

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 385CC - 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-Becoming-World-Changers-group

UNV - University Studies

UNV 104 - Introduction to Integrative Learning (1)

This course provides students with an introduction to integrative learning and liberal arts skills. In this course, students will develop a plan of study and explore connections between life experiences and academic concepts as they examine personal career goals, passion, purpose, and life calling.

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 - Integrative Learning Capstone (2)

A capstone experience in which students reflect upon and communicate integrative learning in relation to a Christian worldview. Prerequisite: UNV-104

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 - Integrative Learning Advanced Capstone (2)

A capstone experience in which students analyze and interpret their integrative learning in relation to a Christian worldview to explain issues and solve problems. Prerequisite: UNV-104

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.

UNV 501 - Graduate CPT Seminar/Externship (0)

The Graduate Curricular Practical Training (CPT) Seminar/Externship course provides students with an opportunity to gain practical work experience while linking those experiences to graduate level course outcomes. Students will describe a process change, procedural innovation, or another enhancement proposed to their employer based on learning in the course curriculum. Students must work at least 20 hours per week (on average) and maintain a 3.0 GPA. Students may only enroll in one section of this course per term. May be repeated unlimited times. Must be taken concurrently with courses related to program requirements.

WAIV - Requirement Met by Test Score**M00****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.

WEB - Web Development**WEB 300 - Coding and Front-End Foundations for Web Development (3)**

Students will learn how to use HTML, CSS, and JavaScript to create web sites. The Git Source Control System to manage source code will be addressed. Students will also learn advanced JavaScript, interacting with the DOM, retrieving data from remote sources, and more advanced web layout techniques.

WEB 301 - Front End Frameworks (3)

Students will learn a JavaScript framework which enhances the power of JavaScript by reducing coding. Further, students will use AJAX to create Single Page Applications. Both React and Angular frameworks will be addressed.

WEB 302 - Database and Programming Foundations (3)

Students will learn foundational functions of database and programming in this course. Both SQL and NoSQL databases will be addressed and students will be able to identify the appropriate use cases for each. In addition, students will develop a foundational knowledge of programming concepts, algorithms, design patterns, and theory. Language-specific concepts will be covered, outlining the nuances associated languages covered.

WEB 303 - Back End Foundations, Mobile Apps, and Responsive Design (3)

This course serves as an introduction to creating server-side web applications and services. Students will learn how to create server-side APIs and render websites. Language specific concepts will be covered and nuances associated with these frameworks will be addressed. In addition, students will learn how to use cross-compilation tools and develop native mobile apps using a native or non/native languages. This course will also cover software testing, application hosting, and system build.

WEB 304 - Agile Project Management, Deployment and Web Security (3)

Students will learn the different roles of an Agile team and how to successfully serve on one. Career skills for software developers will also be addressed. Students will also learn security and deployment of web applications, common security attack vectors, and how to mitigate them. The deployment of an application to a cloud hosting platform and learning to automate this process will be performed by the students.

WEB 305 - Web Development Group Project (3)

In this course, students will participate in coding sessions that demonstrate what a small team of dedicated new developers can accomplish to create a robust project.

WOR - Centuries of Song

WOR - Worship

WOR 230 - Theology of Lyric (2)

Theology of Lyric investigates the theological content found in the text of hymns and worship songs, determining how these lyrics align with Scripture and the various traditional teachings. In taking this class, the student will explore various tenets of the Church and gain an understanding of how to write hymn, worship and poetic texts reflecting these traditions. Students are recommended to take WOR-325 prior to this course.

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. Prerequisite or 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 (0 to 1)

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-101, WOR-235 and WOR-235P.

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 330 - Theology of Lyric (2)

Theology of Lyric investigates the theological content found in the text of hymns and worship songs, determining how these lyrics align with Scripture and the various traditional teachings. In taking this class, the student will explore various tenets of the Church and gain an understanding of how to write hymn, worship and poetic texts reflecting these traditions. Students are recommended to take WOR-325 prior to this course.

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. Prerequisites: THE-101, WOR-235 and WOR-235P.

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 in the Division of Practical Theology. Prerequisite: REL-200, THE-101, THE-233 and WOR-235.

WOR 438 - Discipling Worshipers (2)

This course helps students integrate a biblical, theological, historical, pastoral, liturgical, and cultural understanding of Christian worship for the purpose of discipling believers to become informed and engaged participants in corporate worship. Students learn how the preparation for and leadership of Christian worship services are vehicles for worship discipleship in the local church. Open only to senior worship majors and minors who have been admitted to the Christian Worship program.

WOR 438P - Worship Capstone 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.

WOR 530 - Worship Pastor (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 for the local church that is culturally relevant and rooted in the rich tradition of the ages. Emphasis is given to designing and leading the basic Lord's Day service including the sacraments, as well as services related to life passages. This course combines theological reflection with practical application for creating well-grounded, robust, participatory services of worship.

WOR 535 - Leading Worship Renewal: Moving from Passive to Participatory Worship (3)

Congregational passivity is a recognized challenge in many 21st century worshipping communities. Yet, corporate worship in the Scriptures is consistently portrayed as the active engagement of the people. This course will help leaders identify a wide range of ancient and emerging practices useful for actively engaging worshipers, and strategize ways to pastorally move them toward becoming full participants. Prerequisite: Grade of "C" or higher in WOR-530, or grade of "C" or higher in both WOR-235 and WOR-436.

WRI - Advanced Writing

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 141ES - 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 141FR - 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 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 one of the following: ENG-120, ENG-140, WRI-140, or Advanced Standing in English with a C or higher.

WRI 281 - Art of Argument (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 in the Workplace (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-234 or permission of the Division.

WRI 354 - Writing the Short Story (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 (1 to 3)

Systematic and supervised practicum in a business or organization. Application of technical and writing skills. Credit varies, depending on time involved on-site. May be repeated for credit. Prerequisites: WRI-234 or permission of the department.

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 370 - Travel Writing (3)

An intensive writing course combined with a cross-cultural travel course that will help students learn the skills and writing techniques needed for travel writing. Students will study key travel writers and travel writing works as well as write extensively in various genres: guidebook, review, research, and literary travel writing. Prerequisite: ENG-120 and application and reference.

WRI 390 - Teaching Writing: Composition Theory, Pedagogy, and Practice (3)

This course focuses on the practice and pedagogy of writing composition, grounding them in core composition theories. Students will explore how composition theory, practice and pedagogy are informed by, and influence such cultural issues as gender, race, politics, etc.; will experience writing as a social act through which we learn and teach; and will learn to select instructional and assessment techniques to serve a variety of learners. Prerequisite: Successful completion of a 3 hour WRI course.

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 - Writing the Novel (3)

Study of both the theory and the craft of novel 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 their own novels. Prerequisite: WRI-235 or permission of the Division.

WRI 457 - Writing for a Living (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)**WSEM - Introduction to Seminary Studies****WSEM - Wesley Seminary Studies****WSEM 500ES - Introduction to Seminary Studies (0)**

This course prepares students to face the academic demands of a master's level program. The course seeks to expand the capacity and competency of new students concerning adult learning, reading, writing, and doing research at the post-graduate level. Emphasis will be placed on andragogy as an approach to graduate education, on autonomous learning, and on problem-based learning. In addition, students will develop a multi-disciplinary conceptual frameworks that will enable them to do critical studies -that integrate biblical studies, theology, Church history, and spiritual formation- in order to formulate viable solutions to the work of the ministry.

WSHP - Christian Worship

WSHP - Worship

WSHP 520 - Space and Time in Worship (3)

This course explores Christian worship - its rhythms, rituals, spaces, and sacred actions - through the thematic lens of space and time, offering a holistic understanding of worship practices integrated with biblical, theological, and historical perspectives. Special attention is given to the theology of the sacraments, the seasons of the Christian year, sacred space, and church architecture. Prerequisite: THEO-500

WSHP 540 - Music and Arts in Worship (3)

Congregational worship incorporates a broad spectrum of the performative and visual arts. This course examines the role of music and the arts in congregational worship. The biblical, theological, and historical foundations of music and the arts will be brought to bear on worship ministry practices in today's church. Special attention is paid to the formational role of worship and the pastoral role of the worship leader.

WSHP 560 - Media and Technology in Worship (3)

This course is an interdisciplinary examination of the nature of technology and its relationship to and role within Christian worship. Topics include the history of technology; technology's impact on church and society; the philosophy of technology; the basics of audio-visual technologies in the worship environment (sound, video, lighting, presentational software); troubleshooting technical systems; use of the internet and social media; and critical, contextual thinking about effective use of technology in the life of the church today.

WSHP 580 - Emerging Trends in Worship (3)

This course examines the changing face of worship in the 21st century and offers helpful tools for discerning how emerging worship styles may be integrated into the student's own worship context. The course examines the intersection of postmodernity, generational theory, cultural theory and the study of subcultures, as well as worldview with the Millennial Generation as it relates to worship forms and practices, resulting in contextual expressions of worship that move beyond the usual categories of traditional and contemporary.

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: MDIV-500

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 - Advanced Studies in Youth and Culture

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 230 - Programming Youth and Family Ministries (2)

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. Co-requisite: YTH-230P.

YTH 230P - Programming Youth and Family 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 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-230.

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 330 - Theological Foundations of Youth and Family Ministries (3)

This course draws upon basic understandings of practical theology in order to develop a theological foundation of youth ministry. In order to enrich these discussions, this class will explore adolescent development and youth culture as well as the normative moments of God's divine in-breaking. We will also investigate what it means to think critically in regards to questions of theory and praxis of adolescent and family ministries. Prerequisites: THE-101, BIL-101, and BIL-102.

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 366 - 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. Types of sermons and the principles of constructing and delivering expository sermons are studied. Original sermons are prepared, and some of them delivered before the class with critiques and suggestions for improvements. Limited to majors and minors in the Division of Practical Theology unless permission is granted by the Division. Prerequisite: REL-365; Co-requisite: REL-366P.

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 380 - Advanced Studies in Youth and Culture (2)

The way we see and interpret culture has a profound effect on how we minister to adolescents. This course is designed to teach a student how to exegete the current cultural environments and see where and how youth ministry intersects. Using practical theological reflection, this course will also address the ever-changing relationship between youth ministry and a variety of cultures, particularly in a post-modern world. Field trip fees may apply.

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 471 - Pastoral Care and Counseling I: Children to Adulthood (2)

This course provides theological, theoretical, and practical foundations for effective pastoral care for individuals ranging from childhood to adulthood. Close attention will be paid to the developmental and behavioral dynamics within this context as well as current, relevant issues. This course aims to guide the learners to become reflective practitioners of ministry to children, youth and young adults. Prerequisite: REL-370.

YTH 472 - Pastoral Care and Counseling II: Through the Aging Process (2)

This course provides theological, theoretical, and practical foundations for effective pastoral care for individuals ranging from adulthood to the end of life. Developmental, family, and identity issues will be addressed. This course aims to guide the learners to become reflective practitioners of ministry to adults of all ages. Prerequisite: REL-370.

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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 Clarence (Bud) Bence, Ph.D., *Professor of Religion, 1982-1987; 1993-2011*
 Sue Bowman, M.A., *Associate Professor of Physical Education, 1970-2015*
 Dennis Brinkman, Ph.D., *Associate Dean, Professor of Chemistry, School of Physical & Applied Sciences, 2000-2014*
 Mary Brown, Ph.D., *Professor of English, School of Arts & Humanities; 1985-2015*
 Ella Bush, Ph.D., *Associate Professor, School of Educational Leadership, 1999-2013*
 Larry Chamberlain, D.S.L., *Professor, DeVoe School of Business, 2005-2018*
 Donald Chilgreen, Ph.D., *Professor of Biology, 1967-2001*
 Wenda Clement, M.A.T., *Associate Professor of Education, 1979-2003*
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 Keith Drury, Ph.D., *Associate Professor of Religion, 1988-*
 Sharon Drury, Ph.D., *Professor of Leadership, Doctor of Organizational Leadership, 1990-2013*
 David Duecker, Ph.D., *Associate Professor of Chemistry; Chair, Division of Natural Sciences, 2003-2019*
 Marjorie Elder, Ph.D., *Professor of English, 1945-2010*
 Susan Fisher, Ed.D., *Professor of Education, School of Teacher Education; 1990-2014*
 Susan Frase, Ph.D., *Professor of Education, 1995-2007*
 Mike Fratzke, Ed.D., *Professor of Physical Education; Chair, Division of Health & Human Performance, 1984-2018*
 Mike Goff, Ph.D., *Professor of Biology, 1977-2009*
 Gail Greene, Ph.D., *Professor of Mathematics, 2000-2013*
 Harry Hall, Ed.D., *Associate Professor of Graduate Education, 2003-2016*
 Pamela Harrison, Ed.D., *Professor of Nursing, 1989-2017*
 Carolyn Kindley, D.A., *Professor of Music, 1967-2005*
 Jim Kraai, Ed.D., *Associate Professor, DeVoe School of Business, 2003-2018*
 Al Long, Ph.D., *Associate Professor, School of Educational Leadership, 1993-2013*
 Vern Ludden, Ph.E., *Professor of Organizational Leadership, 2002-2017*
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 Bill Millard, Ed.D., *Professor of Leadership Studies, 1999-2016*
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Rick Zwirn, B.S., *Transfer Advisor, Residential Academic Services*

Faculty

*Format Key

Name, Appointment Date, Title(s), Principal Academic Unit

Principal Academic Unit

Degrees, Attainment Year, College

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

Charles Alcock, 2003, *Assistant Professor of Youth Ministry, Chaplain & Director of Youth Ministry Events, 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, East Central Indiana/Online IN*

Non-Residential Education

A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Becky Allen-Gull, 2015, *Assistant Professor of Nursing*

School of Nursing

B.A., 1992, Anderson University; B.S.N., 2008, Indiana Wesleyan University

M.S.N., 2013, Anderson 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

Randi Antworth, 2017, *Assistant Professor of Nursing*

School of Nursing

B.S., 2004, Indiana Wesleyan University; M.S.N., 2009, University of North Carolina

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 of History, Division 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, *Associate Professor of Biology, School of Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1983, Anderson University; M.S., 1995, IUPUI; Ph.D., 1998, IUPUI

Robert Atchison, 2014, *Assistant Professor of Graduate Counseling, Clinic Coordinator; Chairperson, Division of Graduate Counseling, School of Social and Behavior Sciences and Business*

College of Arts and Sciences

B.S., 2007, Indiana Wesleyan University; M.A., 2009, Indiana Wesleyan University

Ph.D., 2015, Walden University

Angela Bailey, 2011, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1990, Indiana University; M.S.N., 2008, University of Indianapolis

Barbara Baker, 1998, *Assistant Director, Curriculum Development, DeVoe School of Business*

College of Adult and Professional Studies

B.S.B.A., 1994, Indiana Wesleyan University; M.S.M., 1998, Indiana Wesleyan University

Matthew Barber, 2016, *Assistant Professor of Healthcare, DeVoe School of Business*

College of Adult and Professional Studies

B.S., 2009, Northern Kentucky University; M.S., 2012, Xavier University

Ph.D., (ABD), Indiana Wesleyan University

Rebecca Barnard, 2014, *Assistant Professor of Music Therapy, School of Arts and Humanities*

College of Arts and Humanities

B.M., 1979, Southwestern Oklahoma State University; M.M., 2011, Western Michigan University

Joanne Barnes, 2008, *Dean, The Graduate School, Professor, Graduate Studies in Leadership, School of Service & 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, *Associate Professor of Nursing*

School of Nursing

B.S.N., 1990, D'Youville College; M.S.N., 1993, D'Youville College

D.N.P., 2015, Indiana Wesleyan 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, *Professor of Old Testament & Near East Studies, Chairperson, Division of Religious & Ministerial Studies, 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, *Professor of Old Testament & Ancient Languages, 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 Service & 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

Barbara Bidwell, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1996, Lutheran College; M.S.N., 2009, Indiana University

D.N.P., 2015, Indiana Wesleyan 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

John Birch, 2014, *Assistant Professor of Science, Division of Liberal Arts*

College of Adult and Professional Studies

B.A., 1978, Miami University; M.S. 1981, Miami University; M.A., 2001, Xavier University

Todd Bowman, 2014, *Associate Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 2003, Mount Vernon Nazarene University; Ph.D., 2008, Oklahoma State University

Jeffrey Boyce, 2011, *Chair, DeVoe School of Business*

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, *Associate Professor of Nursing*

School of Nursing

B.S., 2000, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University;

D.N.P., 2014, Valparaiso University

Jack Brady, 2007, *Associate 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

Ph.D., 2015, Capella University

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

Susan Bray, 2013, *Assistant Professor of Nursing*

School of Nursing

B.S., 1992, Indiana Wesleyan University; M.S.N., 2006, Indiana Wesleyan University;

D.N.P., 2013, University of Alabama

Denise Brehmer, 2008, *Assistant Professor of Nursing*

School of Nursing

B.S., 1986, Ball State University; M.S.N., 1999, Ball State University

P.M.F. F.N.P., 2012, Ball State University

Cindy Briggs, 2018, *Assistant Professor of Management, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 1990, University of Dayton; M.P.A., 2000, Troy State University

M.A., 2004, University of Louisville; M.B.A., 2017, Western Governor's University

Ph.D., 2006, University of Louisville

Bruce Brinkley, 1993, *Assistant Professor, Senior Reference Librarian*

A.B., 1982, Earlham College; M.L.S., 1983, Indiana University

Mark Brooker, 2008, *Dean, DeVoe School of Business*

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

Carol Brown, 2014, *Associate Dean, Life Calling and Career Development, Life Calling and Integrative Learning*

B.S., 1990, University of North Carolina at Greensboro; Ed.D., 1993, Indiana University
M.F.A., In progress, 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; Ph.D., 2018, Lancaster University

Bart Bruehler, 2009, *Associate Professor of New Testament, School of Service & Leadership*
College of Adult and Professional Studies
B.A., 1995, Asbury College; M.Div., 1998, Asbury Theological Seminary
Ph.D., 2007, Emory University

Robert Brumley, 2014, *Director, Division of Global Academic Programs*
College of Adult & Professional Studies
B.A. 1977, University of Evansville; M.A. 1981, University of Evansville;
M.M.L., 2012, Rockbridge Seminary; Ph.D., 1996, Southern Illinois University of Carbondale

H. Michael Buck, 1989, *Dodd-Elder Endowed Professor in English and Literature, 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

Scott Burson, 2008, *Associate Professor of Philosophical Theology, School of Theology and Ministry*
College of Arts and Sciences
B.S., 1985, University of Rio Grande; M.A., 2000, Asbury Theological Seminary
Ph.D., 2015, Brunel University

William Burton, III, 2003, *Assistant Professor, DeVoe School of Business*
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, DeVoe School of Business*
College of Adult and Professional Studies
B.S., 1994, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University
D.B.A., 2016, Northcentral University

Penny Callaway, 2016, *Assistant Professor of Nursing*
School of Nursing
B.S.N., 2005, Indiana State University; M.S.N., 2008, 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, *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

Julie Carson, 2018, *Program Director, Occupational Therapy Assistant*
School of Health Sciences
B.S., 1979, The University of Illinois; M.A., 1983, The University of Illinois

Troy Castle, 2017, *Associate Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
B.A., 2002, Union Bible College; M.M., 2008, Bob Jones University
D.M.A., 2014, Shenandoah University

Carson Castleman, 2004, *Associate Vice President Regional Education, Regional Dean for Southern Ohio and Northern Kentucky*
Non-Residential Education

B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University
Ph.D., 2013, Capella University

Larry Chamberlain, 2005, *Professor, DeVoe School of Business*
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

Michael Chase, 2014, *Associate Professor of Business, DeVoe School of Business*
College of Adult and Professional Studies

B.A., 1978, Spring Arbor University; M.S., 1996, Central Michigan University
Ph.D., 2006, Argosy University of Sarasota

Constance Cherry, 2004, *Professor of Christian Worship & Pastoral 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, *Associate Professor of Nursing, Director, Faculty Development*
School of Nursing

B.S., 1976, State University of New York at Binghamton; M.P.A., 2007, University of Dayton
Ph.D., 2015, Indiana University

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; School of 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, *Professor of Exercise Science, School of 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 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, DeVoe School of Business*
College of Adult and Professional Studies

B.S., 1978, Ball State University; M.B.A., 1999, Middle Tennessee State University

Erin Crisp, *Director of Academic Assessment and Evaluation, College of Adult & Professional Studies*
IWU-National & Global

B.A., 2000, Indiana Wesleyan University; M.S., 2011, Towson University

Judith Crossman, 2016, *Professor of Pastoral Counseling, School of Theology and Ministry*
College of Arts and Sciences

B.S., 1976, Marion College (Currently Indiana Wesleyan University)
M.Ed., 1986, Clemson University; Ph.D., 1989, University of Georgia

Rodney Crossman, 1981, *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); M.F.A., 2011, Goddard College

Sarah Crume Manlove, 2002, *Reference Librarian, Off Campus Library Services, Northern Indiana*
Non-Residential Education

B.S., 1981, Hanover College; M.L.S., 1987, Indiana University

Miranda Cruz, 2014, *Associate Professor of Christian Theology, School of Theology and Ministry
College of Arts and Sciences*

B.A., 2005, Whitworth University; M.Div., 2008, Princeton Theological Seminary
Ph.D., 2014, Baylor University

Samantha Cussen, 2015, *Assistant Professor of Nursing
School of Nursing*

B.S., 2011, California Coast University; M.S.N., 2014, University of Phoenix
D.N.P., 2019, Indiana State University

Douglas Daugherty, 1997, *Professor of Addictions Counseling, Dean of the School of Social and Behavioral Sciences and
Business, Executive Dean of the College of Arts and Sciences*

College of Arts and Sciences
A.B., 1983, Franklin College; M.A., 1987, Ball State University
Psy.D., 1996, Indiana State University

Erin Davis, 2014, *Associate Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*

B.A., 1994, Anderson University; M.T.S., 2007, Anderson University School of Theology
M.A., 2011, Ball State University; Ph.D., 2014, Ball State University

Lanta Davis, 2016, *Associate Professor of Humanities & Literature, John Wesley Honors College
College of Arts and Sciences*

B.A., 2004, South Dakota State University
M.A., 2006, Sioux Falls Seminary; Ph.D., 2013, Baylor University

Lisa Dawson, 2005, *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, *Professor of Nursing; Dean, 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, *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

Pamela DeMange, 2019, *Associate Professor of Nursing
School of Nursing*

B.A., 2003, Wittenberg University; M.S.N., 2006, 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, *Associate 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, *Associate 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

- Erin Devers, 2011, *Associate 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 Non-Residential Education*
B.A., 1977, Baldwin-Wallace College; M.L.S., 1978, Clarion State University
- Susan Draine, 2012, *Professor of Nursing School of Nursing*
B.S.N., 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.N., 1992, Bradley University
Ph.D., 2010, Walden University
- Amanda Drury, 2012, *Associate Professor of Youth Ministries and Practical Theology, 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, *Associate 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
- Patrick Eby, 2015, *Assistant Professor of Church History and Christian Ministry, Wesley Seminary at Indiana Wesleyan University Wesley Seminary at Indiana Wesleyan University*
B.A., 1986, Marion College (Currently Indiana Wesleyan University)
M.Div., 1993, Asbury Theological Seminary; M.Phil., 2006, Drew University
Ph.D., 2010, Drew University
- Ruth Eby, 2010, *Assistant Professor of Nursing; Dean, Divisions of Post-licensure and Masters Nursing School of Nursing*
B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 2010, Drexel University
D.N.P., 2015, Purdue University
- Craig Edwards, 2010, *Professor of English, Division of Liberal Arts College of Adult & Professional Studies*
B.A., 1986, Evangel College; M.A., 1988, University of Wisconsin
Ph.D., 1998, Indiana University
- James Elsberry, 1995, 2017, *Professor of Education, 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
- Haydée Encarnación-García, 2015, *Program Director, Master of Public Health School of Health Sciences*
B.S., 1984, Health Education, University of Puerto Rico; MPH, 1986, Public Health, University of Puerto Rico
M.S., 1999, Health Promotion, Indiana University; Ph.D., 2004, Health Behavior, Indiana University
- 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; Ph.D., 2018, Drew University
- Sarah Farmer, 2018, *Assistant Professor of Practical Theology, School of Theology and Ministry College of Arts and Sciences*
B.A., 2005, Berea College; M.Div., 2008, Emory University
Ph.D., 2016, Emory University

- Cynthia Faulkner, 2015, *Assistant Professor of Healthcare, DeVoe School of Business*
College of Adult and Professional Studies
 B.A., 1983, University of Kentucky; M.S., 2003, University of Kentucky
 Ph.D., (ABD), A.T. Still University
- Joel Ferguson, 2017, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1990, Indiana Wesleyan University; M.S.N., 2015, Indiana Wesleyan University
- Jason Feters, 2017, *Assistant Professor of Spanish, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 2002, Illinois State University; M.A., 2005, Illinois State University
- Gregory Fiebig, 2006, *Professor of Communication, 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
- Reginald Finger, 2013, *Assistant Professor, Master of Public Health*
School of Health Sciences
 B.A., 1976, Northwest Nazarene University; M.D., 1981, University of Washington
 MPH, 1983, University of Washington
- Michael Flanagan, 2001, *Assistant Professor of Music, Chairperson, Division 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, *Professor, DeVoe School of Business*
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
- André Fonteles, 2018, *Assistant Professor of Computer and Information Science, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2010, Universidade de Fortaleza, Brazil; M.S., 2013, Universidade Federal do Ceará, Brazil
 Ph.D., 2017, Université Grenoble Alpes, France
- R. Nathaniel Foster, 2006, *Program Director, Master of Athletic Training*
School of Health Sciences
 B.S., 2000, Indiana Wesleyan University; M.S.P.E., 2001, Ohio University
 Ph.D., 2012, Capella University
- Safiyah Fosua, 2012, *Associate 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
- Russell Fox, 2015, *Assistant Professor of English, Division of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1993, Northern Kentucky University; M.Ed., 2009, Indiana Wesleyan University
 Ed.D., (ABD), Liberty University
- Betty Jane Fratzke, 1984, *Professor of Psychology, 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
- James Freemyer, 2008, *Professor, Graduate Studies in Leadership, School of Service & 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

- Rosemary Fromer, 2014, *Associate Professor of Nursing*
School of Nursing
 B.S.N., 1986, Fairleigh Dickinson University; M.S.N., 1992, Seton Hall University
 Ph.D., 2013, Capella University
- Brian Fry, 2004, *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, *Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business*
College of Arts & Sciences
 B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary
 Ph.D., 1994, University of North Carolina-Greensboro
- Brian Gardner, 2014, *Vice President for University Advancement*
 B.S., 1989, George Fox University; M.B.A., 1997, Seattle Pacific University
 Ph.D., 2010, Loyola University Chicago
- J. Bradley Garner, 2002, *Director, Faculty Enrichment, Center for Learning and Innovation*
Non-Residential Education
 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 Service & Leadership*
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, 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
- Lori Goss-Reaves, 2014, *Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1988, Ball State University; M.A., 1990, IUPUI; Ph.D., 2013, Capella University
- Darla Gowan, 2009, *Associate Professor of Nursing, Assistant Dean of NP Programs*
School of Nursing
 B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 1991, UCLA
 D.N.P., 2013, University of Southern Indiana
- Anne Greeley, 2012, *Associate 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
 Ph.D., 2017, University of Oxford
- Gloria Greentree, 2013, *Assistant Professor*
School of Nursing
 B.S., 1994, Indiana Wesleyan University; M.S.N., 2015, Ball State University
- Brad Grubb, 1988, *Regional Dean, Central Indiana*
Non-Residential Education
 B.S., 1975, Cincinnati Bible College; M.A., 1981, Ball State University
 M.S., 2004, Indiana Wesleyan University
- Kirsten Guidero, 2018, *Assistant Professor of Humanities and Theology, John Wesley Honors College*
College of Arts and Sciences
 A.B., 2003, The University of Chicago; M.A., 2018, Wheaton College
- Arlie Terry Gunter, 2014, *Regional Dean, Northern Ohio*
Non-Residential Education

B.A., 1980, Olivet Nazarene University; M.Div., 1985, Nazarene Theological Seminary
Ed.D., 2007, Nova Southeastern University

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

Stacy Hammons, 2011; 2016, *Professor of Sociology, University Provost and Chief Academic Officer*
B.S., 1984, University of Missouri; M.A., 1997, Washington State University
Ph.D., 2000, Washington State University

Brannon Hancock, 2014, *Assistant Professor of Practical Theology and Christian Ministry, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
B.A., 2002, Trevecca Nazarene University; M.Th., 2005, University of Glasgow
Ph.D., 2010, University of Glasgow

Russell Harney, 2011, *Assistant Professor of Criminal Justice, School of Service & Leadership*
College of Adult and Professional Studies
B.S., 1991, Eastern Kentucky University; M.S., 2009, University of Louisville

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, *Professor of Public Policy, School of Service & Leadership*
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, *Professor of Humanities and History, Associate Dean of John Wesley Honors College*
College of Arts and Sciences
B.A., 1999, Wheaton College; M.A., 2002, Montana State University
Ph.D., 2009, Rice University

Martha Hawkins, 2012, *Associate 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*
Non-Residential Education
B.A., 1984, Indiana University; M.L.S., 1989, Indiana University

Sylvia Heinz, 2013, *Associate Professor of Nursing*
School of Nursing
B.S.N., 1974, Olivet Nazarene University; M.S., 1981, University of Illinois;
Ph.D., 2012, University of Kansas

Roberta Henson, 1992, *Professor of English; Director of the Writing Center, Chairperson, Division of Modern Language and Literature, 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, Vice President, Life Calling and Integrative Learning*
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., 1983, Arlington Baptist College; B.S.N., 1999, Andrews University
M.S.N., 2007, Walden University

Joe Hoffert, 2013, *Associate Professor of Computer Information Sciences, School of 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, 1993, *Professor of Nursing*
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, *Associate Professor of Nursing*
School of Nursing
 B.S.N., 1980, McNeese State University; M.S., 2006, University of Phoenix
 Ph.D., 2014, Capella University

Richard Hooker, 2010, *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

Karen Hopkins, 2017, *Assistant Professor*
School of Nursing
 B.S., 1996, Indiana Wesleyan University; M.S.N., 2009, Indiana Wesleyan University

Stephen Horst, 1999, *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

Sandy Horton, 2015, *Associate Professor of Nursing*
School of Nursing
 B.S.N., 1987, Olivet Nazarene University; M.S.N., 1999, University of Phoenix
 D.N.P., 2015, Indiana Wesleyan University

George Howell, 2011, *Associate Professor, DeVoe School of Business*
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, *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, *Vice President for Academic Affairs*
School of Nursing
 B.S., 1977, Crown College; M.S., 1993, Indiana Wesleyan University
 Ph.D., 2002, Purdue University

Sally Ingles, 2014, *Dean, School of Educational Leadership*
College of Adult & Professional Studies
 B.A., 1994, Spring Arbor College; M.A.T., 2000, Marygrove College
 Ph.D., 2010, Capella University

Leslie Jackson, 2016, *Assistant Professor, Occupational Therapy Doctorate*
School of Health Sciences
 B.S.O.T., 1999, Creighton University; OTD, 2015, Creighton University

- Mary Jacobs, 2004, *Assistant Professor of Athletic Training; Head Athletic Trainer, School of Physical and Applied Sciences College of Arts and Sciences*
B.S., 1995, Indiana University; M.A., 1996, Western Michigan University
- Robert Jesiolowski, 2015, *Assistant Professor of Social Work, School of Service and Leadership College of Adult and Professional Studies*
B.S., 1992, Illinois State University; M.S., 1999, University of Illinois
- Alison Johnson, 2009, *Assistant Library Director; Assistant Professor*
B.S., 2005, Indiana Wesleyan University; M.A., 2009, Indiana University
- Patricia Johnson, 2013, *Associate Professor, Graduate Studies in Leadership, School of Service & Leadership College of Adult and Professional Studies*
J.D., 1985, Howard University; Ph.D., 2008, Regent University
- R. Boyd Johnson, 1998, *Professor, Graduate Studies in Leadership, School of Service & 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 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 Non-Residential Education*
B.R.E., 1984, Allegheny Wesleyan College; M.Ed., 2005, Indiana Wesleyan University
M.A., 2009, Indiana Wesleyan University
- Sarah Jones, 2007, *Associate 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, *Dean, Wesley Seminary Wesley Seminary*
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, *Professor of Graduate 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-Esh, 2008, *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
Ed.D., 2017, Liberty University
- Jessica Keller, 2016, *Assistant Professor of Athletic Training, Clinical Education Coordinator, School of the Physical & Applied Sciences College of Arts and Sciences*
B.S., 2001, Indiana Wesleyan University; DAT, 2017, University of Idaho
- Laura Kelsey, 2009, *Assistant Professor, Reference Librarian*
B.A., 1990, Anderson University; M.A., 2005 Indiana University
- Kwasi Kena, 2012, *Associate 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 Dean of Faculty, DeVoe School of Business*

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

Melissa Khosla, 2013, *Assistant Professor, Occupational Therapy Doctorate*

School of Health Sciences

B.S., 2000, Indiana Wesleyan University; M.S., 2004, Erikson Institute

OTD, 2010, University of Illinois-Chicago

Duane Kilty, 2014, *Associate Professor of Business, DeVoe School of Business*

College of Adult & Professional Studies

B.S., 1981, Indiana University; M.B.A., 1992, Ball State University

Ph.D., 2002, University of Kentucky

Pil-Woo Kim, 2014, *Assistant Professor, Anatomist*

School of Health Sciences

B.S., 1996, Sangji University; D.C., 2003, Life University; M.S., 2005, Life University

Jule Kind, 1993, *Director, Off-Campus Library Services*

Non-Residential Education

B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky

Randall King, 2005, *Professor of Communication; 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, *Associate Professor of Mathematics, School of 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

David King, 2016, *Assistant Professor of Social Work, School of Service and Leadership*

College of Adult and Professional Studies

B.S., 1988, Eastern Michigan University; M.A., 1992, Asbury Theological Seminary

M.S., 1992, University of Kentucky

Dina King, 2017, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 2010, University of Phoenix; M.S.N., 2012, University of Phoenix

James Kraai, 2008, *Associate Professor, DeVoe School of Business*

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 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, 2014, *Associate Professor of General Studies, Division 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
- Chris Lagoni, 2016, *Assistant Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.S., 1991, University of Indianapolis; M.S., 2001, Butler University
 Ph.D., 2011, Purdue University
- John Lakanen, 1995, *Associate Professor of Chemistry, School of 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
- Angela Leffler, 2008, *Associate 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
- Sheila Leis, 2014, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1991, College of Mount St. Joseph; M.S., 2002, Wright State University
- Dave Leitzel, 2000, *Instructional Designer, Center for Learning and Innovation*
Non-Residential Education
 B.S., 1973, Marion College (Currently Indiana Wesleyan University)
- Jolie Leonard, 2014, *Associate Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2005, Indiana Wesleyan University; Ph.D., 2011, University of Michigan, Ann Arbor
- Stephen Leonard, 2014, *Associate Professor of Chemistry, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2006, Indiana Wesleyan University; Ph.D., 2014, University of Michigan, Ann Arbor
- 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
- Larisa Igorevna Levicheva (Joseph), 2016, *Assistant Professor of Bible & Christian Ministry*
Wesley Seminary at Indiana Wesleyan University
 B.A., 1995, Vladimir State Pedagogical University; A.A., 1999, Christian Evangelical Wesleyan College
 M.Div, 2002, Asbury Theological Seminary, Th.M., 2005, Asbury Theological Seminary
 Ph.D., 2014, London School of Theology, Middlesex University
- Wanda Lewis, 2006, *Director of Fortune Simulation Lab*
School of Nursing
 B.S., 1987, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University
- 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

Daniel Lin, 2016, *Assistant Professor of Music, School of Arts & Humanities*

College of Arts and Sciences

B.M., 2007, University of Toronto; M.M., 2009, University of Toronto

D.M.A., 2015, Indiana University

Larry Lindsay, 1995, *Executive Director for Centers and Institutes*

B.S., 1961, Ball State University; M.A., 1966, Ball State University

Ed.D., 1977, Ball State University

Benjamin Linger, 2010, *Associate 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 Service & 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, *Campus Intercessor, Professor of Intercultural Studies, School of Theology & Ministry*

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*

Non-Residential Education

B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky

Nathan Lowe, 2015, *Assistant Professor, School of Educational Leadership*

College of Adult and Professional Studies

B.S., 1996, Taylor University; M.S., 2002, Indiana University-Purdue University Ft. Wayne

Ph.D., 2013, Purdue University

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 Service & Leadership*

College of Adult and Professional Studies

B.S., 2000, Indiana Wesleyan University; M.S., 2003, Indiana Wesleyan University

Petros Malakyan, 2010, *Associate Professor of Leadership Studies, Life Coach, 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

Anthony Manganello, 2017, *Assistant Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 1999, Taylor University; M.A., 2013, American Military University

James Mike Manning, 2002, *Dean, School of Service & 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, *Professor of Education; Dean, School of Teacher 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

Ronald Mazellan, 1993, *Professor of Art, Chairperson, Division of Art + Design, 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

Scott McCullough, 2014, *Associate Professor of Mathematics and Physics, School of Physical and Applied Sciences College of Arts and Sciences*

B.A., 1981, Emporia State University; M.Sc., 1985, Purdue University

M.Div., In progress, Reformed Presbyterian Theological Seminary; Ph.D., 1988, Purdue University

Jenny McGill, 2014, *Regional Dean, Northern Indiana Non-Residential Education*

B.S., 1996, Austin University; M.A./C.M., 2002, Dallas Theological Seminary

Ph.D. candidate, 2010-present, King's College London

Holly Beede-McKinney, 2018, *Assistant Professor School of Nursing*

B.S., 2000, University of Wisconsin; B.S., 2002, Simmons College; M.S., 2008, Concordia University

D.N.P., 2016, Concordia University

Sue Melton, 1978, *Associate Vice President of Student Services Non-Residential Education*

B.S., 1978, Marion College (Currently Indiana Wesleyan University)

Mike Mendenhall, 1999, *Assistant Director for Faculty Development, School of Service & Leadership College of Adult and Professional Studies*

B.A., 1978, Loma Linda University; M.S.M., 1997, Indiana Wesleyan University

J. Michael Metzcar, 1995, *Assistant Professor, DeVoe School of Business 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 Non-Residential Education*

B.A., 2006, Indiana Wesleyan University

Jodi Mills, 2010, *Assistant Professor of Mathematics, Division of Liberal Arts College of Adult and Professional Studies*

B.S., 1998, Olivet Nazarene; M.A., 2001, University of Findlay

Ph.D., 2016, University of Kentucky

Karen Miller, 2018, *Associate Professor of Music Therapy, School of Arts and Humanities College of Arts and Sciences*

B.M.E., 1989, Oklahoma Baptists University; M.M., 1991, Florida State University

Matthew Mize, 2009, *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

- Angi Mook, 2019, *Assistant Professor of Exercise Science, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2011, Indiana Wesleyan University; M.S., 2013, University of Pittsburgh
- Jonathan Morgan, 2016, *Associate Professor of Theology, School of Theology & Ministry*
College of Arts and Sciences
 B.S., 2000, Oklahoma Wesleyan University
 M.A., 2003, Wesley Biblical Seminary; Ph.D., 2013, Marquette University
- Douglas Morris, 2013, *Program Director/Division Chair, Occupational Therapy Doctorate*
School of Health Sciences
 B.S., 1993, Duquesne University; MOT, 1994, Duquesne University
 DPHS, 2007, Trident University International
- Nancy Murray, 2008, *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, DeVoe School of Business*
College of Adult and Professional Studies
 B.A., 1972, Evangel College; M.B.A., 1993, University of Akron
 Ph.D., 2008, Cappel University
- Talandra Neff, 2017, *Assistant Professor of Special Education, School of Teacher Education*
College of Arts and Sciences
 B.S., 1996, Purdue University; M.S., 2008, Indiana University South Bend
- Jeremy Nelsen, 2016, *Assistant Professor of Photography, School of Arts & Humanities*
College of Arts and Sciences
 B.S., 2009, Indiana Wesleyan University; M.F.A., 2017, Lesley University
- Shirlene Newbanks, 2011, *Associate Professor of Nursing; Assistant Dean, Administration & Education*
School of Nursing
 B.S., 2007, Indiana Wesleyan University; M.S.N., 2010 Indiana Wesleyan University
 D.N.P., 2015, Indiana Wesleyan University
- Kimberly Nicholson, 2008, *University Registrar*
 B.S., 1999, Indiana Wesleyan University; M.A., 2005, Indiana Wesleyan University
- Lisa Nieman, 2007, *Professor of Business, Chairperson, Division 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
- Candice Norris-Brown, 2015, *Assistant Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1989, Virginia State University; M.S., 1992, Virginia State University
 Ed.S., 2003, The University of Georgia; Ph.D., 2011, The University of Georgia
- Jennifer Noseworthy, 2018, *Assistant Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2002, Gordon College; M.S., 2005, University of Florida at Gainesville
 Ph.D., 2012, University of New Hampshire at Durham
- Sally Nurse, 2018, *Assistant Professor/Fieldwork Coordinator, Occupational Therapy Assistant*
School of Health Sciences
 B.S., 1986, Eastern Kentucky University; M.S., 2014, Argosy University
- Lorne Oke, 2007, *Executive Director, Center for Learning and Innovation*
Non-Residential Education

B.A., 1983, Bethel College; M.A., 1992, Indiana University
Ed.D., 2003, Indiana University

Dama O'Keefe, 2016, *Assistant Professor of Nursing*
School of Nursing

B.S., 2001, University of St. Francis; M.S.N., 2013, Indiana Wesleyan University

Rhonda Oldham, 2010, *Associate Professor of Nursing*
School of Nursing

B.S.N., 1990, Murray State University; M.S., 2009, Walden University

D.N.P., 2013, Union University

Joseph Oloyede, 2008, *Assistant Professor, DeVoe School of Business*
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, DeVoe School of Business*
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, 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; Ph.D., 2013, Indiana State University

Joshua Ostrander, 2019, *Assistant Professor of Physical Chemistry, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 2014, Indiana Wesleyan University

Teresa Ousley, 2019, *Assistant Professor of Nursing*
School of Nursing

B.S.N., 1996, Indiana Wesleyan University; M.S.N., 2010, Indiana Wesleyan University

John Ozmun, 2009, *Professor of Physical Education, School of 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

Jessie Pablo, 2016, *Instructor, School of Service and Leadership*
College of Adult and Professional Studies

B.S.W., 2011, Indiana Wesleyan University; M.S.W., 2012, Roberts Wesleyan College

Phoenix Park-Kim, 2005, *Professor of Music; Coordinator, Accompanying Program, 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

D.N.P., 2015, Indiana Wesleyan University

Jerry Pattengale, 1997, *University Professor, Executive Director Green Scholars Initiative*

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

Andre Payne, 2017, *Assistant Professor of Marketing, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.A., 2009, Taylor University; M.B.A., 2013, Keller Graduate School of Management

Charlotte Peel, 2015, *Assistant Professor of Nursing*

School of Nursing

B.S., 1993, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University

Luis Penaranda, 2014, *Assistant Professor of Latino/Latina Christian Ministry, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

English Certificate, 1998, Virginia Polytechnic Institute

B.A., 2002, Life Bible College East; M.A., 2004, Azusa Pacific University

Ph.D., 2015, Regent University

Aaron Perry, 2016, *Professor of Christian Ministry & Congregational Relationships*

Wesley Seminary at Indiana Wesleyan University

B.A., 2003, Kingswood University (Bethany Bible College)

M.A., 2005, Asbury Theological Seminary

Ph.D., 2015, Regent University

Mark Perry, 2008, *Professor of Communication; Chairperson, Division of Communication and Theatre; Radio Advisor, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1986, Loyola University of Chicago; M.A., 1989, Northwestern University

Ph.D., 2008, University of Pittsburgh

Veronica Peters, 2007, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1983, Roberts Wesleyan College; M.Ed., 1991, University of Central Oklahoma

M.S.N., 2008, Indiana Wesleyan University

Herb Peterson, 2014, *Associate Professor of Graphic Design, School of Arts and Humanities*

College of Arts and Sciences

B.F.A., 2006, Herron School of Art and Design; M.F.A., 2008, Ohio State University

Debbie Philpott, 2010, *Assistant Professor, DeVoe School of Business*

College of Adult and Professional Studies

B.S., 1994, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University

Ed.D., 2012, Indiana Wesleyan University

Stephen Pierce, 2015, *Assistant Professor of History, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 1997, Cedarville University; M.A., 2008, Northeastern University

Ph.D., 2018, University of Wisconsin-Madison

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 Poff, 2003, *Associate Professor of Leadership Studies; Terry T. Munday Endowed Chair of Life Calling*

College of Arts and Sciences

B.S., 1981, Ohio State University; M.S., 1987, Ohio State University

Ph.D., 1999, Purdue University

Frank Ponce, 2011, *Fine Arts Department Coordinator, Division 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, *Associate 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
 M.F.A., 2016, Radford University
- Nathan Reep, 2017, *Assistant Professor of Athletic Training, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 2010, Geneva College; M.S., 2015, Texas Tech University Health Science Center
- Tara Renbarger, 2012, *Associate Professor of Biology; Chairperson, Division of Natural Sciences; School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2006, Indiana University; Ph.D., 2012, Indiana University School of Medicine
- Philip Renfro, 2013, *Assistant Professor, Master of Public Health*
School of Health Sciences
 B.S., 1982, Northeast Louisiana University; M.D., 1986, Louisiana State University School of Medicine
 MScPH, 2009, University of London
- Misty Resendez, 2017, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 2001, Indiana University; M.S., 2003, Indiana Wesleyan University
 Ed.D., 2014, Indiana Wesleyan University
- 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*
Non-Residential Education
 B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University
 M.A., 1979, Wheaton College; M.A., 1989, Northern Illinois University
- Carol Rice, 2018, *Assistant Professor, Occupational Therapy Doctorate*
School of Health Sciences
 B.S., 1984, Wheaton College; M.S., 1987, Western Michigan University
 Ph.D., 2018, Texas Women's University
- Martin S. Rice, 2016, *Professor & Dean*
School of Health Sciences
 B.S., 1984, Pennsylvania State University; M.S., 1987, Western Michigan University
 Ph.D., 1996, Pennsylvania State University
- Paul Richardson, 2001, *Associate Director, Undergraduate Business Administration, DeVoe School of Business*
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
- 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
- David Riggs, 2000; 2017, *Associate Professor of Humanities; Dean, 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, *Associate 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

Warren Rogers, 2016, *Blanchard Endowed Chair, Professor of Physics, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1981, Harvey Mudd College; M.A., 1983, University of Rochester

Ph.D., 1986, University of Rochester

Chuck Roome, 2005, *Assistant Professor, DeVoe School of Business*

College of Adult and Professional Studies

B.S., 1983, Marion College (Currently Indiana Wesleyan University); M.S., 2002, Indiana Wesleyan University

Melvin Royer, 2001, *Professor of Mathematics; Chairperson, Division of Mathematics and Computer Information Sciences,*
School of Physical and Applied Sciences

College of Arts and Sciences

B.S., 1988, Purdue University; M.S., 1989, Purdue University

Ph.D., 1997, Purdue University

Jason Runyan, 2007, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
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

Tina Rush, 2018, *Assistant Professor*

School of Nursing

B.S., 2000, Indiana Wesleyan University; M.S., 2007, University of Michigan

Matthew Sattley, 2010, *Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences

B.A., 1998, Blackburn College; Ph.D., 2006 Southern Illinois University

Beverly Schaefer, 2012, *Associate Professor of Nursing; Assistant Dean, Post-licensure Division*
School of Nursing

B.S.N., 1985, West Liberty State College; M.S.N., 1989, West Virginia University

Ed.D., 2005, West Virginia University

Kenneth Schenck, 1997, *Professor of New Testament and Ancient Languages, Dean, School of Theology & Ministry*
College of Arts & Sciences

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

Russell Schwarte, 2008, *Associate Professor of Biology, School of 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

Lanette Sessink, 2016, *Associate Professor of Health & Sports Management, School of Physical & Applied Sciences*
College of Arts and Sciences

B.A., 1983, Olivet Nazarene University; M.Ed., 1993, Oakland University

Ph.D., 2009, Saint Louis University

Eugenia Shawler, 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

Marcia Shea, 2017, *Assistant Professor, Academic Fieldwork Coordinator, Occupational Therapy Doctorate School of Health Sciences*

A.S., OTA, 2009, University of Southern Indiana; B.S., 2009, University of Southern Indiana
O.T.D., 2012, University of Toledo

Eddy Shigley, 2013, *Associate Professor of Christian Leadership; 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, *Associate 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.N., 1983, Indiana University

Susan Sigworth, 2017, *Assistant Professor of Strategic Communication and Public Relations, School of Arts and Humanities College of Arts and Sciences*

B.S., 1984, Huntington University; M.A., 1986, Ball State University

Corey Sizelove, 2016, *Assistant Professor of Nursing School of Nursing*

B.S.N., 2009, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University

Cynthia Sizemore, 2012, *Regional Dean, Southern Kentucky & Southern Indiana Non-Residential Education*

B.A., 1976, Northern Kentucky University; M.S.M., 2007, Indiana Wesleyan University

David F. Smith, 2015, *Dean, Professor of New Testament and Christian Ministry Wesley Seminary at Indiana Wesleyan University*

B.A., 1987, Asbury College; M.A., 1989, Asbury Theological Seminary
M.Div., 1996, Asbury Theological Seminary; Ph.D., 2003, University of Durham

Henry Smith, 2016, *Professor, Division of Liberal Arts College of Adult and Professional Studies*

B.S., 1977, University of Cincinnati; M.A., 1978, University of Cincinnati
Ph.D., 1987, The Ohio 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 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, *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, DeVoe School of Business*

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, *Associate 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

Joanna Solis-Walker, 2009, *Director of Latino/Latina Education*

Wesley Seminary at Indiana Wesleyan University

B.A., 1989, Universidad InterAmericana; M.Div., 2005, Asbury Theological Seminary

Jerilynn Spring, 2019, *Assistant Professor*

School of Nursing

B.S.N., 1994, Indiana Wesleyan University; M.S.N., 2004, Oakland University

D.N.P., 2015, Ball State University

Keith Springer, 1990, *Professor of Educational Ministries, 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, *Associate Provost*

B.A., 1978, Houghton College; Ph.D., 1985, University of Minnesota

Jackie Stancil, 2014, *Director of Life Coaching, Life Calling and Integrative Learning*

B.A., 1990, University of Michigan, Ann Arbor; M.A., 2014, Indiana Wesleyan University

Keith Starcher, 2007, *Professor of Business, DeVoe School of Business*

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

Anneke Stasson, 2016, *Associate Professor of Humanities & History, John Wesley Honors College*

College of Arts and Sciences

B.A., 2003, Calvin College; M.A., 2008, Regent College

Ph.D., 2013, Boston University

Timothy Steenbergh, 2003, *Professor of Psychology; Chairperson, Division of Behavioral Sciences, 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, *Associate Faculty, Department of Behavioral and Social Sciences, School of Service & Leadership*

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

Nenetzin Stoeckle, 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

Mari Stormer, 2012, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 2006, Urbana University; M.S.N., 2008, Indiana Wesleyan University

- Keith Studebaker, 2001, *Assistant Professor, School of Service & Leadership*
College of Adult and Professional Studies
 B.A., 1979, Marion College (Currently Indiana Wesleyan University); M.Div., 1999, Asbury Theological Seminary
- Todd Syswerda, 2000, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1991, Taylor University; M.M., 1994, University of Northern Colorado
 D.A., 2002, University of Northern Colorado
- Rosanne Thomas, 2018, *Program Director, Doctor of Physical Therapy*
School of Health Sciences
 B.S., 1982, University of Health Sciences/The Chicago Medical School
 M.S., 1996, Finch University of Health Sciences/The Chicago Medical School
 Ph.D., 2005, Rosalind Franklin University of Medicine and Science
- Adam Thompson, 1999, *Professor of Athletic Training; Director, Athletic Training Education, Chairperson, Division of Health and Human Performance, School of 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, *Associate 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
 D.M.A., 2014, Indiana University
- Matt Thompson, 2013, *Assistant Professor, Dean of Residential Learning, Life Calling & Integrative Learning*
 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
- Rachel Timmons, 2014, *Assistant Professor, Occupational Therapy Doctorate*
School of Health Sciences
 OTD, 2011, Belmont University
- Robert Townsend, 2006, *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
- Mary Alice Trent, 2011, *Professor of English, 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 Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1996, Indiana Wesleyan University; Ph.D., 2003, Purdue University
- Michael Tulino, 2014, *Assistant Professor of Math, Division of Liberal Arts*
College of Adult & Professional Studies
 B.S., 2003, State University of New York at Geneseo; M.S., 2007, University of Buffalo
- David Vardaman, 2007, *Associate Professor of Christian Ministries, Chairperson, Division of Practical Theology, 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; Ph.D., 2014, Indiana Wesleyan University

- Theresa Veach, 2015, *Assistant Director, Department of Behavioral Sciences*
College of Adult and Professional Studies
 B.A., 1993, Indiana University - Kokomo; M.A., 1995, Ball State University
 Ph.D., 2000, Ball State University
- Jim Vermilya, 2006, 2010, *Assistant Professor, Dean, Global Engagement and Strategic Initiatives*
 B.S., 1997, Indiana Wesleyan University; M.A., 2005, Fuller Theological Seminary
 Ph.D., 2011, Concordia Theological Seminary
- Matthew Voss, 2017, *Assistant Professor of Entrepreneurship, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 2003, Indiana Wesleyan University; M.B.A., 2004, Ball State University
- Merissa Waddey, 2015, *Assistant Professor of Education, School of Educational Leadership*
College of Adult and Professional Studies
 B.S., 1999, Middle Tennessee State University; M.Ed., 2009, Miami University
 Ed.D., 2015, University of the Cumberlands
- Rebecca Wakeman, 2017, *Assistant Professor of Mathematics, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2008, Taylor University; M.A., 2013, Ball State University
- Chris Walker, 2011, *Assistant Professor of History, Division of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1993, Olivet Nazarene University; M.A., 1998, University of Indianapolis
 Ph.D., 2013, Purdue University
- Debra Walker, 2010, *Associate 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; Ph.D., 2014, Capella University
- Melanie Walters, 2017, *Assistant Professor*
School of Nursing
 B.S.N., 2003, Northern Kentucky University; M.S.N., 2006, Vanderbilt University
- Katie Wampler, 2011, *Associate 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 Homiletics & Practical Theology, School of Theology & Ministry*
College of Arts and Sciences
 B.S., 1999, Indiana Wesleyan University; M.Div., 2004, Asbury Theological Seminary
 Ph.D., 2012, Princeton Theological Seminary
- Sarah Warren, 2018, *Assistant Professor of Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 2006, Olivet Nazarene University; M.A., 2008, Indiana Wesleyan University
 Ph.D., 2017, University of Louisville
- Shelley Webb, 2015, *Associate Director of Faculty Support, DeVoe School of Business*
College of Adult and Professional Studies
 B.S., 1991, Michigan State University; M.B.A., 1999, Davenport University
- 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, *Professor of Exercise Science, Dean, School of 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

Denise Williams, 2017, *Assistant Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.A., 2005, University of South Florida; M.A., 2011, University of South Florida
Ph.D., 2017, Texas Tech University

Kent Williams, 1995, *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

Norman Wilson, 2005, *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, *Associate Professor of Nursing*
School of Nursing

B.S.N., 1984, Eastern Kentucky University; M.S.N./F.N.P., 1994, University of North Carolina-Chapel Hill
Ph.D., 2015, Ohio State University

Jay Wise, 2011, *Reference Librarian, Off-Campus Library Services, Central Indiana*
Non-Residential Education

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; M.Div., 2015, Wesley Seminary at Indiana Wesleyan University

Steven Wood, 2013, *Associate 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

Shawn Yang, 2016, *Director of International Student Programs, Global Engagement*
College of Arts and Sciences

B.A., 2006, Hubei University of Technology; M.A., 2013, Biola University

Muchun Yin, 2011, *Associate Professor of TESOL, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1993, Ohio State University; M.A., 1996, Ohio State University
Ed.D., 2005, University of Bristol, UK

Fanyu Zeng, 2003, *Assistant Professor, DeVoe School of Business*
College of Adult and Professional Studies

B.S., 1985, Southeast University; M.S., 1988, Southeast University

M.S., 1992, Ohio University

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College of Arts & Sciences*

B.S., 2004, Indiana Wesleyan University; M.S., 2005, University of Michigan

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