



2013-14

CATALOG

**COLLEGE OF ARTS AND SCIENCES
COLLEGE OF ADULT AND PROFESSIONAL STUDIES
SCHOOL OF NURSING
SCHOOL OF HEALTH SCIENCES
WESLEY SEMINARY AT INDIANA WESLEYAN UNIVERSITY
THE GRADUATE SCHOOL**

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Indiana Wesleyan University at a Glance

| | |
|------------------------------------|---|
| Founded: | 1920 |
| Mission Statement: | Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership. |
| President: | David W. Wright, Ph.D. |
| Enrollment: | With almost 16,000 students, IWU has the largest student enrollment in the Council for Christian Colleges and Universities and among private institutions in the state of Indiana. |
| Denominational Affiliation: | The Wesleyan Church |
| Accreditation: | Higher Learning Commission (see accreditation (p. 26) for complete listing) |
| Diversity of Learning: | IWU serves a diverse student population through traditional and adult-centered on-site and online delivery methods. |
| Academic Units: | On July 1, 2009, Indiana Wesleyan University instituted a new structure built around the following academic units: |
| | <p>The College of Arts and Sciences (CAS) serves primarily undergraduate residential and commuter students on the main Marion campus. CAS is comprised of five schools, which offer more than 70 majors in a traditional semester format. CAS also houses the John Wesley Honors College, the Graduate Counseling Program and the Center for Addictions Counseling. Approximately 2,800 students are enrolled.</p> <p>http://www.indwes.edu/Academics/CAS</p> |
| | <p>The College of Adult and Professional Studies (CAPS) offers convenient adult-focused undergraduate and graduate programs at regional education centers throughout Indiana, Kentucky and Ohio, and online. Courses in the chosen program are followed in sequence with the same group of students and are delivered in intensive block rather than semester format. Students augment their cohort experience with elective courses. CAPS houses the Ed.D. with a major in Organizational Leadership. CAPS enrolls over 10,000 students.</p> <p>http://www.indwes.edu/Academics/CAPS</p> |
| | <p>The School of Nursing (SON) contains the divisions of Pre-licensure, Post-licensure, and Graduate Studies. The School of Nursing includes bachelor's- and master's-level students. Several delivery systems (traditional, adult on-site, and online) are utilized in The School of Nursing which currently enrolls over 2,200 students.</p> <p>http://www.indwes.edu/Academics/School-of-Nursing</p> |

| | | | | |
|---------------------------------------|---|-----------------|------------------------------|-----------------|
| | <p>The School of Health Sciences: This new principal academic unit at Indiana Wesleyan University is developing graduate programs in public health, athletic training, occupational therapy, and physical therapy. The School is committed to interprofessional teaching, scholarship, research, and clinical practice, seeking to improve health and quality of life, especially in underrepresented communities, through a Christ-centered ministry of healing. http://www.indwes.edu/Academics/School-of-Health-Sciences/</p> | | | |
| | | | | |
| | <p>Wesley Seminary at Indiana Wesleyan University is one of the university's principal academic units. With over 300 students enrolled in the Master of Divinity and Master of Arts in Ministry, the first seminary belonging to The Wesleyan Church serves ministers from nearly 40 denominations. http://seminary.indwes.edu</p> | | | |
| | | | | |
| | <p>The Graduate School provides oversight of qualifications for graduate faculty, standards for curriculum development and policies that govern graduate studies in Counseling, Business, Leadership, Nursing, Health Sciences, Education and Ministry. http://www.indwes.edu/Academics/The-Graduate-School</p> | | | |
| | | | | |
| Rankings: | <p>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 <i>The Chronicle of Higher Education</i>, IWU was named one of America's Great Colleges to Work For.</p> | | | |
| | | | | |
| Education and Service Centers: | <p>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.</p> | | | |
| | Indiana | Kentucky | Ohio | Illinois |
| | Columbus | Florence | Cincinnati | Naperville* |
| | Fort Wayne | Lexington | Cleveland (Independence) | |
| | Greenwood | Louisville | Cleveland (Mayfield Heights) | |
| | Indianapolis North | | Columbus | |
| | Indianapolis West | | Dayton | |
| | Kokomo | | | |
| | Marion | | | |
| | Merrillville | | | |
| | Shelbyville | | | *Service Center |
| Online Courses: | <p>IWU offers a wide range of degree programs in online format. http://www.indwes.edu/Admissions/Online/Online-Delivery/</p> | | | |
| Service Center: | <p>IWU began operations at its newest physical location in Naperville, Illinois, on January 2, 2013. The new Naperville Service Center has a smaller footprint than IWU’s traditional education center settings and is focused initially on recruiting and servicing students for online programs.</p> | | | |

Principal Academic Units

College of Arts and Sciences (p. 33)

School of Arts and Humanities (p. 102)

- Art Division (p. 103)
- Communication and Theatre Division (p. 111)
- Modern Language and Literature Division (p. 122)
- Music Division (p. 130)

School of Theology and Ministry (p. 241)

- Biblical Studies Department (p. 242)
- Theology/Philosophy Department (p. 245)
- Ministry Department (p. 246)
- Intercultural Studies Department (p. 257)

School of Social and Behavioral Sciences and Business (p. 141)

- Behavioral Sciences Division (p. 142)
- Business Division (p. 150)
- Social Sciences Division (p. 157)
- Graduate Counseling Division (p. 171)

School of Teacher Education (p. 180)

- Elementary Education Department (p. 182)
- Secondary Education Department (p. 191)
- Special Education Department (p. 205)

School of the Physical and Applied Sciences (p. 208)

- Health and Human Performance Division (p. 208)
- Natural Sciences Division (p. 221)
- Mathematics and Computer Information Sciences Division (p. 232)

School of Life Calling and Integrative Learning (p. 99)

- Leadership Studies (p. 100)
- General Education

College of Adult and Professional Studies (p. 265)

School of Business and Leadership (p. 291)

- Undergraduate Business Programs Division (p. 291)
- Graduate Studies in Business Division (p. 303)
- Graduate Studies in Leadership Division (p. 313)

School of Educational Leadership (p. 323)

- Adult Teacher Licensure Programs Department (p. 328)
- Continuing Studies for Teacher Leaders Department (p. 332)
- Advanced Studies for Teacher Leaders Department (p. 335)
- Educational Administration Department (p. 344)

School of Liberal Arts (p. 349)

- Behavioral and Social Sciences Department (p. 349)
- Liberal Studies Department (p. 355)
- Public Services and Applied Sciences Department (p. 363)
- Religion Department (p. 369)

School of Nursing (p. 374)

- Pre-licensure Nursing Division (p. 379)
- Post-licensure Nursing Division (p. 388)
- Graduate Studies in Nursing Division (p. 410)

School of Health Sciences (p. 437)

Wesley Seminary at Indiana Wesleyan University (p. 453)

The Graduate School (p. 475)

Communication with the University

College of Arts and Sciences

Address:

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

General Information: Switchboard

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

Administration:

Vice President and Dean, CAS
765-677-2493

College of Adult and Professional Studies

Address:

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

Administration:

Vice President and Dean, CAPS
765-677-2352

School of Nursing

Address:

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

Administration:

Dean, SON
765-677-1578

School of Health Sciences

Address:

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

Administration:

Dean, SHS
765-677-2035

Wesley Seminary at Indiana Wesleyan University

Address:

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

Administration:

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

The Graduate School

Address:

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

Administration:

Dean, The Graduate School
765-677-2090

Education and Service Centers

Education Centers

INDIANA

Columbus (Indiana) Education Center

3449 Jonathan Moore Pike
Columbus, Indiana 47201

812-376-7346, 866-709-0067

Fax: 812-376-7356

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

Fort Wayne Education Center

8211 West Jefferson Boulevard
Fort Wayne, Indiana 46804

260-918-1212, 866-248-2435

Fax: 260-918-1219

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

Greenwood Education Center

1500 Windhorst Way
Greenwood, Indiana 46143

317-859-3101

Fax: 317-859-3105

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

Indianapolis Education Center

3777 Priority Way South Drive
Indianapolis, Indiana 46240

317-574-3980, 800-456-5327

Fax: 317-818-4883

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

Indianapolis Education Center West

6325 Digital Way, Suite 222
Indianapolis, Indiana 46278

317-713-6150, 800-456-5327

Fax: 317-713-1607

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

Kokomo Education Center

1916 East Markland Avenue
Kokomo, Indiana 46901

765-868-7305, 866-728-0431

Fax: 765-452-0742

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

Marion Education Center

1900 West 50th Street
Marion, Indiana 46953

765-677-2652, 800-621-8667

Fax: 765-677-1411

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

Merrillville Education Center

8415 Georgia Street
Merrillville, Indiana 46410

219-769-5100

Fax: 219-769-5104

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

KENTUCKY**Florence Education Center**

600 Meijer Drive, Suite 200
Florence, Kentucky 41042

859-372-8780

Fax: 859-372-8790

<http://www.indwes.edu/Florence/>**Lexington Education Center**

2530 Sir Barton Way, Suite 200
Lexington, Kentucky 40509

859-519-3000, 866-498-4968

Fax: 859-519-3006

<http://www.indwes.edu/Lexington/>**Louisville Education Center**

1500 Alliant Avenue
Louisville, Kentucky 40299

502-261-5000

Fax: 502-261-5009

<http://www.indwes.edu/Louisville/>**OHIO****Cincinnati Education Center**

9286 Schulze Drive
West Chester, Ohio 45069

513-881-3600, 866-498-4968

Fax: 513-881-3607

<http://www.indwes.edu/Cincinnati/>**Cleveland Education Center**

4100 Rockside Road
Independence, Ohio 44131

216-525-6160

Fax: 216-525-6169

<http://www.indwes.edu/Cleveland-Independence/>**Cleveland Education Center East**

5885 Landerbrook Drive, Suite 215
Mayfield Heights, Ohio 44124

216-328-1073

Fax: 216-328-1190

<http://www.indwes.edu/Cleveland-Mayfield-Heights/>**Columbus (Ohio) Education Center**

3455 Mill Run Drive, Suite 200
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

Fax: 937-298-4406

<http://www.indwes.edu/Dayton/>Service Centers**ILLINOIS****Naperville Service Center**

1979 McDowell Road, Suite 111
Naperville, Illinois 60563

331-213-2000, 866-876-5327

Fax: 331-472-4375

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

World Changing Aims

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

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

1. Knowledge

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

2. Skills

- a. Creativity: Making connections between various bodies of information.
- b. Critical Thinking: Analyzing information in order to determine the validity of competing truth claims, and to solve problems.
- c. Communication Skills: Reading critically, writing clearly, and communicating effectively.
- d. Self-discipline: Demonstrating habits of correction or regulation of oneself for the sake of improvement.
- e. Leadership: Taking action to effect change by mobilizing others to accomplish a shared vision.

3. Dispositions (Beliefs and Attitudes)

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

Strategic Profile

Core Values

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

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

Mission

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

Vision for Indiana Wesleyan University

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

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

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

1. A powerful message to our students.
2. A way of building positive student self-image and Christian character.
3. The basis for integrating faith with learning and living.
4. An integrated theme in all our programs.
5. The focal point for a student-centered campus experience that integrates spiritual, educational, and leadership development.
6. The lens we use for faculty recruitment and development.
7. A new way of thinking about who our distinguished alumni are.
8. A basis for rethinking how we relate to our alumni.

Statement of Faith

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

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

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

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

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

Accreditation

Indiana Wesleyan University is accredited by the ...

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

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

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

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

Nondiscrimination in University Programs

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

Academic Freedom

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

Right Reserved to Change

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

Disability Services

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

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

Records, Rights and Privacy

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

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

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

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

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

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

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

Safety Policies and Campus Crime Statistics

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

Drug Abuse Prevention

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

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

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

Alcohol, Illegal Drugs and Firearms

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

Tobacco Usage Prohibited

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

Technology - Acceptable Use Policy

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

Technology Equipment:

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

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

Computer and Network Access:

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

Internet Usage:

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

Email:

1. Email account creation / account termination

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

2. Accessing email

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

3. Proper and Ethical Use of Email

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

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

Copyright:

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

Use of Indiana Wesleyan University Identity:

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

Exclusive Property:

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

Policy Remedies:

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

Responsible Conduct of Research

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

Non-Academic Appeal

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

Honesty, Cheating, Plagiarism and Forgery

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

Coursework

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

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

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

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

Examples of plagiarism include:

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

Sanctions

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

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

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

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

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

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

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

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

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

Transcripts

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

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

Academic Terms - CAS and Pre-licensure Nursing

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

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

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

Special sessions include:

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

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

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

College of Adult and Professional Studies (CAPS)

CAPS courses are offered under the semester hour system but in a nontraditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Courses follow a block sequence, one course at a time, with cohort groups pursuing programs that continue year round, until the program requirements have been completed. Core groups meet on the same day for the duration of the program. Classes meet for four hours on weeknights or Saturdays (classes in the M.Ed. program meet for eight hours on Saturdays). Students are also required to complete project team assignments.

Enrollment Limitations

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

College of Arts and Sciences

Welcome to the College of Arts and Sciences. We invite you to join us as we explore the enduring questions that people have asked across time. For us, these questions begin with “Who is God calling you to be?” As you discern the answer to this question, we encourage you to discover what you are called to do, what you need to learn to live out your calling, and how you can engage the world in a way that glorifies God and promotes justice, righteousness and mercy. To pursue answers to these questions and discover your life calling, we encourage you to investigate our academic programs (p. 86), 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

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|---|--|
| Address: | 4201 South Washington Street Marion, Indiana 46953-4974 |
| General Information: | Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu |
| Administration: | CAS - Academic Affairs: 765-677-2493 SON - Academic Affairs: 765-677-1578 |
| Admissions: | Undergraduate: 866-GO-TO-IWU; 765-677-2138; admissions@indwes.edu Graduate Counseling: 866-IWU-4-YOU; graduate@indwes.edu |
| Student Account Services, CAS: | Billing: 765-677-2122 Cashier: 765-677-2411 Student Account Services, CAS: howtopay@indwes.edu |
| Center for Life Calling and Leadership: | 765-677-2520; Career Guidance: clcl@indwes.edu |
| Financial Aid: | 765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu |
| Residential Academic Services: | 765-677-2131; Registration, Course Information: ResAcadServ@indwes.edu |
| Registrar's Office: | 765-677-2131; Transcripts and Academic Information: registrar@indwes.edu |
| Student Development: | 765-677-2201; Housing, Student Organizations and Activities: studev@indwes.edu |
| The Center for Student Success: Student Support Services | 765-677-2257; Counseling, Disability Services, Tutoring: center4success@indwes.edu |
| School of Nursing: | 765-677-2812 Pre-licensure Nursing - contact information |
| School of Health Sciences: | 765-677-2035 School of Health Sciences - contact information (p. 437) |

Instructional Facilities

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

John Wesley Administration Building

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

APS Educational Centers

The College of Adult and Professional Studies has educational centers in Marion, Fort Wayne, Kokomo, Columbus, Indianapolis, Merrillville, and Greenwood, Indiana; Florence, Lexington, and Louisville, Kentucky; and Cincinnati, Cleveland, Columbus, and Dayton, Ohio. See Education and Service Centers (p. 22) for detailed listing.

Beard Arts Center (BAC)

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

Botany Glen

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

Burns Hall of Science and Nursing (BHSN)

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

Center Hall (CS)

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

College Wesleyan Church (CWC)

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

Elder Hall (ELDR)

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

Goodman Hall (GMN)

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

Indiana Wesleyan University Canadian Campus

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

Jackson Library (JLB)

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

Maxwell Center for Business and Leadership (MAX)

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

Nogge Christian Ministries Center (NCMC)

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

Outdoor Athletic Complex

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

Phillippe Performing Arts Center (PPAC)

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

Recreation and Wellness Center (RWC)

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

Science and Nursing Building

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

Wesley Seminary at IWU

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

Adult and Graduate Studies Administrative Building (AGS)

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

Academic Calendar - CAS and Pre-licensure Nursing

Academic Year 2013-2014

| | |
|--|-------------------|
| Final Registration for Fall Semester | August 29 |
| Fall Semester Classes Begin | September 2 |
| Last Day to Add a Class for Fall Semester | September 6 |
| Last Day to Drop a Class for Fall Semester | September 13 |
| Fall Break | October 18 |
| Last Day to Withdraw from a Class for Fall Semester | November 8 |
| Thanksgiving Recess | November 27-29 |
| Final Examinations* | December 9-11 |
| Commencement | December 14 |
| New Student Registration - Spring Semester | January 4 |
| Spring Semester Classes Begin | January 6 |
| Last Day to Add a Class for Spring Semester | January 10 |
| Last Day to Drop a Class for Spring Semester | January 17 |
| Spring Break | March 3-7 |
| Last Day to Withdraw from a Class for Spring Semester | March 21 |
| Easter Recess (Final exams resume at 8 a.m. on the 22nd) | April 18-21 |
| Final Examinations* | April 17, 22-23 |
| Baccalaureate | April 25 |
| Commencement | April 26 |
| May Term | April 30-May 20 |
| Summer 1 Term | April 30-August 1 |
| Last Day to Add or Drop a Class for May Term | May 1 |
| Last Day to Add a Class for Summer 1 Term | May 7 |
| Last Day to Withdraw from a Class for May Term | May 14 |
| Last Day to Drop a Class for Summer 1 Term | May 14 |
| Summer Session I | May 27-June 27 |
| Last Day to Add or Drop a Class for Summer Session I | May 28 |
| Last Day to Withdraw from a Class for Summer Session I | June 18 |
| Summer Session II | June 30-August 1 |
| Last Day to Add or Drop a Class for Summer Session II | July 1 |
| Last Day to Withdraw from a Class for Summer 1 Term | July 7 |
| Last Day to Withdraw from a Class for Summer Session II | July 23 |
| Commencement | August 9 |

Academic Year 2014-2015

| | |
|--|------------------|
| Final Registration for Fall Semester | August 28 |
| Fall Semester Classes Begin | September 1 |
| Last Day to Add a Class for Fall Semester | September 5 |
| Last Day to Drop a Class for Fall Semester | September 12 |
| Fall Break | October 17 |
| Last Day to Withdraw from a Class for Fall Semester | November 7 |
| Thanksgiving Recess | November 26-28 |
| Final Examinations* | December 8-10 |
| Commencement | December 13 |
| New Student Registration - Spring Semester | January 3 |
| Spring Semester Classes Begin | January 5 |
| Last Day to Add a Class for Spring Semester | January 9 |
| Last Day to Drop a Class for Spring Semester | January 16 |
| Spring Break | March 2-6 |
| Last Day to Withdraw from a Class for Spring Semester | March 20 |
| Easter Recess (Classes resume at 6 p.m. on Monday the 6th) | April 3-6 |
| Final Examinations* | April 20-22 |
| Baccalaureate | April 24 |
| Commencement | April 25 |
| May Term | April 29-May 19 |
| Summer 1 Term | April 29-July 31 |
| Last Day to Add or Drop a Class for May Term | April 30 |
| Last Day to Add a Class for Summer 1 Term | May 6 |
| Last Day to Withdraw from a Class for May Term | May 13 |
| Last Day to Drop a Class for Summer 1 Term | May 13 |
| Summer Session I | May 26-June 26 |
| Last Day to Add or Drop a Class for Summer Session I | May 27 |
| Last Day to Withdraw from a Class for Summer Session I | June 17 |
| Summer Session II | June 29-July 31 |
| Last Day to Add or Drop a Class for Summer Session II | June 30 |
| Last Day to Withdraw from a Class for Summer 1 Term | July 6 |
| Last Day to Withdraw from a Class for Summer Session II | July 22 |
| Commencement | August 8 |

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

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

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

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

Admission

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

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

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

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

Regular – Standard admission with no restrictions.

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

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

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

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

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

First Year Admission

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

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

Viable candidates for admission should have a minimum of each of the following: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education,

safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Regular admission requires that applicants have at least a 2.6 cumulative high school GPA on a 4.0 scale and an 880 SAT (Math and Critical Reading) or 18 ACT score. Applicants who do not meet the requirements for regular admission may request special consideration.

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

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

Transfer Student Admission

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

International Student Admission

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

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

Contact the Admissions Office for specific admissions procedures.

Re-enrollment

CAS and SON Pre-licensure Nursing

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

Graduate Counseling and School of Health Sciences

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

Credits-in-Escrow (High School Students)

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

Special/Unclassified Admission

Students not pursuing a university degree, who want to take individual courses for personal development, may have an unclassified admission and register for up to six hours per semester for a maximum of 18 credit hours. This does not constitute admission to a university program. The University does not maintain degree audits for this classification. Unclassified students who subsequently wish to pursue a degree program must apply for regular admission status and at that time will receive a degree audit of the chosen major. Information on degree programs is available in the Registrar's Office.

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

Professional Programs (Acceptance into Majors)

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

Orientation, Registration and Credit Options

New Student Orientation

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

Entrance Examinations

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

Registration Procedures for New and Returning Students

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

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

Academic Advising - CAS and Pre-licensure Nursing

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

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

Schedule Changes and Withdraws

Drop/Add

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

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

Withdrawing from Classes

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

Withdrawing from the University

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

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

Intent to Depart

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

Leave of Absence

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

Types of Leave of Absence:

1. Medical Leave of Absence - LOA petition must be accompanied by a statement from a medical care provider verifying the need for the LOA.

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

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

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

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

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

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

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

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

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

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

Returning from a Leave of Absence:

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

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

Credit Options

Classroom Study

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

Online

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

Transfer

Students who have attended other accredited colleges or universities may transfer credit toward their education at IWU. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Residential Academic Services office from the office of the registrar at the college or university previously attended. Transcripts delivered by hand or

received from another party are not official and cannot be used for purposes of transfer work. The university registrar is responsible to approve the transferability of all credits.

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

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

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

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

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

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

Advanced Placement and International Baccalaureate

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

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

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

Achievement Examinations

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

Assessment – Prior Learning/Portfolio

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

Independent Learning Contract

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

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

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

Audit

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

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

Global Engagement and Service Learning

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

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

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

Travel Classes

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

Semester Abroad Programs

- Semester Abroad Programs are semester-long off-campus study opportunities.
- Undergraduate students who wish to participate in a Semester Abroad Program must be in good standing with Student Development, have at least a 2.75 GPA, have earned a minimum of 30 credits at IWU, and successfully complete an application and orientation process.
- The cost for Semester Abroad Programs includes tuition, travel expenses, and program fees, all of which must be paid in full prior to departure. Some scholarships and financial aid may be applied to Semester Abroad Programs. Applicants should consult with their financial aid counselor for details.
- The following are approved Semester Abroad Programs:
 - IWU Zambia – School of Nursing (Choma, Zambia) – www.indwes.edu/Academics/School-of-Nursing
 - American Studies Program (Washington, D.C.) – www.bestsemester.com/asp
 - Australia Studies Center (Sydney, Australia and New Zealand) – www.bestsemester.com/asc
 - Au Sable Institute for Environmental Studies (Great Lakes and Pacific Rim) – www.ausable.org
 - Azusa Pacific University (Los Angeles, CA) – www.apu.edu/latern
 - BCA Barcelona (Barcelona, Spain) – www.bcanet.org
 - China Studies Program (Hong Kong, China) – www.bestsemester.com/csp
 - Contemporary Music Center (Nashville, TN) – www.bestsemester.com/cmc
 - Creation Care Study Program (Belize, Central America, New Zealand) – www.creationcsp.org
 - Ecuador Semester – Taylor University (Cuenca, Ecuador) – www.taylor.edu
 - Focus Leadership Institute (Colorado Springs, CO) – www.focusleadership.org
 - Gordon College in Aix (Aix, France) – www.gordon.edu/inaix
 - Gordon College in Orvieto (Orvieto, Italy) – www.gordon.edu/inorvieto
 - Houghton in Balkans (Eastern Europe) – www.houghton.edu
 - Houghton in Tanzania (Tanzania, Africa) – www.houghton.edu
 - Irish Studies Program – Taylor University (Greystones, Ireland) - www.taylor.edu
 - L.A. Film Studies Center (Hollywood, CA) – www.bestsemester.com/lafsc
 - Latin American Studies Program (San José, Costa Rica) – www.bestsemester.com/lasp
 - LCC International University (Klaipeda, Lithuania) – www.lcc.lt/study-abroad-lithuania
 - Middle East Studies Program (Jerusalem, Israel) – www.bestsemester.com/mesp
 - Oxford Summer Programme (Oxford, England) – www.bestsemester.com/osp
 - Scholar's Semester in Oxford (Oxford, England) – www.bestsemester.com/sso
 - Trinity Christian College Semester in Spain (Sevilla, Spain) – www.semesterinspain.org

- Uganda Studies Program (Mukono, Uganda) – www.bestsemester.com/usp
- Washington Journalism Center (Washington, D.C.) – www.bestsemester.com/wjc

International Internships, Student Teaching and Practicum Experiences

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

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

World Impact Global Service Teams

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

Cooperative Programs

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

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

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

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

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

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

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

Academic Policies

Academic Terms - CAS and Pre-licensure Nursing

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

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

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

Special sessions include:

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

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

Classification

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

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

Grading and Evaluation - CAS and Pre-licensure Nursing

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

| Grade | Quality Point | Definition |
|-------|---------------|---|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure/Also given for all unofficial withdrawals |
| WF | .0 | Failing work at time of official withdrawal after the tenth week of the semester and is counted as "F" in grade-point average |

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

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

Dean's List

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

Incomplete Courses

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

Repeating Courses

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

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

Grade Reporting

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

Grade Changes

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

Transcripts

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

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

GPA Requirements

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

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

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

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

Probation

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

Suspension

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

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

Dismissal

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

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

Attendance Policy - CAS and Pre-licensure Nursing

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

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

* Policy on Excused Absences for Organizational Activities

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

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

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

Final Examination Policy

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

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

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

Honesty, Cheating, Plagiarism, and Forgery

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

Coursework

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

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

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.

3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.

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

Examples of plagiarism include:

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

Sanctions

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

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

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

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

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

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

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

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

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

Grievance and Appeal Policy (Non-academic)

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

A. Informal Procedure

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

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.
2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.
4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.
5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

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

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

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

Grievance and Appeal Policy (Academic)

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

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

Protest of Grade

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

A. Protest of a Grade - Informal Procedure

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

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.
2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely miscalculated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

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

Protest of Policy

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

A. Informal Procedure

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the division chairperson.

3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs, the vice president for Adult and Professional Studies, Dean of the School of Nursing or the Dean of the Seminary.
4. If the complaint is not satisfactorily resolved with the academic leader informally, the formal procedure may be initiated.

B. Formal Procedure

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

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

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

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

Academic Requirements

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

Degrees Offered

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

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

Degree Requirements - CAS and Pre-licensure Nursing

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

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

Associate Degree

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

Bachelor's Degree

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

Master's Degree

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

Catalog Governing Graduation

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

Students may meet the graduation requirements as stated in the university catalog under which they enrolled, provided they maintain continuous enrollment and make normal progress toward a degree so that the degree may be earned within a maximum of six years. **If they withdraw from Indiana Wesleyan University, the graduation requirements, as stated in the catalog under which they resume enrollment, will apply.** Students changing majors or programs, adding or changing a minor, or moving from the College of Adult and Professional Studies to the College of Arts and Sciences or School of Nursing

Pre-licensure nursing programs, or vice-versa, must meet requirements as stated in the catalog that is current at the time they make such changes. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Undergraduate Degrees and Majors Offered

Majors — A.S. and A.A. Degrees

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

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

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

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

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

Minors

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

Certificates

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

Second Majors

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

Second Degrees

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

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

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

Majors and Minors

Undergraduate

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

| | | | |
|--------------------------------|-----|----|--------|
| Accounting | MNR | AS | BS |
| Actuarial Science | MNR | | |
| Addictions Counseling | MNR | AS | BS |
| Adolescent Ministries | MNR | AS | BS |
| Applied Health and Fitness | | | BS |
| Art History | MNR | | |
| Athletic Training | | | BS |
| Biblical History and Geography | MNR | | |
| Biblical Languages | MNR | | |
| Biblical Literature | MNR | AA | AB |
| Biochemistry | | | BS |
| Biochemistry Pre-med | | | BS |
| Biology | MNR | AS | BS |
| Biology Education | | | BS |
| Biology Pre-med | | | BS |
| Business Administration | MNR | AS | BS |
| Ceramics | | | BS |
| Chemistry | MNR | AS | AB, BS |
| Chemistry Education | | | BS |
| Chemistry Pre-med | | | BS |
| Children's Ministry | MNR | AS | BS |
| Christian Education | MNR | AS | BS |
| Christian Ministries | MNR | AS | AB, BS |
| Christian Worship | MNR | | BS |
| Church Music | MNR | | AB |
| Coaching Education | MNR | | |
| Computer Information Systems | MNR | AS | BS |
| Computer Science | MNR | AS | BS |
| Convergent Journalism | MNR | | BS |
| Criminal Justice | | | BS |
| Economics | MNR | | BS |
| Education--Elementary | | | BS |
| Education--Exceptional Needs | | | BS |

| | | | |
|---|-----|---------------|----|
| Education--Secondary | | | BS |
| English Education | | 5-12 | |
| Mathematics Education | | 5-12 | |
| Music Education | | P-12 | |
| Physical and Health Education | | 5-12, P-12 | |
| Science Education | | 5-12 | |
| Social Studies Education | | 5-12 | |
| Spanish Education | | P-12 | |
| TESOL Education | | P-12 | |
| Visual Arts Education | | 5-12, P-12 | |
| English | MNR | | AB |
| English Education | | | BS |
| Entrepreneurship | | | BS |
| Exercise Science | | | BS |
| Finance | | | BS |
| Fine Art | MNR | | BS |
| General Studies | | AS | BS |
| Global Ministries | MNR | | AB |
| Graphic Design | | | BS |
| Health Promotion and Wellness | MNR | | |
| History | MNR | | AB |
| Human Communication Studies | MNR | | BS |
| Illustration | | | BS |
| Intercultural Studies | MNR | AS | BS |
| Interior Design | | | BS |
| International and Community Development | MNR | | BS |
| International Relations | MNR | | BS |
| Latin American and Iberian Studies | MNR | | |
| Management | | | BS |
| Marketing | | | BS |
| Mathematics | MNR | | BS |
| Mathematics Education | | | BS |
| Mathematics - Interdisciplinary | | | BS |
| Media Communication | MNR | | BS |

| | | | |
|---|-----|--|------|
| Media Design | | | BS |
| Medical Technology | | | BS |
| Military Leadership | MNR | | |
| Music | MNR | | |
| Music-Applied | | | AB |
| Music Composition | | | BMus |
| Music Education | | | BS |
| Music Therapy | | | AB |
| Nursing | | | BSN |
| Painting | | | BS |
| Performance | | | BMus |
| Philosophy | MNR | | |
| Philosophy and Theology | | | AB |
| Photography | | | BS |
| Physical and Health Education | | | BS |
| Physics | MNR | | |
| Political Science | MNR | | BS |
| Political Science Pre-law | | | BS |
| Pre-art Therapy | | | BS |
| Printmaking | | | BS |
| Psychology | MNR | | BS |
| Public Relations | MNR | | |
| Recreation and Camp Administration | | | BS |
| Science Education | | | BS |
| Social Studies | | | BS |
| Social Studies Education | | | BS |
| Social Work | | | BS |
| Sociology | MNR | | |
| Spanish | MNR | | AB |
| Spanish Education | | | BS |
| Sports Management | | | BS |
| Sports Ministries | | | BS |
| Statistics | MNR | | |
| Strategic Communication | | | BS |
| TESOL (Teaching English to Speakers of Other Languages) | MNR | | AB |

| | | | |
|---|-----|----|-----|
| TESOL Education | | | BS |
| Theatre | MNR | | BS |
| Theology | MNR | | |
| TTN - Transition to Nursing (Accelerated 2nd degree) | | | BSN |
| Urban Ministries | MNR | | |
| Visual Arts Education | | | BS |
| World Languages | MNR | | |
| Writing | MNR | | AB |
| Youth Ministries | MNR | AS | BS |

Other Programs

| | |
|--------------------------|------------------------------------|
| Honors Humanities | Not a stand-alone major |
| Honors Humanities Minor | Partnered with a stand-alone major |
| Leadership Studies | Not a stand-alone major |
| Leadership Studies Minor | Partnered with a stand-alone major |
| Pre-engineering Program | |
| Pre-medical Science | Not a stand-alone major |
| Pre-occupational Therapy | Not a stand-alone major |
| Pre-physical Therapy | Not a stand-alone major |
| ROTC Program | |

Graduate Majors

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

General Education Requirements

General Education Requirements - Associate Degree

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

Competency and Preparatory Requirements - Bachelor's Degree

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

Writing Competency Requirement (0-3 hours)

Demonstrated by one of the following: Successful completion of English Composition (ENG-120) or AP Credit. Students with Advanced Standing in English must either successfully complete one of the following courses (WRI-165, WRI-234, WRI-281, WRI-282) or may elect to successfully complete a portfolio to demonstrate competency. Requirement must be met within the first 30 hours of coursework.

Communication Competency Requirement (0-3 hours)

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

Intercultural Competency Requirement (0-3 hours)

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

Supporting Requirements (0-9 hours)

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

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

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

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

General Education Requirements - Bachelor's Degree

Major Requirements: 40-60+

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

Placement Testing

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

Music Large/Small Ensembles

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

General Education Requirements

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

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

Core Requirements

University Core (3 hours)

| | | |
|---------|------------------------------|---|
| LDR 150 | Introduction to Life Calling | 3 |
|---------|------------------------------|---|

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

Humanities Core (12 hours)

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

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

Biblical Literature (6 hours)

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

Advanced Writing or Literature (3 hours)

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

Health and Wellness (2 hours)

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

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

Social Science (9 hours)

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

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

Science/Mathematics (7 hours)

Lab science 4

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

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

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

AP Exam (Calculus or Statistics)

Graduation Requirements and Procedures

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

Total Credits Needed for Graduation (124 semester hours)

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

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

Academic Honors - CAS and Pre-licensure Undergraduate Candidates

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

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

Baccalaureate degree candidates will be awarded Honors as follows:

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

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

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

Student Development

Purpose

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

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

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

Academic, Counseling, and Testing Services

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

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

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

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

Athletics

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

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

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

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

Commuter Students

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

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

Community Standards

Indiana Wesleyan University, as a Christian university, is a community joined together to further academic achievement, personal development, and spiritual growth. Together the community seeks to honor Christ by integrating faith, learning, and living, while its members' hearts and lives mature in relationships to Jesus Christ and each other. With this purpose, it is desired that each member of this community is either committed to Christ or has respect for a Christian perspective.

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

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

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

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

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

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

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

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

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

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

Disability Services - CAS and Pre-licensure Nursing

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

Drug Abuse Prevention

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

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

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

Food

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

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

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

Health Services

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

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

Information Desk - Marion Campus

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

Intercultural Student Services

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

New Student Orientation

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

Performing Arts

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

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

Publications

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

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

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

Recreation

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

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

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

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

Residence Life

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

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

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

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

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

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

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

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

Resident Students

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

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

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

Safety Policies and Campus Crime Statistics

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

Spiritual Life

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

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

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

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

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

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

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

Student Center

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

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

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

Student Life and Activities

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

Student Activities Council

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

Student Government Association

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

Student Organizations

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

Upward Bound

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

Financial Information - College of Arts and Sciences

Tuition and Fees

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

Tuition

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

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

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

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

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

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

Fees

| | |
|--|--|
| Art Studio Courses and Graphics | \$75 per course |
| Late/Change Registration Fee | \$25 additional charge |
| Medical Laboratory Technology | \$30 per semester |
| PSY-150 Fee | \$32 per course |
| PSY-290 Fee | \$35 per course |
| PSY-291 Fee | \$125 per course |
| SWK-343 Fee | \$125 per course |
| ADC-291 Fee | \$125 per course |
| Nursing/Clinical Fee | \$30 per credit hour |
| Nursing/Lab Fee | \$160 per course |
| Nursing testing fees... vary depending on the semester and will be assessed to student accounts on a semester basis. Please contact the Nursing office to determine if you will have a testing fee for the current semester. | |
| Private Lessons | |
| (1/2 hour lesson) | \$175 per semester |
| (1 hour lesson) | \$300 per semester |
| Senior Recital | \$200 per course |
| Teaching/Psychology | |
| Student Teaching Fee | \$25 per credit hour |
| Practicum Fee | \$25 per credit hour |
| Independent Learning Fee | \$100 per credit hour |
| Transcript Fee | \$3 per request |
| Music Uniform Fee | \$30 per semester |
| Cross-cultural Student Teaching Fee | \$300 |
| ATR-196 | \$20 per course |
| Athletic Training Education Program Fee | \$190 total for traditional 4 year student |
| Annual TB Test | \$10 |
| Physical Examination | \$10 |
| Annual Criminal Background Check | \$30 |
| Audit (Record is made) | \$25 per credit hour |
| Credits-in-Escrow | \$50 per course |

Examination/Assessment Fees

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

Room Cost

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

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

Meal Plan Cost

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

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

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

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

If you lose the room and board freeze

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

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

Estimated Costs

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

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

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

Payment Terms

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

Payment Options

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

PLAN ONE: Pay net amount due by August 15 for the fall 2013 semester or by December 15 for the spring 2014 semester. Net amount due represents total charges, less any scholarships, grants, or campus-administered loans confirmed by the

Financial Aid Office. IWU accepts VISA, DISCOVER, MASTERCARD and AMERICAN EXPRESS. Online payments may be paid through the secure student portal by selecting 'Pay on My Account' located in the student account information.

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

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

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

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

Refund of Tuition

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

Notice about Withdrawal

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

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

No refunds after the fifth week.

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

Refund of Meal Plan

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

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

Financial Aid

General Information - CAS and Pre-licensure Nursing Financial Aid

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

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

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

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

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

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

Calendar for Financial Aid

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

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

A Complete File Consists of the Following:

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

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

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

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

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

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

Satisfactory Academic Progress

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

| REVISED effective May 2008 | Undergraduate Programs | | |
|---|---|-------|-------|
| Total Hours Earned and Recognized by IWU for Degree Consideration from All institutions | 1-28 | 29-44 | 45-up |
| Minimum Cumulative GPA | 1.80 | 1.90 | 2.00 |
| Minimum Pass Rate Percentage of Total Hours Successfully Completed (Measured as Hours Earned ÷ Hours Attempted) | 67% | 67% | 67% |
| Maximum Total Credit Hours or Time Allowed to Complete Current Primary Degree Requirements | 150% of the specific degree programs published length | | |

Satisfactory Academic Progress will be measured annually at the end of the summer term. Students who fail to meet the minimum policy standards will be placed on SAP Suspension. Aid eligibility will resume when the student raises his or her cumulative academic measurements to the required levels or has a SAP Appeal approved. SAP suspension may be appealed if unusual and/or mitigating circumstances affected their academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

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

Scholarships

National Merit Finalist/Semifinalist Scholarship

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

Academic Scholarship

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

Academic Awards 2013-2014

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

*Must maintain scholarship-specific GPA requirement for renewal.

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

Sample Freshmen 2013-2014

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

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

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

Transfer Academic Scholarship

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

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

Transfer Academic Scholarship

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

Grant County Leadership Scholarship

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

Athletic Service Grant

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

Music Scholarship

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

Art Scholarship

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

Theatre Scholarship

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

Church Matching Scholarship Program

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

Indiana Foundation for Home Schooling Scholarship

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

Indiana Higher Education Award (HEA) - Indiana Residents Only

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

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

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

Indiana 21st Century Scholars Program - Indiana Residents Only

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

Family Tuition Grant

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

Pastor Dependent Grant

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

Grants

Federal PELL Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Indiana Wesleyan University Grant

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

Shugart Grant

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

Wesleyan Student Aid

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

Wesleyan Student Grant

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

Wesleyan Missionary Dependent Grant

The award amount is 50 percent of tuition for up to eight semesters. The recipient must demonstrate financial need, reside on campus, be a full-time undergraduate student, and apply for all other forms of federal and state financial aid. Parent(s) must serve full-time under direct appointment of the Global Partners or Wesleyan Native American Ministries during the academic year in which the award is received. The recipient may NOT also receive the Out-of-State Wesleyan Grant, the International Wesleyan Grant, or the Wesleyan Pastor Dependent Grant.

Out-of-State Wesleyan Grant

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

Wesleyan Pastor Dependent Grant

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

Campus Challenge/Wesleyan Bible Bowl (WBB) Scholarship

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

John Wesley Scholarship

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

Canadian Wesleyan Scholarship

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

International Wesleyan Grant

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

Wesleyan Ministerial Loan/Grant

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

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

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

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

Loans

Federal Perkins Loan

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

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

Typical Repayment of Loans

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

IWU Student Loan

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

Typical Repayment of Loans

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

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

Federal Direct Loan

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

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

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

Typical Repayment of Unsubsidized Direct Loans

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

Federal PLUS (Parent Loan for Undergraduate Students)

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

Work Programs

Federal Work-Study Program

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

Indiana Wesleyan University Employment

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

Right to Know

A student has the right to know...

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

Responsibilities

It is your responsibility to...

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

Withdrawal and Impact on Financial Aid

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

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

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

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

Federal Aid (Title IV)

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

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

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

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

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

Here is an example of how a calculation might work: If there are 100 calendar days in the term (excluding any breaks of five or more days) and the student withdraws on the 25th day, 25 percent of the term has elapsed. This means that 75 percent of the federal funds must be returned. If the student received \$5,000 in federal Title IV aid, the \$3,750 must be returned. If the school retained all of the funds to pay for school charged expenses, then the school will return all of the funds. If some of the funds were disbursed to the student, then the student may have to repay some of the funds also.

Institutional Aid

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

Indiana State Aid

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

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

Financial Information - Other

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

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

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

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

Financial Aid - Further Information

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

Areas of Study and Subject Codes

Areas of Study

John Wesley Honors College

Honors Humanities
Honors Humanities Minor

School of Life Calling and Integrative Learning

Pre-declared Students

Leadership Studies

Leadership Studies
Leadership Studies Minor

School of Arts and Humanities

Art

Ceramics
Fine Art
Fine Art Minor
Art History Minor
Graphic Design
Illustration
Interior Design
Media Design
Painting
Photography
Printmaking
Visual Arts Education
Pre-art Therapy

Communication and Theatre

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

Modern Language and Literature

English
English Minor
English Education
Latin American and Iberian Studies Minor
Spanish
Spanish Minor

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

Music

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

School of Theology and Ministry

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

School of Social and Behavioral Sciences and Business

Behavioral Sciences

Addictions Counseling
 Addictions Studies Minor
 Criminal Justice

Pre-art Therapy
Psychology
Psychology Minor
Social Work
Sociology Minor

Business

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

Social Sciences

Economics
Economics Minor
History
History Minor
International Relations
International Relations Minor
Political Science
Political Science Minor
Political Science Pre-law
Social Studies
Social Studies Education
Latin American and Iberian Studies Minor

Graduate Counseling

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

School of Teacher Education

Elementary Education
Exceptional Needs Education
Secondary Education

School of the Physical and Applied Sciences

Health and Human Performance

Applied Health and Fitness
Athletic Training
Coaching Education Minor
Exercise Science
Health Promotion and Wellness Minor
Military Leadership Minor
Physical and Health Education

Pre-occupational Therapy
Pre-physical Therapy
Recreation and Camp Administration
Sports Management
Sports Ministries

Natural Sciences

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

Mathematics and Computer Information Sciences

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

School of Nursing

Pre-licensure Nursing

Nursing
Transition to Nursing (Accelerated, 2nd degree)

School of Health Sciences

Public Health

Undergraduate Subject Codes

| | |
|------|---|
| ACC | Accounting |
| ADC | Addictions Counseling |
| ADM | Administration |
| ART | Art |
| ATR | Athletic Training |
| BIL | Biblical Literature |
| BIO | Biology |
| BIS | Business Information Systems |
| BUS | Business |
| CED | Christian Education |
| CHE | Chemistry |
| CHI | Mandarin Chinese |
| CIS | Computer and Information Sciences |
| CIT | Computer Information Technology |
| COM | Communication |
| CRJ | Criminal Justice |
| EAR | Earth Science |
| ECO | Economics |
| EDS | Special Education |
| EDU | Education |
| ENG | English |
| ENT | Entrepreneurship |
| FIN | Finance |
| FRE | French |
| GEO | Geography |
| GRE | Greek |
| HBR | Hebrew |
| HNR | Honors College |
| HST | History |
| ICD | International and Community Development |
| INR | International Relations |
| INT | Intercultural Studies |
| LANG | Language |
| LAT | Latin |
| LDR | Leadership |

| | |
|-----|-----------------------|
| LIT | Literature |
| MAT | Mathematics |
| MGT | Management |
| MKG | Marketing |
| MNG | Management |
| MSC | Military Science |
| MUS | Music |
| NUR | Nursing |
| PAT | Pre-art Therapy |
| PHE | Physical Education |
| PHL | Philosophy |
| PHY | Physics |
| PMD | Pre-medical Sciences |
| POL | Political Science |
| PSY | Psychology |
| REC | Recreation Management |
| REL | Religion |
| SCI | Science |
| SOC | Sociology |
| SPA | Spanish |
| SPM | Sports Management |
| SWK | Social Work |
| THE | Theology |
| TSL | TESOL |
| UNV | University Studies |
| WOR | Worship |
| WRI | Writing |
| YTH | Youth Ministries |

Graduate Subject Codes

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

Numbering of Courses

The course number has significance in the following ways:

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

100-199 Courses ordinarily taken in the freshman year

200-299 Courses ordinarily taken in the sophomore year

300-399 Courses ordinarily taken in the junior year

400-499 Courses ordinarily taken in the senior year

500-999 Courses ordinarily taken for graduate/doctoral credit

General Studies Program

Purpose

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

General Studies - B.S.

Requirements for B.S. degree

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

See general education degree requirements (p. 64)

Concentration in one subject area (30 credits)

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

See subject areas below

Upper level, 300-400 courses (18 credits)

Electives (22-28 credits)

Total credits for graduation (124 credits)

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

General Studies - A.S.

Requirements for A.S. degree

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

See general education associate degree requirements (p. 63)

Concentration in one subject area (15 credits)

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

Electives (24 credits)

Total credits for graduation (62 credits)

John Wesley Honors College (JWHC)

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

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

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

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

Students participate in the JWHC either as John Wesley Scholars or as Mary C. Dodd Honors Students. John Wesley Scholars enter the Honors College as freshmen and pursue an Honors Humanities major (p. 95), which fulfills most of their general education requirements. Mary C. Dodd Honors Students join the Honors College as sophomores or juniors and pursue an Honors Humanities minor (p. 97), much of which overlaps with their general education requirements. Students are chosen to participate in these curricular programs through a highly selective application process.

Honors Humanities - B.A.

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

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

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

Required Major Courses (43-48 credits)

Christian Liberal Learning and Life Calling (18 credits)

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

Interdisciplinary Humanities (19 credits)

| | | |
|---------|--|---|
| HNR 180 | Foundations of Christian Tradition | 3 |
| HNR 185 | Rhetoric and the Sacramental Imagination | 3 |

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

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

Honors Research and Scholarship (6 credits)

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

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

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

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

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

| | | |
|---------|---|--------|
| HNR 130 | Discerning One's Calling As a Servant Leader | 0 to 1 |
| HNR 135 | Cultivating the Habits That Sustain a Servant Leader | 0 to 1 |
| HNR 230 | Servant Leadership for Redemptive Communities I | 0 to 1 |
| HNR 330 | Servant Leadership for Redemptive Communities II | 0 to 1 |
| HNR 430 | Servant Leadership Capstone | 0 to 1 |

Required General Education Courses (15 credits)

Social Science Electives (6 credits)

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

Health and Wellness (2 credits)

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

Science/Mathematics (7 credits)

| | | |
|---------|--------------------------------|---|
| | Lab Science | 4 |
| MAT/CIS | Mathematics OR Computer Course | 3 |

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

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

Writing Competency

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

Communication Competency

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

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

Intercultural Competency

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

Honors Humanities Minor

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

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

Honors Humanities Minor (23-25 credits)

Christian Liberal Learning and Life Calling (9 credits)

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

Choose at least one of the following courses:

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

Interdisciplinary Humanities (8 credits)

| | | |
|---------|------------------------------------|---|
| HNR 180 | Foundations of Christian Tradition | 3 |
|---------|------------------------------------|---|

Choose at least five credits from the following courses:

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

Honors Research and Scholarship (6 credits)

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

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

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

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

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

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

School of Life Calling and Integrative Learning

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

Mission

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

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

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

Life Coaching

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

Pre-declared Student Advising

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

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

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

Transfer Advising

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

Student Transitions

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

New Student Experience Course

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

Leadership Studies Department

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

The three main components of Leadership Studies are:

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

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

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

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

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

Leadership Studies - B.S.

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

Requirements (40 credits)

Leadership Core (21 credits)

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

Leadership Electives (9 credits)

Select courses from the following:

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

Cognate (10 credits)

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

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

Leadership Studies Minor

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

Requirements (18 credits)

Leadership Core (6 credits)

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

Leadership Electives (12 credits)

Select courses from the following:

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

School of Arts and Humanities

The mission of the School of Arts and Humanities is to develop students in the exploration and communication of truth and beauty in God's world through language and the arts. The central goal of the faculty of this school is to inspire students to show their love for God with their whole heart, soul, mind and strength. The faculty of this school are integral to fulfilling the liberal learning objectives of the College of Arts and Sciences, providing for students introductions to art, literature, and music, as well as helping students to meet writing and public speaking competencies. The School of Arts and Humanities houses the Divisions of Art, Communication and Theatre, Modern Language and Literature, and Music. These four divisions offer 29 majors: these include 22 majors in the disciplines of art, convergent journalism, English, media communication, public relations, theatre, Spanish, TESOL and music; five majors offered in conjunction with the School of Teacher Education; and two majors (art therapy and music therapy) offered in conjunction with the Division of Behavioral Sciences.

Art Division

Purpose

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

Mission

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

Programs

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

- Ceramics (p. 104)
- Fine Art (p. 105)
- Graphic Design (p. 106)
- Illustration (p. 107)
- Interior Design (p. 107)
- Media Design (p. 108)
- Painting (p. 108)
- Photography (p. 109)
- Printmaking (p. 110)

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

- Art Education (p. 110)
- Pre-art Therapy (p. 110)

Also available are the following **minors**:

- Fine Art (p. 105)
- Art History (p. 106)

Admission to an Art Major

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

Mid-Point Review

Permission to continue a specific major(s)/minor(s) in the Division of Art takes place during the second semester of the sophomore year (an exception would be transfer students from another institution or major). All Art major(s)/minor(s) must successfully complete the required courses (identified within the major) for their respective major(s)/minor(s) prior to the mid-point review. A portfolio of at least 10 studio projects from coursework completed at IWU and a completed mid-point review application form (available from the Art office) must be submitted to the Division of Art.

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

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

Academic Requirements

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

Senior Exhibit

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

Exiting Senior Assessment

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

Equipment and Supplies

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

Ceramics - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

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

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

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

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

Fine Art - B.S.

Requirements (48 credits)

Required Courses (27 credits)

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

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

Art Electives (9 credits)

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

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

Fine Art Minor

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

Requirements (24 credits)

Required Courses (21 credits)

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

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

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

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

Art History Minor

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

Requirements (24 credits)

Required Course (3 credits)

| | | |
|---------|----------------------|---|
| MUS 180 | Humanities Fine Arts | 3 |
|---------|----------------------|---|

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

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

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

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

Graphic Design - B.S.

Requirements (51-53 credits)

Required Courses (45-47 credits)

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

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

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

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

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

Illustration - B.S

Requirements (48-50 credits)

Required Courses (42-44 credits)

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

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

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

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

Interior Design - B.S.

Requirements (48 credits)

Required Courses

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

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

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

Media Design - B.S.

Requirements (51-53 credits)

Required Courses (48-50 credits)

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

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

Choose one of the following: (3 credits)

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

Painting - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

| | | |
|---------|-------------------------------------|---|
| ART 121 | Drawing I | 3 |
| ART 221 | Drawing II | 3 |
| ART 224 | Design I: Two-Dimensional Design | 3 |
| ART 238 | Digital Imagery Art | 3 |
| ART 241 | Ceramics I | 3 |
| ART 266 | Printmaking I | 3 |
| ART 273 | Introduction to Computer Graphics | 3 |
| ART 324 | Design II: Three-Dimensional Design | 3 |
| ART 331 | Painting I | 3 |
| ART 332 | Painting II | 3 |
| ART 346 | Painting From Life | 3 |
| ART 379 | Color Theory | 3 |

| | | |
|---------|----------------------------------|--------|
| ART 431 | Contemporary Painting Techniques | 3 |
| ART 481 | Studio Practicum | 1 to 3 |
| ART 490 | Senior Exhibit - Art | 0 to 2 |

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

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

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

Photography - B.S.

Requirements (48-50 credits)

Required Courses (39-41 credits)

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

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

Choose any one of the following: (3 credits)

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

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

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

Printmaking - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

| | | |
|---------|---------------------------------------|--------|
| ART 121 | Drawing I | 3 |
| ART 221 | Drawing II | 3 |
| ART 224 | Design I: Two-Dimensional Design | 3 |
| ART 238 | Digital Imagery Art | 3 |
| ART 241 | Ceramics I | 3 |
| ART 266 | Printmaking I | 3 |
| ART 273 | Introduction to Computer Graphics | 3 |
| ART 280 | Visual Communications--Graphic Design | 3 |
| ART 324 | Design II: Three-Dimensional Design | 3 |
| ART 331 | Painting I | 3 |
| ART 366 | Printmaking II | 3 |
| ART 374 | Illustration I | 3 |
| ART 379 | Color Theory | 3 |
| ART 466 | Printmaking III | 3 |
| ART 490 | Senior Exhibit - Art | 0 to 2 |

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

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

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

Pre-art Therapy Major

See the behavioral sciences section of the catalog for a list of specific courses required for Pre-art Therapy (p. 144).

Art Education Major

See the education section of the catalog for a list of specific courses required for Visual Arts (p. 204).

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. 112), Convergent Journalism (p. 113), Media Communication (p. 115), Strategic Communication (p. 117) and Theatre (p. 119). Each major provides students with a strong foundation in communication theory and practice; knowledge and skills in utilizing contemporary images, methods and media; opportunities to apply knowledge and skills in hands-on, professional settings; and an understanding of how their storytelling can impact contemporary culture – all within a Christian worldview.

Communication and Theatre Organizations and Opportunities

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

1. **WIWU-TV 51:** Students gain practical experience by working for this 24-hour digital television station, housed in the Division of Communication and Theatre's media facilities. Students work with staff professionals on local news magazine shows, live athletic events, community telethons, and IWU cultural and worship events.
2. *The Sojourn:* Students experience the satisfaction of applying their knowledge and skills, working as a team, and collecting published work by writing for *The Sojourn*, IWU's award-winning campus newspaper, in print and online. The student-managed *Sojourn* awards stipends for all editors, business and distribution managers, and photography staff.
3. **WIWU-FM:** Student managers operate an FCC licensed radio station with the assistance of a faculty advisor. Students serve as on-air announcers as required in various radio courses. WIWU-FM (94.3, The Fortress) broadcasts to all of Marion and Grant County with contemporary Christian music and local programming.
4. **Theatre:** The theatre program provides at least four productions each year – one faculty-directed and one student-directed production in both the fall and spring semesters. Recent productions include *Much Ado About Nothing*, *Pygmalion*, *Steel Magnolias*, and *The Secret Garden*.
5. **Indiana Wesleyan Theatre Guild:** Each fall, in conjunction with the theatrical productions, all IWU students are invited to interview for roles (actors, technicians, production managers) in the Guild. Guild members meet periodically to promote the theatre and aid in its advancement as well as participate in community service projects. Involvement in theatre productions does not require Guild membership.
6. **PRSSA:** The IWU Chapter of the Public Relations Student Society of America allows students to gain valuable out-of-classroom experience and knowledge in public relations and to develop relationships with working professionals and students in chapters across the country.
7. **Indiana Collegiate Press Association and Associated Collegiate Press:** The division is active in both journalism organizations, and students and faculty advisors attend annual workshops and conventions. *The Sojourn* earns numerous awards from both annually.

CCCU BestSemester Program Options

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

American Studies Program

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

Los Angeles Film Studies Center

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

Washington Journalism Center

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

Contemporary Music Center

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

Australian Studies Center

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

Human Communication Studies - B.S.

Purpose

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

Requirements (45-46 credits)

Division Core (11-12 credits)

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

Choose one Communication Lab:

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

Major Requirements (16 credits)

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

Electives (12 credits)

Choose 12 units:

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

Cognate (6 credits)

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

Human Communication Studies Minor

Requirements (21 credits)

Division Core (9 credits)

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

Minor Requirements (12 credits)

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

Convergent Journalism - B.S.

The Convergent Journalism major is designed to provide students with broad interdisciplinary knowledge and practical skills for professional positions in media, news and information. Each student completes a sequence of courses intended to develop practical skills, focused on writing and technology, related to a potential career area. In addition, students select nine credit hours in one of three concentrations based on their area of interest:

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

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

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

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

Requirements (45-46 credits)

Division Core (11-12 credits)

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

Choose one Communication Lab:

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

Major Requirements (22 credits)

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

| | | |
|------------------------------|------------------------------------|---|
| COM 483 | Advanced Newswriting and Reporting | 3 |
| COM 445 | Communication Internship | 3 |
| COM-200: Must be taken twice | | |

Concentrations (Choose one) (12 credits)

Multi-Media

Choose 12 units from:

| | | |
|---------|--|---|
| COM 113 | Introduction to TV Production | 2 |
| COM 114 | Intro to Radio Broadcasting | 2 |
| COM 214 | Radio Production | 3 |
| COM 223 | Communication Graphics | 3 |
| COM 250 | Media Scriptwriting | 3 |
| COM 280 | Intercultural Communication | 3 |
| COM 314 | Studio Production | 3 |
| COM 321 | Persuasion | 3 |
| COM 322 | Broadcast Journalism | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 332 | Photojournalism | 3 |
| COM 336 | Special Topics in Communication Arts | 3 |
| COM 364 | Field Production | 3 |
| COM 365 | Broadcast Performance | 3 |
| COM 422 | Television News | 3 |
| WRI 282 | Writing for Results | 3 |
| WRI 353 | Magazine Writing | 3 |
| WRI 457 | Nonfiction | 3 |

Broadcast

Required (6 credits)

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

Electives (6 credits)

Choose 6 units from:

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

Print/Online

Required (6 credits)

| | | |
|---------|------------------------|---|
| COM 223 | Communication Graphics | 3 |
| COM 332 | Photojournalism | 3 |

Electives (6 credits)

Choose 6 units from:

| | | |
|---------|-----------------------------|---|
| COM 280 | Intercultural Communication | 3 |
| COM 321 | Persuasion | 3 |

| | | |
|---------|---|---|
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 336 | Special Topics in Communication Arts | 3 |
| WRI 282 | Writing for Results | 3 |
| WRI 353 | Magazine Writing | 3 |
| WRI 457 | Nonfiction | 3 |

Convergent Journalism Minor

Requirements (28 credits)

Division Core (9 credits)

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

Minor Requirements (16 credits)

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

COM-200: Must be taken twice

Electives - Choose 3 units from: (3 credits)

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

Media Communication - B.S.

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

Concentrations:

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

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

Requirements (47-48 credits)

Division Core (11-12 credits)

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

Choose one Communication Lab:

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

Major Requirements (18 credits)

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

Writing Electives (Choose one) (3 credits)

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

Division Electives (Choose two) (6 credits)

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

Concentrations (Choose one) (9 credits)

Production

Choose 9 units from:

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

Performance

Choose 9 units from:

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

Media Communication Minor

Requirements (21-23 credits)

Division Core (9 credits)

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

Minor Requirements (9-11 credits)

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

Electives (Choose one) (3 credits)

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

Strategic Communication - B.S.

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

Concentrations:

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

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

Requirements (45-46 credits)

Division Core (11-12 credits)

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

Choose one Communication Lab:

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

Strategic Communication Core Requirements (19 credits)

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

Concentrations (Choose one)

Public Relations Concentration (15 credits)

| | | |
|---------|--|---|
| COM 112 | Introduction to Multimedia Storytelling | 2 |
| COM 201 | Public Relations Practicum | 1 |
| COM 223 | Communication Graphics | 3 |
| COM 224 | Introduction to Newswriting | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 431 | Public Relations Campaigns and Cases | 3 |

Organizational Communication Concentration (15 credits)

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

Public Relations Minor

Requirements (23 credits)

Division Core (9 credits)

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

Minor Requirements (11 credits)

| | | |
|---------|----------------------------|---|
| COM 201 | Public Relations Practicum | 1 |
|---------|----------------------------|---|

| | | |
|---------|--|---|
| COM 227 | Research Methods in Communication | 3 |
| COM 233 | Principles of Public Relations | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |

COM-201: Must be taken twice

Electives (Choose one) (3 credits)

| | | |
|---------|--|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| COM 113 | Introduction to TV Production | 2 |
| COM 211 | Introduction to Mass Communication | 3 |
| COM 314 | Studio Production | 3 |
| COM 322 | Broadcast Journalism | 3 |
| COM 332 | Photojournalism | 3 |
| COM 364 | Field Production | 3 |
| COM 366 | Organizational Communication | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| HST 250 | Contemporary Affairs | 1 |
| HST 300 | Western/American Intellectual and Social History | 3 |
| HST 301 | American Foreign Relations | 3 |
| HST 302 | American Political Parties | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| POL 100 | American Government | 3 |
| POL 200 | State and Local Government and Politics | 3 |
| POL 230 | World Politics | 3 |
| WRI 282 | Writing for Results | 3 |

Theatre - B.S.

The Theatre major is designed for students eager to become better theatrical performers, producers and technicians who glorify God by delivering modern parables. Building on the theoretical strengths of the division's core classes, the Theatre major further develops students with practical skills and perspectives through their coursework in writing, performance and creative production, as well as a full university production schedule of plays and musicals.

Requirements (47-48 credits)

Division Core (11-12 credits)

| | | |
|---------|---------------------------------|---|
| COM 105 | Communication in Context | 1 |
| COM 329 | Media and Society | 3 |
| COM 340 | Communication Theory | 3 |
| | or | |
| COM 370 | Symbols and Imaging | 3 |
| COM 479 | Communication Senior Seminar I | 1 |
| COM 480 | Communication Senior Seminar II | 3 |

Choose one Communication Lab:

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

Major Requirements (24 credits)

| | | |
|---------|---|---|
| COM 120 | Introduction to Theatre | 3 |
| COM 251 | Principles of Script Analysis | 3 |
| COM 252 | Beginning Acting | 3 |
| COM 272 | Stagecraft | 3 |
| COM 315 | Principles of Stage Directing | 3 |
| COM 317 | Theatre History and Dramatic Literature I | 3 |
| ENG 360 | Modern Drama | 3 |
| | or | |
| ENG 361 | Shakespeare | 3 |
| COM 445 | Communication Internship | 3 |

Concentrations (Choose one) (12 credits)

Performance**Required (9 credits)**

| | | |
|---------|-----------------------------|---|
| COM 226 | Voice and Movement | 3 |
| COM 355 | Advanced Acting | 3 |
| COM 367 | Stage Design for Theatre II | 3 |

Electives (3 credits)

Choose one:

| | | |
|---------|----------------------------------|---|
| MUS 114 | Class Voice (complete 3 credits) | 1 |
| COM 214 | Radio Production | 3 |
| COM 270 | Stage Management | 3 |
| COM 310 | Stage Design for Theatre I | 3 |
| COM 362 | Scriptwriting | 3 |
| COM 365 | Broadcast Performance | 3 |
| COM 368 | Theatre Management | 3 |

Technical**Required (9 credits)**

| | | |
|---------|-----------------------------|---|
| COM 270 | Stage Management | 3 |
| COM 310 | Stage Design for Theatre I | 3 |
| COM 367 | Stage Design for Theatre II | 3 |

Electives (3 credits)

Choose one:

| | | |
|---------|----------------------------------|---|
| ART 121 | Drawing I | 3 |
| ART 224 | Design I: Two-Dimensional Design | 3 |
| COM 214 | Radio Production | 3 |
| COM 226 | Voice and Movement | 3 |
| COM 355 | Advanced Acting | 3 |
| COM 362 | Scriptwriting | 3 |
| COM 368 | Theatre Management | 3 |

Theatre Management**Required (9 credits)**

| | | |
|---------|--------------------|---|
| COM 270 | Stage Management | 3 |
| COM 362 | Scriptwriting | 3 |
| COM 368 | Theatre Management | 3 |

Electives (3 credits)

Choose one:

| | | |
|---------|---|---|
| COM 226 | Voice and Movement | 3 |
| COM 233 | Principles of Public Relations | 3 |
| COM 310 | Stage Design for Theatre I | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 352 | Interpersonal Communication | 3 |
| COM 355 | Advanced Acting | 3 |
| COM 367 | Stage Design for Theatre II | 3 |

Theatre Minor

Requirements (21-23 credits)

Division Core (9 credits)

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

Minor Requirements (9-11 credits)

| | | |
|----------|---------------------------|--------|
| COM 116T | Communication Lab-Theatre | 0 to 1 |
| COM 120 | Introduction to Theatre | 3 |
| COM 252 | Beginning Acting | 3 |
| COM 272 | Stagecraft | 3 |

COM-116T: Must be taken twice

Electives (Choose one) (3 credits)

| | | |
|---------|-----------------------------|---|
| COM 226 | Voice and Movement | 3 |
| COM 270 | Stage Management | 3 |
| COM 310 | Stage Design for Theatre I | 3 |
| COM 355 | Advanced Acting | 3 |
| COM 367 | Stage Design for Theatre II | 3 |
| COM 368 | Theatre Management | 3 |

Modern Language and Literature Division

The Division of Modern Language and Literature is committed to developing Christian scholars who explore all facets of the spoken and written word – strong leaders faithful to their calling to use language responsibly, creatively, effectively and joyfully, to the glory of God.

The division offers seven majors: English (p. 122), English Education (p. 123), Spanish (p. 124), Spanish Education (p. 125), TESOL (p. 126) (Teaching English to Speakers of Other Languages), TESOL Education (p. 128) and Writing (p. 128). The division also offers five minors: English (p. 123), Writing (p. 129), TESOL (p. 127), Spanish, and World Languages (p. 126) (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. 191) of the catalog).

Requirements (40-52 credits)

Required Courses (9 credits)

| | | |
|---------|---------------------------------|---|
| ENG 220 | Approaches to Literary Analysis | 3 |
| ENG 352 | History of English Language | 3 |
| ENG 481 | English Capstone | 3 |
| | or | |
| WRI 481 | Writing Capstone | 3 |

WRI-481: ENG/WRI double majors only

Advanced Writing (3 credits)

| | | |
|---------|-----------------------|---|
| WRI 234 | Advanced Writing | 3 |
| | or | |
| WRI 281 | Rhetorical Strategies | 3 |
| | or | |
| WRI 282 | Writing for Results | 3 |

Upper-Level Literature – Three Required Categories (9 credits)

Category I (American Lit) Colonial - 19th Century

Choose one of the following:

| | | |
|---------|--|---|
| ENG 371 | American Renaissance | 3 |
| ENG 372 | Hawthorne | 3 |
| ENG 373 | American Short Fiction | 3 |
| ENG 374 | American Poetry | 3 |
| ENG 476 | American Literature to 1830 | 3 |
| ENG 477 | Melville | 3 |
| ENG 478 | Pre-Twentieth Century American Literature - Advanced Study | 3 |

Category II (British Lit) Pre-20th Century

Choose one of the following:

| | | |
|---------|---|---|
| ENG 361 | Shakespeare | 3 |
| ENG 362 | Victorian Literature | 3 |
| ENG 364 | Romantic Literature | 3 |
| ENG 462 | Milton | 3 |
| ENG 466 | Chaucer | 3 |
| ENG 468 | Pre-Twentieth Century British Literature - Advanced Study | 3 |

Category III (American/British Lit) Post 1900

Choose one of the following:

| | | |
|---------|--|---|
| ENG 360 | Modern Drama | 3 |
| ENG 365 | British Literature of the Twentieth Century | 3 |
| ENG 370 | Twentieth-Century American Literature | 3 |
| ENG 430 | Contemporary Literature | 3 |
| ENG 440 | Literary Criticism | 3 |
| ENG 469 | Post-1900 British Literature - Advanced Study | 3 |
| ENG 479 | Post-1900 American Literature - Advanced Study | 3 |

Literature Electives (except ENG-180) (6 credits)**Electives in English/Writing (above 120 except ENG-180) (6 credits)****Supporting hours in English, Writing or Education (above 120 except ENG-180) (7 credits)****Foreign Language (0-12 credits)**

Intermediate competency in modern or ancient foreign language

Foreign Language Requirement

All majors will achieve intermediate competency in an ancient or modern foreign language in one of the following ways: 1) completing, with a grade of "C" or above, eight high school semesters of a single foreign language, 2) earning a passing grade at the Intermediate II university level, or 3) passing an intermediate-level competency exam approved by the coordinator of the foreign language department (usually a CLEP test). The requirement may be waived if English is not the student's first language. Foreign language is not required for the minor in English.

English Minor**Requirements (24 credits)****Required Courses (24 credits)**

| | | |
|---------|--|----|
| ENG 220 | Approaches to Literary Analysis | 3 |
| | Electives in ENG or WRI (above 120 except ENG-180), at least 9 hours in upper-level courses. | 21 |

English Education Major

See the education section of the catalog for a list of specific requirements for the English Education (p. 191) major.

Spanish - A.B.

The Spanish major is designed to help students develop proficiency in the communication, cultures, connections and communities important to the language. Because of the large Spanish-speaking population in the United States, opportunities for multilingual professionals are increasing. The IWU Spanish major equips students to be world changers through the power of the Spanish language. The education major in Spanish is further designed to add training and specific professional experience to the liberal arts major (see education section (p. 201) of the catalog).

Requirements (41-47 credits)

Language (3-9 credits)

Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

| | | |
|---------|----------------------------------|---|
| SPA 237 | Intermediate Spanish I | 3 |
| SPA 238 | Intermediate Spanish II | 3 |
| SPA 347 | Spanish Conversation/Composition | 3 |

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

Students may not elect to take SPA-237 or SPA-238 after successfully completing upper-level courses except by permission of the division.

History and Culture (6 credits)

| | | |
|---------|-----------------------------------|--------|
| SPA 348 | Latin American Studies | 3 |
| SPA 354 | Latin American History | 3 |
| SPA 365 | Special Topics in Spanish Culture | 3 to 9 |
| SPA 371 | Hispanic Culture in the U.S. | 3 |
| SPA 372 | Culture and Civilization of Spain | 3 |

Literature (6 credits)

| | | |
|---------|---------------------------------------|--------|
| SPA 457 | Survey of Spanish Literature | 3 |
| SPA 458 | Survey of Spanish American Literature | 3 |
| SPA 461 | Contemporary Spanish Literature | 3 |
| SPA 462 | Spanish Short Stories | 3 |
| SPA 465 | Special Topics in Spanish Literature | 3 to 9 |

Foreign Study Experience (3 credits)

| | | |
|---------|--|---|
| SPA 370 | Hispanic Culture and Language Studies and/or | 3 |
|---------|--|---|

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture or literature of a Spanish-speaking country or the theory or practical use of the Spanish language. Must be taught in Spanish and must be from an approved, accredited program.

Senior Seminar (1 credit)

| | | |
|---------|----------------|---|
| SPA 470 | Senior Seminar | 1 |
|---------|----------------|---|

Spanish Electives (12 credits)

| | | |
|---------|---|--------|
| SPA 357 | Spanish Linguistics and Phonology | 3 |
| SPA 420 | Advanced Spanish Grammar | 3 |
| SPA 475 | Independent Learning-Spanish | 1 to 3 |
| | or | |
| | Any SPA course listed above not taken to meet another requirement | 3 |

Cognate (10 credits)

Choose from one of the following fields:

- Second Foreign Language
- History
- Religion
- Intercultural Studies
- or
- another field approved by the division

Spanish Minor

Requirements (24 credits)

Language (3-9 credits)

Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

| | | |
|---------|----------------------------------|---|
| SPA 237 | Intermediate Spanish I | 3 |
| SPA 238 | Intermediate Spanish II | 3 |
| SPA 347 | Spanish Conversation/Composition | 3 |

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

Students may not elect to take SPA-237 or SPA-238 after successfully completing upper-level courses except by permission of the division.

Electives in Spanish (15-21 credits)

| | | |
|---------|---------------------------------------|--------|
| SPA 348 | Latin American Studies | 3 |
| SPA 354 | Latin American History | 3 |
| SPA 357 | Spanish Linguistics and Phonology | 3 |
| SPA 365 | Special Topics in Spanish Culture | 3 to 9 |
| SPA 370 | Hispanic Culture and Language Studies | 3 |
| SPA 371 | Hispanic Culture in the U.S. | 3 |
| SPA 372 | Culture and Civilization of Spain | 3 |
| SPA 420 | Advanced Spanish Grammar | 3 |
| SPA 457 | Survey of Spanish Literature | 3 |
| SPA 458 | Survey of Spanish American Literature | 3 |
| SPA 461 | Contemporary Spanish Literature | 3 |
| SPA 462 | Spanish Short Stories | 3 |
| SPA 465 | Special Topics in Spanish Literature | 3 to 9 |
| SPA 475 | Independent Learning-Spanish | 1 to 3 |

Spanish Education Major

See the education section of the catalog for a list of specific requirements for the Spanish Education (p. 201) major.

World Languages Minor

Requirements (18-24 credits)

Linguistics (3 credits)

ENG 170 Introduction to Linguistics 3

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

Electives - Any Combination of Courses from the Following (6 credits):

Additional courses in the language of emphasis (including 100 level**)

Courses in a different foreign language (at any level)

The following courses:

INT 220 Intercultural Relationships 3

ICD 240 Urban Anthropology 3

INT 315 Cross-Cultural Communication of Faith 3

INT 402 Contemporary Global Issues 3

* Students can waive all or part of the 6-credit requirement by one of the following means:

1. Demonstrating intermediate-level proficiency on the MLL-designated placement exam for the language of emphasis.
2. Gaining approval of the language instructor designated by the division chair to assess proficiency in the language of emphasis.
3. Gaining exam (e.g., AP exam or CLEP exam) or transfer credit at the intermediate level.

** Students cannot take language courses at a level lower than the one they placed into by placement exam or than the one(s) they received credit for from AP, CLEP, or transfer.

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 education section (p. 202) of the catalog).

Requirements (42-54 credits)

Intercultural (3 credits)

INT 220 Intercultural Relationships 3

English/TESOL (21 credits)

ENG 170 Introduction to Linguistics 3

ENG 241 Studies in English Grammar 3

TSL 203 TESOL Theoretical Foundations 3

TSL 305 Second Language Acquisition 3

TSL 350 TESOL Assessment and Testing 3

TSL 420 English Linguistics for TESOL 3

TSL 450 English Grammar Pedagogy 3

TESOL Methods and Practicum (6 credits)

| | | |
|-----------|--|---|
| EDU 382TE | Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages | 3 |
| TSL 385 | Practicum in TESOL | 3 |

Foreign Language (0-12 credits)

| | |
|--|------|
| Foreign language | 0-12 |
| or | |
| Demonstration of intermediate-level competency | |

Electives (12 credits)

(Choose at least one course from all three areas.)

Language Studies

| | | |
|---------|---|--------|
| ENG 352 | History of English Language | 3 |
| WRI 165 | English Language and Composition | 3 |
| WRI 210 | Theories and Methods of Writing Consultancy | 0 to 1 |
| | Any foreign language course (in addition to competency requirement) | 3-6 |

Intercultural Studies

| | | |
|---------|---|---|
| REL 266 | Ministry in Urban Settings | 3 |
| INT 350 | Transformational Development Principles | 3 |
| INT 402 | Contemporary Global Issues | 3 |
| SOC 225 | Cultural Anthropology | 3 |

Communication

| | | |
|---------|-------------------------------------|---|
| COM 115 | Introduction to Human Communication | 3 |
| COM 252 | Beginning Acting | 3 |
| COM 352 | Interpersonal Communication | 3 |

TESOL Minor**Requirements (24-36 credits)****Intercultural (3 credits)**

| | | |
|---------|-----------------------------|---|
| INT 220 | Intercultural Relationships | 3 |
|---------|-----------------------------|---|

English/TESOL (15 credits)

| | | |
|---------|-------------------------------|---|
| ENG 170 | Introduction to Linguistics | 3 |
| ENG 241 | Studies in English Grammar | 3 |
| TSL 203 | TESOL Theoretical Foundations | 3 |
| TSL 305 | Second Language Acquisition | 3 |
| TSL 350 | TESOL Assessment and Testing | 3 |

TESOL Methods and Practicum (6 credits)

| | | |
|-----------|--|---|
| EDU 382TE | Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages | 3 |
| TSL 385 | Practicum in TESOL | 3 |

Foreign Language (0-12 credits)

| | |
|--|------|
| Foreign language | 0-12 |
| or | |
| demonstration of intermediate-level competency | |

TESOL Education Major

See the education section of the catalog for a list of specific requirements for this elementary/secondary TESOL Education (p. 202) major.

Writing - A.B.

The liberal arts major in Writing is designed to prepare students to become outstanding communicators with a high level of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to communication challenges in everyday life. Graduates may elect to pursue careers as writers, editors or communications consultants, or may wish to apply their expertise in education, business or the ministry. With its strong liberal arts emphasis, a Writing major is recommended as an excellent professional degree program. Majors graduate with a range of writing experience in various genres, with exposure to modern composition theory, and with training in the practical application of rhetoric to life. While the program requires a comprehensive study and practice of writing, it also encourages the student to discover his or her best voice and style.

Foreign Language Requirement

All majors will achieve intermediate competency in an ancient or modern foreign language in one of the following ways: 1) completing, with a grade of "C" or above, eight high school semesters of a single foreign language, 2) earning a passing grade at the Intermediate II university level, or 3) passing an intermediate-level competency exam approved by the coordinator of the foreign language department (usually a CLEP test). The requirement may be waived if English is not the student's first language. Foreign language is not required for the minor in Writing.

Requirements (42 credits)

Required Courses (12 credits)

| | | |
|---------|---------------------|---|
| WRI 230 | Sentence Strategies | 3 |
| WRI 234 | Advanced Writing | 3 |
| WRI 235 | Creative Writing | 3 |
| WRI 481 | Writing Capstone | 3 |
| | or | |
| ENG 481 | English Capstone | 3 |

ENG-481: ENG/WRI double majors only

Literature Electives (except ENG-180) (12 credits)**Electives in WRI-200 (or above) or the following COM courses: (18 credits)**

| | | |
|---------|--|---|
| COM 223 | Communication Graphics | 3 |
| COM 224 | Introduction to Newswriting | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 362 | Scriptwriting | 3 |
| COM 483 | Advanced Newswriting and Reporting | 3 |
| COM | COM course by divisional permission | 3 |

Writing 2nd Major (Taken only as a second major) (30 credits)

| | | |
|---------|---------------------|---|
| WRI 230 | Sentence Strategies | 3 |
|---------|---------------------|---|

| | | |
|---------|------------------|---|
| WRI 234 | Advanced Writing | 3 |
| WRI 235 | Creative Writing | 3 |
| WRI 481 | Writing Capstone | 3 |
| | or | |
| ENG 481 | English Capstone | 3 |

ENG-481: ENG/WRI double majors only

Literature Electives (except ENG-180) (12 credits)

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

| | | |
|---------|---|---|
| COM 223 | Communication Graphics | 3 |
| COM 224 | Introduction to Newswriting | 3 |
| COM 331 | Public Relations Writing and Publicity | 3 |
| COM 362 | Scriptwriting | 3 |
| COM 483 | Advanced Newswriting and Reporting | 3 |

Writing Minor

Requirements (24 credits)

Required Courses (24 credits)

Writing courses 200 or above
or
COM courses listed in the Writing
A.B. major

Writing Center

The Writing Center seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division.

The Writing Center supports IWU's mission to develop students in scholarship by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.

Latin American and Iberian Studies Interdisciplinary Minor

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies (p. 169).

Music Division

Purpose

The Division of Music is committed to preparing men and women to be the best possible musicians who recognize that all gifts and talents are from God, to be cultivated to their highest potential for humble service to God and others. Since 1994, Indiana Wesleyan University Division of Music has been an accredited member of the National Association of Schools of Music (NASM) <http://nasm.arts-accredit.org> or 703-467-0700. Music scholarships are available for Music majors by audition. Contact the division for applications.

General Education Competencies

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

Admission to the Music Major

Permission to declare a music major at IWU is neither automatic nor assumed merely because a student wants to study music. Students must demonstrate a degree of aptitude and preparedness, both academically and musically. Those conditions can be met by the following means:

1. Academic readiness can be demonstrated by completing a placement exam in music theory. If students are not prepared for the exam, equivalency can be met by taking MUS-160, Introduction to Music Theory, and earning a grade of "C" or above.
2. Performance readiness can be proven by an audition before selected music faculty or by submitting an audio or video recording of pieces showing appropriate levels of accomplishment.
3. Audition for the music faculty. Two pieces in contrasting styles must be performed in the student's applied area. One additional piece may be performed in a second applied area. No taped accompaniments; an accompanist will be provided if needed.
4. All students are required to submit three letters of reference from former music teachers, from music directors, or from other musicians who can verify the student's readiness to study music at the collegiate level.

This policy applies to both transfer students and entering freshmen. Students living a considerable distance from Marion may be accepted as provisional majors pending an audition/interview following arrival on campus.

If an applicant fails in any of the above requirements but still wishes to be admitted as a major, the status of provisional music major will be granted. The student will be expected to re-audition and successfully complete MUS-160 at the end of the first semester of study. Upon satisfactory completion, the applicant will be classified as a music major.

Admission to Upper-divisional Studies

Admission to upper-level studies is granted by the music faculty through the Upper-divisional Hearing. This consists of a performance and written examination in which the candidate's applied and academic progress is evaluated, and the candidate is questioned regarding content of courses completed and progress toward career goals. An overall grade-point average of 2.75 is required for admission to upper-divisional studies and no grade below a "C" in any music class.

Other Requirements for All Music Majors

- MUS-200 Recital Attendance (seven semesters)
- Class Piano Requirements
- Large Ensemble Participation (participation in major ensemble each semester)
- Upper Divisional Hearing
- Young Performer Series Recital

Applied Music - A.B.

The major in Music with an emphasis in Applied prepares the student for graduate study or private studio teaching. It may be effectively combined with other majors such as Christian Ministries, Christian Worship, or Christian Education. Emphasis may be choral (C), instrumental (I), or general (G).

Requirements (52-60 credits)

Required Core Courses (40-42 credits)

| | | |
|-------------|---|-------|
| MUS 101-401 | Applied Music | 7 |
| MUS 160 | Introduction to Music Theory (Prerequisite for Music Theory I) | (0-2) |
| MUS 162 | Music Theory I | 3 |
| MUS 261 | Music Theory II | 3 |
| MUS 264 | Music Theory III | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 263 | Ear Training II | 2 |
| MUS 266 | Ear Training III | 1 |
| MUS 265 | Form and Analysis | 2 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 371 | Music History and Literature I | 3 |
| MUS 372 | Music History and Literature II | 3 |
| MUS 442 | Senior Recital - Music Majors | 2 |
| MUS 490 | Senior Seminar | 2 |
| | Ancient or Modern Language | 3 |

Additional Required Core Course for Vocal Emphasis only

| | | |
|---------|-----------------------|---|
| MUS 125 | Diction for Singers I | 2 |
|---------|-----------------------|---|

Additional Required Core Course for Keyboard Emphasis only

| | | |
|---------|---------------------|---|
| MUS 119 | Keyboard Skills I | 1 |
| MUS 248 | Keyboard Literature | 2 |
| MUS 321 | Keyboard Skills II | 1 |

Electives selected from the following (10 credits):

Instrumental Emphasis

| | | |
|---------|---|---|
| MUS 114 | Class Voice | 1 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 290 | Jazz Improvisation | 1 |
| MUS 300 | Arranging | 1 |

MUS-114: non-vocal major

Instrumental Emphasis MUST take all four of the following Techniques courses:

| | | |
|---------|-----------------------|---|
| MUS 281 | Woodwind Techniques | 2 |
| MUS 282 | String Techniques | 2 |
| MUS 283 | Percussion Techniques | 2 |
| MUS 284 | Brass Techniques | 2 |

Vocal Emphasis

| | | |
|---------|---|---|
| MUS 225 | Diction for Singers II | 2 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 280 | Choral Techniques | 2 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 365 | Vocal Pedagogy | 2 |

| | | |
|---------|-----------------|---|
| MUS 366 | Song Literature | 2 |
|---------|-----------------|---|

Piano Emphasis

| | | |
|---------|--|---|
| MUS 100 | Applied Study - Non-Majors | 1 |
| MUS 245 | Piano Pedagogy I | 2 |
| MUS 246 | Piano Pedagogy II | 2 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 290 | Jazz Improvisation | 1 |
| MUS 218 | Collaborative Piano | 2 |

General emphasis applied music majors must add the following:

| | | |
|---------|-------------------------------------|---|
| | Four semesters of secondary applied | 4 |
| | Large ensemble in secondary area | 2 |
| MUS 280 | Choral Techniques | 2 |
| | Instrumental Techniques | 2 |

Piano Proficiency (2-8 credits)

Competency through Level III
(instrumental)
or
Level IV (vocal)

Applied Music

Applied music (private study) is offered in voice, piano, organ, and all brass, woodwind, percussion, and string (including guitar) instruments. All applied study requires a private lesson fee.

Church Music - A.B.

The major in Music with an emphasis in Church Music prepares the student to be a minister of music or a worship arts director in the evangelical church. The program has a choral/vocal emphasis; therefore, most students will study voice as their applied major. There may be some other options; i.e., if the student is a keyboard major, 3 hours will be in keyboard and 1 hour in voice, and the required ensemble will be choral.

If an instrumentalist desires a church music major, 3 hours will be on the instrument and 1 hour in voice. The required ensemble will be divided between instrumental and choral. The student may elect to take additional semesters in any ensemble or applied study.

Requirements (46-54 credits)**Required Core Courses (38-40 credits)**

| | | |
|-------------|---|-------|
| MUS 101-201 | Major Applied Studies | 4 |
| MUS 149 | Introduction to Contemporary Worship | 2 |
| MUS 160 | Introduction to Music Theory | (0-2) |
| MUS 162 | Music Theory I | 3 |
| MUS 175 | Chapel Ensemble | 1 |
| MUS 261 | Music Theory II | 3 |
| MUS 264 | Music Theory III | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 263 | Ear Training II | 2 |
| MUS 266 | Ear Training III | 1 |
| MUS 254 | Church Music I - Christian Education/Administration | 3 |
| MUS 354 | Church Music II - Worship | 3 |

| | | |
|---------|---------------------------------|---|
| MUS 280 | Choral Techniques | 2 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 371 | Music History and Literature I | 3 |
| | or | |
| MUS 372 | Music History and Literature II | 3 |
| MUS 450 | Church Music Practicum | 2 |
| MUS 490 | Senior Seminar | 2 |

Electives selected from the following (6 credits):

| | | |
|---------|--|---|
| MUS 124 | Guitar Techniques for Leading Worship | 1 |
| MUS 220 | Organ Class | 1 |
| MUS 255 | Contemporary Keyboard for the Church Accompanist | 1 |
| MUS 260 | Hymnology | 1 |
| MUS 265 | Form and Analysis | 2 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 300 | Arranging | 1 |
| MUS 442 | Senior Recital - Music Majors | 2 |
| | or | |
| MUS 445 | Church Music Senior Project | 2 |
| THE 233 | Christian Theology I | 3 |
| REL 469 | Pastoral Care and Counseling | 3 |

Piano Proficiency (2-8 credits)

Competency through Level IV
(vocal/instrumental)
Competency through Keyboard Skills
I (piano)

Musical Organization and Ensemble

Participation is by arrangement with the music faculty. Four credits in ensemble may be counted toward a degree. Music majors must participate in an ensemble of their major area each semester (excluding semester of student teaching). General majors must also spend one year (2 semesters) in a major ensemble of their second applied area.

In the event that an instrumentalist plays a non-traditional ensemble instrument, such as guitar, the ensemble will be determined by consultation with the division chair.

Students must follow the specific requirements of their ensemble director. Each student is expected to participate for the entire year.

Church Music Minor

The minor provides preparation for work in the music program of a local church. It may be combined with a variety of majors.

Requirements (21-23 credits)**Required Courses (19 credits)**

| | | |
|---------|---|---|
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 254 | Church Music I - Christian Education/Administration | 3 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 354 | Church Music II - Worship | 3 |

| | | |
|-------------|---|---|
| MUS 111-211 | Applied Study (3 semesters) | 3 |
| MUS 200 | Recital Attendance (4 semesters) | |
| MUS 300 | Arranging | 1 |
| | Large Ensemble Participation (2 semesters) | |
| MUS 175 | Chapel Ensemble (2 semesters) | |
| | Young Performer Series Recital (during final semester of applied study) | |

Piano Proficiency (2-4 credits)

Competency through Level II

Music Composition - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, further study in composition, or as a private teacher of music theory and composition.

Requirements (82 credits)**Required Core Courses (46 credits)**

| | | |
|----------|--|---|
| MUS 102P | Applied Study Perfor-Level 1 | 4 |
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 180 | Humanities Fine Arts | 3 |
| MUS 202P | Applied Study Perfor- Level 2 | 4 |
| MUS 261 | Music Theory II | 3 |
| MUS 263 | Ear Training II | 2 |
| MUS 264 | Music Theory III | 3 |
| MUS 266 | Ear Training III | 1 |
| MUS 265 | Form and Analysis | 2 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 302P | Applied Study Perfor Level 3 | 4 |
| MUS 342P | EITHER a Junior Recital or a Collaborative Project (i.e., composing for film or drama) required during second semester of junior year. | |
| MUS 371 | Music History and Literature I | 3 |
| MUS 372 | Music History and Literature II | 3 |
| MUS 402P | Applied Study Perfor-Level 4 | 2 |
| MUS 442 | Senior Recital - Music Majors | 2 |
| MUS 490 | Senior Seminar | 2 |

Supportive Courses in Music (36 credits)**Required Courses (15 credits)**

| | | |
|---------|-----------------------|---|
| MUS 105 | Class Piano Level I | 2 |
| MUS 165 | Class Piano Level II | 2 |
| MUS 205 | Class Piano Level III | 2 |
| MUS 305 | Class Piano Level IV | 2 |
| MUS 119 | Keyboard Skills I | 1 |
| MUS 268 | Counterpoint | 2 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 318 | Orchestration | 2 |

Ensembles – Choose seven from the following (7 credits):**Major Ensembles:**

| | | |
|---------|--------------------|--------|
| MUS 182 | Piano Ensemble | 0 to 1 |
| MUS 192 | University Chorale | 0 to 1 |
| MUS 193 | University Singers | 0 to 1 |
| MUS 194 | Chamber Singers | 0 to 1 |
| MUS 196 | Wind Ensemble | 0 to 1 |
| MUS 198 | Orchestra | 0 to 1 |

Minor Ensembles:

| | | |
|---------|----------------------|--------|
| MUS 173 | Handbell Ensemble | 0 to 1 |
| MUS 174 | Women's Chorus | 0 to 1 |
| MUS 175 | Chapel Ensemble | 0 to 1 |
| MUS 177 | Clarinet Quartet | 0 to 1 |
| MUS 178 | Saxophone Quartet | 0 to 1 |
| MUS 179 | Woodwind Quintet | 0 to 1 |
| MUS 181 | Guitar Ensemble | 0 to 1 |
| MUS 183 | IWU Jazz Combo | 0 to 1 |
| MUS 184 | World Music Ensemble | 0 to 1 |
| MUS 185 | Flute Ensemble | 0 to 1 |
| MUS 186 | String Quartet | 0 to 1 |
| MUS 189 | Honors Brass Quintet | 0 to 1 |
| MUS 195 | Percussion Ensemble | 0 to 1 |
| MUS 197 | Jazz Ensemble | 0 to 1 |

Secondary Instrument (4 credits)

| | | |
|---------|--------------------------------|---|
| MUS 111 | Applied Study - (music Minors) | 1 |
| MUS 112 | Applied Study - (music Minors) | 1 |
| MUS 211 | Applied Study - (music Minors) | 1 |
| MUS 212 | Applied Study - (music Minors) | 1 |

Music Elective hours selected from the following (9 credits):

| | | |
|---------|-----------------------|---|
| MUS 280 | Choral Techniques | 2 |
| MUS 281 | Woodwind Techniques | 2 |
| MUS 282 | String Techniques | 2 |
| MUS 283 | Percussion Techniques | 2 |
| MUS 284 | Brass Techniques | 2 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 300 | Arranging | 1 |

Performance - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, for further study in performance, or as a private teacher.

Requirements (79-85 credits)

Major Area (43 credits)**Applied Music Courses (required in primary instrument or voice) (18 credits)**

| | | |
|----------|-------------------------------|---|
| MUS 102P | Applied Study Perfor-Level 1 | 4 |
| MUS 202P | Applied Study Perfor- Level 2 | 4 |
| MUS 302P | Applied Study Perfor Level 3 | 2 |

| | | |
|----------|-------------------------------|---|
| MUS 342P | Junior Recital | 2 |
| MUS 402P | Applied Study Perfor-Level 4 | 2 |
| MUS 442 | Senior Recital - Music Majors | 2 |
| MUS 490 | Senior Seminar | 2 |

Foreign Language (3 credits)

| | | |
|----------|-------------------------|---|
| FRE 117 | Beginning French I | 3 |
| FRE 118 | Beginning French II | 3 |
| FRE 237 | Intermediate French I | 3 |
| FRE 238 | Intermediate French II | 3 |
| SPA 117 | Beginning Spanish I | 3 |
| SPA 118 | Beginning Spanish II | 3 |
| SPA 199T | College Spanish I | 3 |
| SPA 237 | Intermediate Spanish I | 3 |
| SPA 238 | Intermediate Spanish II | 3 |

Pedagogy Courses (6 credits)**For Piano Majors:**

| | | |
|---------|---------------------|---|
| MUS 245 | Piano Pedagogy I | 2 |
| MUS 246 | Piano Pedagogy II | 2 |
| MUS 218 | Collaborative Piano | 2 |

For Voice Majors:

| | | |
|---------|------------------------|---|
| MUS 125 | Diction for Singers I | 2 |
| MUS 225 | Diction for Singers II | 2 |
| MUS 365 | Vocal Pedagogy | 2 |

For Instrumental Majors:

| | | |
|---------|---------------------|---|
| MUS 286 | Advanced Conducting | 2 |
|---------|---------------------|---|

Small Ensembles (4 credits):

| | | |
|---------|------------------------|--------|
| MUS 176 | Tuba/Euphonium Quartet | 0 to 1 |
| MUS 177 | Clarinet Quartet | 0 to 1 |
| MUS 178 | Saxophone Quartet | 0 to 1 |
| MUS 179 | Woodwind Quintet | 0 to 1 |
| MUS 181 | Guitar Ensemble | 0 to 1 |
| MUS 185 | Flute Ensemble | 0 to 1 |
| MUS 186 | String Quartet | 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 | String Quartet | 0 to 1 |
| MUS 187 | Trombone Ensemble | 0 to 1 |
| MUS 189 | Honors Brass Quintet | 0 to 1 |
| MUS 190 | Opera Theater | 0 to 3 |
| MUS 195 | Percussion Ensemble | 0 to 1 |
| MUS 197 | Jazz Ensemble | 0 to 1 |
| MUS 199 | Brass Choir | 0 to 1 |

Elective Music Courses (6 credits)

| | | |
|---------|--------------------------------|---|
| MUS 114 | Class Voice | 1 |
| MUS 111 | Applied Study - (music Minors) | 1 |
| MUS 112 | Applied Study - (music Minors) | 1 |
| MUS 211 | Applied Study - (music Minors) | 1 |
| MUS 212 | Applied Study - (music Minors) | 1 |
| MUS 218 | Collaborative Piano | 2 |
| MUS 280 | Choral Techniques | 2 |
| MUS 281 | Woodwind Techniques | 2 |
| MUS 282 | String Techniques | 2 |
| MUS 283 | Percussion Techniques | 2 |
| MUS 284 | Brass Techniques | 2 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 287 | Marching Band Techniques | 1 |
| MUS 290 | Jazz Improvisation | 1 |
| MUS 300 | Arranging | 1 |

Supportive Courses in Music (36-42 credits)**Theory, Ear Training and Musicianship Courses (23 credits)**

| | | |
|---------|--|---|
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 261 | Music Theory II | 3 |
| MUS 263 | Ear Training II | 2 |
| MUS 264 | Music Theory III | 3 |
| MUS 266 | Ear Training III | 1 |
| MUS 265 | Form and Analysis | 2 |
| MUS 268 | Counterpoint | 2 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 285 | Beginning Conducting | 2 |

History and Literature Courses (11 credits)

| | | |
|---------|---------------------------------|---|
| MUS 180 | Humanities Fine Arts | 3 |
| MUS 371 | Music History and Literature I | 3 |
| MUS 372 | Music History and Literature II | 3 |

For Piano Majors:

| | | |
|---------|---------------------|---|
| MUS 248 | Keyboard Literature | 2 |
|---------|---------------------|---|

MUS-248: for piano/organ majors

For Voice Majors:

| | | |
|---------|-----------------|---|
| MUS 366 | Song Literature | 2 |
|---------|-----------------|---|

MUS-366: for voice majors

For Other Instrument Majors:

| | | |
|---------|----------------------|---|
| MUS 375 | Symphonic Literature | 2 |
|---------|----------------------|---|

Piano Proficiency (2-8 credits)**For Piano Majors (2 credits):**

| | | |
|---------|--------------------|---|
| MUS 119 | Keyboard Skills I | 1 |
| MUS 321 | Keyboard Skills II | 1 |

For Vocal Majors (8 credits):

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

For Other Instrumental Majors (8 credits):

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

Music Education Major

See the education section of the catalog for a list of specific courses required for Music Education (p. 194) major.

Music Minor

The Music minor is designed for the student with a major in another discipline who has an interest in music. The curriculum strengthens and enriches the music background.

Requirements (18-20 credits)

Required Courses (16 credits)

| | | |
|-------------|---------------------------------|---|
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 371 | Music History and Literature I | 3 |
| | or | |
| MUS 372 | Music History and Literature II | 3 |
| MUS 111-212 | Applied Studies | 4 |
| MUS 285 | Beginning Conducting | 2 |

MUS 200 Recital Attendance (4 semesters)
 Large Ensemble Participation (4 semesters)
 Young Performer Series Recital
 (during final semester of applied study)

Piano Proficiency (2-4 credits)

Competency through Level II

Music Therapy - A.B.

Music therapy is a health profession that uses music and musical experiences implemented by a trained music therapist to maintain or change a person's functioning level in a variety of health domains. The Music Therapy program is designed to train students to use musical, clinical and personal skills to help meet identified needs in their clients.

Requirements (97 credits)

Studies in Music (55 credits)

| | | |
|---------|---|--------|
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 261 | Music Theory II | 3 |
| MUS 263 | Ear Training II | 2 |
| MUS 264 | Music Theory III | 3 |
| MUS 265 | Form and Analysis | 2 |
| MUS 266 | Ear Training III | 1 |
| MUS 274 | Computer Applications for Music Educator | 2 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 300 | Arranging | 1 |
| MUS 371 | Music History and Literature I | 3 |
| MUS 372 | Music History and Literature II | 3 |
| MUS 383 | Elementary Music Methods for Music Education Majors | 2 |
| MUS 490 | Senior Seminar | 2 |
| MUS 200 | Recital Attendance | |
| MUS 365 | Vocal Pedagogy | 2 |
| MUS 184 | World Music Ensemble | 0 to 1 |
| MUS 181 | Guitar Ensemble | 0 to 1 |
| MUS | An additional 6 hours of major ensemble | 6 |
| MUS | Applied studies in voice, piano, and guitar | 12 |

Studies in Music Therapy and Clinical Foundations (42 credits)

| | | |
|---------|--|---|
| MUS 104 | Foundation and Principles of Music Therapy | 3 |
| MUS 306 | Assessment and Evaluation Techniques For Music Therapy | 3 |
| MUS 206 | Music Therapy Methods and Techniques | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| PSY 250 | Developmental Psychology | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |

| | | |
|---------|---|---|
| PSY 485 | Theories of Counseling | 3 |
| PSY 487 | Techniques of Counseling | 3 |
| MUS 406 | Research in Music Therapy | 3 |
| MUS 307 | Influence of Music on Behavior | 3 |
| MUS 405 | Internship in Music Therapy | 3 |
| MUS 208 | Psychology of Music | 3 |
| MUS 207 | Music Therapy With Various Populations | 3 |

MUS-405: Must be taken twice

School of Social and Behavioral Sciences and Business

The purpose of the School of Social and Behavioral Sciences and Business is to nurture students' God-given calling to one of the disciplines represented by the divisions. This is accomplished through exploration and study in the science and practice of human relationships. The faculty are all committed Christians and highly qualified professionals who are scientist-practitioners in their areas of specialization, and excel as scholars. Faculty often collaborate with students on projects involving research or professional practice. The School is comprised of four divisions. The divisions are Social Sciences, Behavioral Sciences, Business, and Graduate Counseling. Students in this school have the opportunity to work in 18 undergraduate majors and 10 undergraduate minors, including a cross-disciplinary minor with Latin American and Iberian Studies. They can also earn two-year associate degrees in Addictions Counseling, Accounting, and Business Administration. The Division of Graduate Counseling offers six graduate majors.

Behavioral Sciences Division

The Behavioral Sciences Division offers the following majors and minors. Some majors require criminal background checks. The fees for these checks are the responsibility of the student.

Addictions Counseling - B.S.

Purpose

The addictions counseling program mission is to develop professionals who understand the bio-psycho-social-spiritual correlates of substance use disorders and are capable of facilitating appropriate interventions with affected individuals, families and communities. The courses are intended to establish a solid understanding of the dynamics of addiction as well as the evidence-based clinical practices used to treat these disorders. Students will become knowledgeable of the current scientific literature and the diverse perspectives on the nature and treatment of addictions. The program seeks to balance didactic and experiential learning opportunities. The program also partners with other majors for helping professionals. Students majoring in Psychology, Criminal Justice, Social Work, Sociology, Nursing, or Education will likely find addictions courses helpful in preparing to meet the needs of the populations that they will encounter in their professional endeavors. The program prepares students to meet the requirements for license as alcohol and drug counselors in Indiana and many other states as well as meeting nationally established standards. Students should review their specific state requirements and guidelines.

The addictions counseling program seeks to emphasize Christian commitment and compassionate service in a manner that resonates with the "heart" of the University and our world-changing focus. The addictions counseling major promotes development in the areas of Christian character, critical thinking, oral/written communication, analytical reasoning, scholarship, and the awareness of diversity issues. Successful graduates will evidence a comprehensive understanding of addictive behavior, the capacity to facilitate effective client interventions, and a commitment to ethical standards, cultural sensitivity, and a Christian worldview.

Admission to the Major

Students should apply to the major before taking any course above the ADC 200 level and must have completed or be currently enrolled in ADC-210 and ADC-212. Admission to the major requires completion of an application, and a formal interview with the Addictions Counseling Committee. The Addictions Counseling Committee reserves the right to deny any student admission to the major who fails to demonstrate adequate academic, personal, or pre-professional effectiveness.

Continuation of the Major

Students should maintain a 2.5 cumulative GPA and a 3.0 GPA in Addictions. Failure to do so may necessitate repeating courses or withdraw from the Addictions major. Students must also demonstrate appropriate pre-professional readiness before being placed in a field practicum placement.

Requirements

The addictions counseling major consists of 30 hours in addictions, 12 hours in psychology and 3 hours in sociology for a total of 45 credit hours. Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (45 credits)

Required Courses

| | | |
|---------|--|--------|
| ADC 210 | Addictions Theory | 3 |
| ADC 212 | Psychopharmacology | 3 |
| ADC 291 | Urban Encounter for the Helping Profession | 1 |
| ADC 310 | Addictions Counseling Skills | 3 |
| ADC 320 | Theory and Practice of Group Counseling | 3 |
| ADC 330 | Counseling Addicted and Dysfunctional Family Systems | 3 |
| ADC 410 | Addictions Seminar | 1 to 2 |
| ADC 458 | Addiction Programs and Professional Development | 3 |

| | | |
|---------|-------------------------------------|--------|
| ADC 461 | Addictions Counseling Practicum I | 2 to 3 |
| ADC 462 | Addictions Counseling Practicum II | 2 to 3 |
| ADC 463 | Addictions Counseling Practicum III | 2 to 3 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | or | |
| PSY 252 | Adolescent Growth and Development | 3 |
| PSY 322 | Physiological Psychology | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |
| PSY 370 | Theories of Personality | 3 |
| SOC 210 | Minority Group Relations | 3 |

ADC-410: Must be taken three times.

Addictions Studies Minor

The Addictions Studies minor consists of 24 credit hours with 18 hours in addictions, 3 hours in psychology, and 3 hours in sociology.

Requirements (24 credits)

Addictions Required Courses (18 credits)

| | | |
|---------|--|---|
| ADC 210 | Addictions Theory | 3 |
| ADC 212 | Psychopharmacology | 3 |
| ADC 310 | Addictions Counseling Skills | 3 |
| ADC 320 | Theory and Practice of Group Counseling | 3 |
| ADC 330 | Counseling Addicted and Dysfunctional Family Systems | 3 |
| ADC 458 | Addiction Programs and Professional Development | 3 |

Psychology Required Course (3 credits)

| | | |
|---------|---------------------------------|---|
| PSY 366 | Psychology of Abnormal Behavior | 3 |
|---------|---------------------------------|---|

Sociology Required Course (3 credits)

| | | |
|---------|--------------------------|---|
| SOC 210 | Minority Group Relations | 3 |
|---------|--------------------------|---|

Addictions Studies - A.S.

Associate Degree in Addiction Studies

This degree is intended for those who plan to pursue pre-professional and support positions in the addictions field. It is anticipated that these individuals will work under the supervision of physicians, nurses, psychologists, and social workers. The academic requirements of this degree are commensurate with the Addiction Studies minor. A bachelor's degree is strongly recommended for those who wish to become counselors.

Criminal Justice - B.S.

Purpose

The curriculum of the Criminal Justice major is designed to give the student an opportunity to prepare for a position in law enforcement, probation and other court services, corrections, or one of the many other agencies connected with the criminal justice system.

The Criminal Justice major gives the student an understanding of the three areas that comprise the criminal justice system: law enforcement, the courts, and corrections. A major objective of the program is to provide a biblical Christian response to three

basic questions: What conduct is (or should be) prohibited by law? How is it determined that a person is guilty of such conduct? What is (or should be) done with those who are found guilty?

The practicum program gives senior students on-site experience through placement with one of many agencies, including police and sheriff departments, probation departments, prosecutor's office, and other agencies.

The Criminal Justice major is an excellent preparation for pre-law students, as well as those interested in graduate studies in criminal justice. The major is often combined with another discipline, allowing a student to graduate with a double major. Sociology, political science, psychology, business, history, and addictions counseling are excellent combinations with criminal justice.

Requirements

A major consists of 41 hours.

Requirements (41 credits)

Required Core Courses (35 credits)

| | | |
|---------|----------------------------------|---|
| CRJ 181 | Introduction to Criminal Justice | 3 |
| BIO 109 | Forensic Science (with Lab) | 4 |
| CRJ 202 | Introduction to Corrections | 3 |
| CRJ 246 | Criminology | 3 |
| CRJ 268 | Crisis Intervention | 3 |
| CRJ 275 | Police Administration | 3 |
| CRJ 309 | Youth and Crime | 3 |
| CRJ 318 | Criminal Procedures | 3 |
| CRJ 358 | Criminal Law | 3 |
| CRJ 463 | Forensics | 3 |
| CRJ 485 | Practicum in Criminal Justice | 3 |
| CRJ 490 | Criminal Justice Senior Seminar | 1 |

Criminal Justice Electives (6-7 credits)

General Education Competencies

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

Pre-art Therapy - B.S

Pre-art Therapy Major

This program is designed for students interested in applying art skills and counseling skills together in a therapy setting. It is a pre-graduate program with courses in two fields.

The undergraduate major in Pre-art Therapy would include 30 hours in psychology and 30 hours in art with the following designated courses:

Requirements (60 credits)

Art Courses (30 credits)

| | | |
|---------|-------------------------------------|---|
| ART 121 | Drawing I | 3 |
| ART 221 | Drawing II | 3 |
| ART 224 | Design I: Two-Dimensional Design | 3 |
| ART 324 | Design II: Three-Dimensional Design | 3 |
| ART 241 | Ceramics I | 3 |
| ART 343 | Ceramics II | 3 |
| ART 331 | Painting I | 3 |
| ART 332 | Painting II | 3 |
| ART 251 | Sculpture I | 3 |

ART-121, ART-221, ART-224, ART-324, ART-241, and ART-331: Courses required prior to "mid-point review."

Choose one course in Art History:

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

Additional art courses recommended:

| | | |
|---------|------------------------------|---|
| ART 281 | Commercial Layout and Design | 3 |
| ART 351 | Sculpture II | 3 |
| ART 379 | Color Theory | 3 |
| ART 441 | Ceramics III | 3 |

Psychology Courses (30 credits)

| | | |
|---------|--|--------|
| PSY 150 | General Psychology | 3 |
| PSY 152 | General Psychology II | 3 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | or | |
| PSY 252 | Adolescent Growth and Development | 3 |
| PSY 355 | Research Methods for the Behavioral Sciences | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |
| PSY 370 | Theories of Personality | 3 |
| PSY 485 | Theories of Counseling | 3 |
| PSY 487 | Techniques of Counseling | 3 |
| | or | |
| PSY 385 | Psychology Practicum | 2 to 3 |

Additional electives recommended:

| | | |
|---------|---------------------------------|---|
| PSY 210 | Introduction to Art Therapy | 3 |
| PSY 225 | Learning and Motivation | 3 |
| PSY 322 | Physiological Psychology | 3 |
| PSY 371 | Family Systems Therapy | 3 |
| PSY 380 | Cognitive-Behavioral Counseling | 3 |
| PSY 390 | Psychology Seminar | 1 |

Psychology - B.S.

Purpose

The courses in the Psychology major have been designed to give the student a broad base and solid foundation in several areas of psychology to provide the student with many career options. Students may choose to pursue careers in mental health, school guidance, clinical psychology, family counseling, teaching, or human resources, or further graduate study. A strong emphasis is made in integrating principles of Christianity and psychology with practical applications.

General Education Competencies

Students in these majors meet the general education competencies by taking the approved standard courses, including options of COM-352 and MAT-305.

Admission to the Psychology Major

Admission to the Psychology major requires a formal screening process separate from initial declaration of intent to major in Psychology. The process includes successfully passing PSY-290 with a grade of "C" or above, completion of an application and an essay, plus an interview with the Psychology Committee after completion of seven hours of lower-level psychology courses.

Continuation in the Psychology Major

Students must maintain a 2.5 cumulative GPA and a 2.5 academic GPA in their coursework in the Psychology major. Failure to do so may necessitate repeating courses or withdrawal from the Psychology major.

Personal Qualities

Students must evidence emotional stability and adherence to a lifestyle representative of the Christian principles on which Indiana Wesleyan University is established.

The Psychology Department faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the psychology requirements of relationship skills, mental and social fitness, physical health, and quality of academic performance.

Requirements for Single Majors (48-49 credits)

Required Core Courses (36-37 credits)

| | | |
|---------|---|--------|
| PSY 150 | General Psychology | 3 |
| PSY 152 | General Psychology II | 3 |
| PSY 225 | Learning and Motivation | 3 |
| | or | |
| PSY 227 | Adv. Topics in Behavioral, Cognitive, and Neuropsychological Research | 3 |
| PSY 290 | Psychology Seminar | 1 |
| PSY 291 | Urban Encounter for the Helping Profession | 1 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | or | |
| PSY 252 | Adolescent Growth and Development | 3 |
| PSY 322 | Physiological Psychology | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| PSY 355 | Research Methods for the Behavioral Sciences | 3 |
| PSY 360 | Social Psychology | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |
| PSY 390 | Psychology Seminar | 1 |
| PSY 370 | Theories of Personality | 3 |
| | or | |
| PSY 485 | Theories of Counseling | 3 |
| PSY 385 | Psychology Practicum | 2 to 3 |

PSY-250: Strongly recommended.

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

Electives (12 credits)

| | |
|------------------------------|---|
| Psychology Electives | 6 |
| Behavioral Science Electives | 6 |

Elective Options Recommended

| | | |
|---------|---|---|
| PSY 250 | Developmental Psychology | 3 |
| PSY 251 | Child Development | 3 |
| PSY 252 | Adolescent Growth and Development | 3 |
| PSY 370 | Theories of Personality | 3 |
| PSY 485 | Theories of Counseling | 3 |
| PSY 371 | Family Systems Therapy | 3 |
| ADC 320 | Theory and Practice of Group Counseling | 3 |

| | | |
|---------|--|--------|
| PSY 210 | Introduction to Art Therapy | 3 |
| PSY 380 | Cognitive-Behavioral Counseling | 3 |
| CRJ 268 | Crisis Intervention | 3 |
| ADC 212 | Psychopharmacology | 3 |
| PSY 487 | Techniques of Counseling | 3 |
| PSY 490 | Senior Capstone | 1 |
| PSY 475 | Special Topics | 1 to 3 |
| PSY 473 | Supervised Practicum | 1 to 3 |
| PSY 471 | Faculty/Student Collaborative Research Psychology: Research | 1 to 3 |
| PSY 493 | Integration of Psychology and Christianity | 3 |
| PSY 495 | History and Systems of Psychology | 3 |

Requirements for Double Majors (42-43 credits)

Required Core (36-37 credits)

Psychology Electives (6 credits)

Psychology Minor

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

Minor Requirements (24 credits)

Courses recommended for a major (24 credits)

Social Work - B.S.

Mission Statement

The mission of the Social Work program is to prepare social work students for generalist entry-level practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning to maximize one's ability to be of service to one's fellow human beings.

Core Competencies

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.
- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to context that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of social work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and National Association of Christian Social Workers (NACSW). Indiana Wesleyan University's Social Work program is accredited by the Council on Social Work Education (CSWE); phone 703-683-8080.

Throughout the curriculum, theory and practice are integrated through a variety of classroom experiences and agency settings. Students are required to become active within the community in a variety of capacities throughout the program. Students are required to complete 90 volunteer hours prior to field placement. The senior field placement involves working 32 hours per week in a social service agency under the supervision of a professional social worker. According to CSWE the field placement is the signature pedagogy of Social Work program professional development.

General Education Competencies

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

Requirements (70 credits)

Required Courses

| | | |
|---------|--|---|
| BIO 106 | Environment and Society | 4 |
| | or | |
| BIO 111 | Anatomy and Physiology I | 4 |
| ECO 211 | Introduction to Economics | 3 |
| POL 200 | State and Local Government and Politics | 3 |
| PSY 150 | General Psychology | 3 |
| SOC 150 | Principles of Sociology | 3 |
| SOC 152 | Social Problems | 3 |
| SOC 210 | Minority Group Relations | 3 |
| SOC 482 | Social Research | 3 |
| SWK 170 | Introduction to Social Work | 3 |
| SWK 335 | Social Welfare Organization | 3 |
| SWK 336 | Social Policy | 3 |
| SWK 342 | Human Behavior and the Social Environment I | 3 |
| SWK 343 | Human Behavior and the Social Environment II | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| SWK 355 | Social Work Practice I | 3 |
| SWK 356 | Social Work Practice II | 3 |
| SWK 357 | Social Work Practice III | 3 |
| SWK 366 | Social Work Field Placement I | 3 |
| SWK 370 | Social Work Field Placement Seminar I | 3 |
| SWK 466 | Social Work Field Placement II | 9 |
| SWK 470 | Social Work Field Placement Seminar II | 3 |

MAT-305: Counts as general education math course for Social Work majors with a grade of "C" or above.

BIO-106, ECO-211, POL-200, PSY-150, SOC-150 and SOC-152: Counts as required general education courses for Social Work majors with a grade of "C" or above.

BIO-111: Students with a double major in Psychology should choose this option.

Entrance Requirements

Along with submission of an application and SAT or ACT scores to the director of admissions, the student must declare social work as his or her choice of major. High school courses which provide a good foundation for the study of social work include social studies, sociology, psychology, American government, economics, English, writing, and communications.

Admission to the Social Work Program

The admission of students to the Social Work program is a formal process separate from the initial declaration of Social Work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade-point average of 2.5 at the time of application to the program. Each student must submit to the Social Work program an initial portfolio after completing the Introduction to Social Work course. The student will then present his or her portfolio along with being interviewed by the Social Work Admissions Committee. Based on the portfolio presentation, interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Admission to Field Placement Internships

During the second semester of the junior year, each student is required to complete a Social Work Field Practicum Application along with updated portfolio. Students will present their portfolio along with being interviewed by the Director of Field Instruction and committee. Students are required to complete 90 hours of volunteer experience prior to being accepted into the Field Placement experience. This documentation is submitted along with the Field Practicum Application. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

Continuation in the Social Work Program

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade-point average of 2.5 and a 2.7 in the major. Most social work courses are offered only one semester a year, so a delay in graduation of one or two semesters may occur. A senior must present a grade-point average of 2.7 in the field placement experience and a cumulative grade-point average of 2.5 in order to graduate. Juniors or seniors who fall below this grade-point average will be placed on probation for the following semester. Failure to raise the grade-point average to 2.5 could then result in dismissal from the program.

In order to graduate, students must pass their final portfolio presentation given their spring semester of their senior year.

Sociology Minor

Requirements (24 credits)

Required Courses (12 credits)

| | | |
|---------|-------------------------|---|
| SOC 150 | Principles of Sociology | 3 |
| SOC 152 | Social Problems | 3 |
| SOC 200 | Marriage and Family | 3 |
| SOC 225 | Cultural Anthropology | 3 |

Electives from the following (12 credits):

| | | |
|---------|-----------------------------------|---|
| SWK 170 | Introduction to Social Work | 3 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | or | |
| PSY 252 | Adolescent Growth and Development | 3 |
| SOC 210 | Minority Group Relations | 3 |
| SOC 246 | Criminology | 3 |
| CED 354 | Working With Children | 3 |
| COM 352 | Interpersonal Communication | 3 |
| SOC 360 | Social Psychology | 3 |

Business Division

Mission

The mission of the Division of Business is to equip business students to become world changers in their chosen profession. It is our profound desire to graduate students who are prepared and eager to impact the world for the cause of Christ.

Curriculum

The curriculum combines theory and practice, is built upon a Christian liberal arts foundation, and emphasizes the need to apply Christian principles to the workplace. Business students graduate with the knowledge and skills they need to succeed.

Degrees Available

Bachelor of Science

The four-year Bachelor of Science (B.S.) degree is available in six majors: Accounting (p. 152), Business Administration (p. 153), Entrepreneurship (p. 154), Finance (p. 154), Management (p. 155) and Marketing (p. 156).

Students who do not have a major in the Division of Business may select a minor in Accounting (p. 152) or Business Administration (p. 153). Minors are not available in Entrepreneurship, Finance, Management or Marketing.

Associate of Science

The two-year Associate of Science (A.S.) degree is available in Accounting (p. 152) and Business Administration (p. 153). The two-year degree is not available in Entrepreneurship, Finance, Management or Marketing.

Double Majors

A student may double major in any two of the six majors by completing the specific requirements of each major. Students with double majors within the Division of Business must complete a minimum of 66 unique Division of Business credit hours (75 unique credit hours if one of the two majors is Accounting). Outside of the 36-hour core, no course can be used to satisfy a requirement in both majors.

Other double majors are possible by combining the study of one of the six divisional majors with any major, such as (but not limited to) Art, Communications, Computer Information Systems, Criminal Justice, Economics, English, History, Leadership, Mathematics, Music, Political Science, Psychology, Sociology, or Sports Management.

If the student combines the Business Administration major with a major outside the Division of Business, the requirement to have 12 hours of 300-400 level courses within the Division of Business will be satisfied by 12 hours of 300-400 level courses from the other major. This provision applies only if the Business Administration major is the only major the student has within the Division of Business.

Admission to Division Guidelines and Criteria

Before being admitted to the division, students will be classified as pre-majors (e.g., Pre-Business Administration). After admittance, students will be classified according to their major(s) (e.g., Business Administration). Admission to the division is required before students are allowed to take 300-400 level courses within the Division of Business. (An exception is made for Accounting majors who may take 300 level accounting courses before they have been admitted to the division.)

Admission to the division is neither automatic nor assumed simply because a student wants to study in the division. To be admitted to the division, students must demonstrate a degree of knowledge and preparedness. Students must satisfy the following criteria before applying to the division:

1. Complete 40 total credit hours.
2. Complete all of the following courses:
 - BUS-100 Foundations of Business
 - ACC-201 Accounting Principles I
 - ACC-202 Accounting Principles II
 - ECO-212 Microeconomics

- ECO-213 Macroeconomics
 - MNG-210 Management Principles
 - MKG-210 Marketing Principles
3. Have a **2.5** overall GPA and a **2.5** GPA within the Division of Business.
 4. Have a minimum grade of "C" in all courses required by the major.
 5. Satisfy the General Education Requirements for **writing competency, mathematics and communication**.
 6. Submit a portfolio (work from the courses listed above to include a résumé and at least one showcase piece of work or project from a course listed above).
 7. Submit an individual admission essay (outlining your career objectives, talents, strengths and weaknesses).
 8. Complete a division interview.

Students who satisfy the above criteria must complete an **Application for Admission to the Division** and submit it to the business faculty advisor. If the above requirements have been met, the application will be approved unless there is a problem that needs to be discussed with the Division Chair. The Division of Business faculty reserves the right to deny admission to the major to any student who fails to satisfy the behavioral expectations outlined in the student handbook.

Transfer students who satisfy substantially all of the above criteria may petition the Division of Business to be admitted to the division. The same holds true for IWU students with a major outside the Division of Business who add or change their major to one that is offered in the division.

To continue in the Division of Business, students must maintain an overall 2.5 GPA and a 2.5 GPA in the division. Students must also have a minimum grade of "C" in all courses required by the major. Failure to do so may necessitate repeating courses (university policy allows a course to be repeated once) or withdrawal from the division. Note: If a student has questions regarding action taken by the Division of Business he or she has the right to appeal the action through established procedure in the IWU Catalog.

Transfer Credit

Credit for all courses in the major transferred from other schools must be approved by the Division of Business before admission to the division. Students currently enrolled as majors in the division may not transfer any courses into the division for credit without prior written approval from the division. Following are the guidelines for transfer credit:

1. The Division of Business will accept 100-200 level courses taken at other institutions for IWU 100-200 level courses, so long as the courses have been approved by the instructor in the discipline.
2. The Division of Business will not accept 100-200 level courses taken at other institutions to satisfy IWU Division of Business upper level course requirements.
3. The Division of Business will waive BUS-100 for any transfer student, who transfers in at least 12 hours of business courses, but the division will not waive the credits — the student will substitute the 3 hours of credits with a course recommended by the advisor or Division Chair.
4. Transfer students pursuing the B.S. degree in one of the six majors in the Division of Business must complete a minimum of 18 credit hours from the IWU Division of Business. Transfer students pursuing the A.S. degree or minor in Business Administration must complete a minimum of 9 credit hours from the IWU Division of Business.

General Education Competencies

Students in the Division of Business must meet the general education competencies by taking the approved standard courses. In regards to courses offered in the Division of Business, the intercultural experience requirement may be met by successfully completing either ACC-390 or BUS-390.

Accounting - B.S.

Requirements (60 credits)

Common Core (36 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Requirements (15 credits)

| | | |
|---------|--------------------------------------|---|
| ACC 311 | Intermediate Financial Accounting I | 3 |
| ACC 312 | Intermediate Financial Accounting II | 3 |
| ACC 341 | Managerial Cost Accounting I | 3 |
| ACC 371 | Federal Income Tax I | 3 |
| ACC 423 | Auditing | 3 |

Major Electives (6 credits)

Choose two of the following:

| | | |
|---------|-------------------------------|---|
| ACC 342 | Managerial Cost Accounting II | 3 |
| ACC 372 | Federal Income Tax II | 3 |
| ACC 451 | Advanced Accounting | 3 |

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|------------------------|--------|
| ACC 399 | Service Learning | 3 |
| ACC 381 | Accounting Practicum | 1 to 3 |
| ACC 390 | International Business | 3 |

Accounting Minor

*A minor in Accounting is available by completing the same requirements as for the two-year associate degree, Accounting - A.S. Transfer students must complete a minimum of 9 credit hours from the IWU Division of Business.

Accounting - A.S.

Requirements (24 credits)

Common Core (18 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| BUS 210 | Business Law | 3 |

Minor Electives (6 credits)

Choose two of the following:

| | | |
|---------|--------------------------------------|---|
| ACC 311 | Intermediate Financial Accounting I | 3 |
| ACC 312 | Intermediate Financial Accounting II | 3 |
| ACC 341 | Managerial Cost Accounting I | 3 |
| ACC 342 | Managerial Cost Accounting II | 3 |
| ACC 371 | Federal Income Tax I | 3 |
| ACC 372 | Federal Income Tax II | 3 |

Business Administration - B.S.

Requirements (51 credits)

Common Core (36 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Electives (12 credits)

300-400 level courses taken within the Division of Business. (If the student has another major outside the Division of Business, this requirement will be satisfied by 12 hours of 300-400 level courses from the other major.)

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|-----------------------------------|--------|
| BUS 399 | Service Learning | 3 |
| BUS 382 | Business Administration Practicum | 1 to 3 |
| BUS 390 | International Business | 3 |

Business Administration Minor

*A minor in Business Administration is available by completing the same requirements as for the two-year associate degree, Business Administration - A.S.

Transfer students must complete a minimum of 9 credit hours from the Division of Business.

Business Administration - A.S.

Requirements (24 credits)

Common Core (15 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |

Minor Requirements (6 credits)

| | | |
|---------|-----------------------|---|
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |

One elective course from the following areas (3 credits):

| | |
|-----|---|
| ACC | 3 |
| BUS | 3 |
| ENT | 3 |
| FIN | 3 |
| MKG | 3 |
| MNG | 3 |

Entrepreneurship - B.S.

Requirements (51 credits)

Common Core (36 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Requirements (12 credits)

| | | |
|---------|--|---|
| ENT 340 | Entrepreneurship & New Venture Creation | 3 |
| ENT 341 | Organizational Intrapreneurship | 3 |
| ENT 455 | Entrepreneurial Planning and Strategy | 3 |
| MNG 324 | Small Business Management | 3 |

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|----------------------------|--------|
| BUS 390 | International Business | 3 |
| ENT 399 | Service Learning | 3 |
| ENT 483 | Entrepreneurship Practicum | 1 to 3 |

Finance - B.S.

Requirements (51 credits)

Common Core (36 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |

| | | |
|---------|----------------------|---|
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Requirements (9 credits)

| | | |
|---------|--------------------------------------|---|
| FIN 330 | Investments | 3 |
| FIN 383 | Real Estate Investment and Marketing | 3 |
| FIN 440 | Financial Management | 3 |

Major Electives (3 credits)

Choose one of the following:

| | | |
|---------|-------------------------------|---|
| FIN 450 | Investment Services: Series 7 | 3 |
| ACC 371 | Federal Income Tax I | 3 |
| ECO 444 | Money and Banking | 3 |

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|------------------------|--------|
| FIN 399 | Service Learning | 3 |
| FIN 384 | Finance Practicum | 1 to 3 |
| BUS 390 | International Business | 3 |

Management - B.S.**Requirements (51 credits)****Common Core (36 credits)**

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Requirements (9 credits)

| | | |
|---------|---------------------------|---|
| MNG 324 | Small Business Management | 3 |
| MNG 328 | Human Resource Management | 3 |
| MNG 443 | Organizational Behavior | 3 |

Major Electives (3 credits)

Choose one of the following:

| | | |
|---------|--------------------------------------|---|
| BUS 310 | Business Communications | 3 |
| MNG 334 | Production and Operations Management | 3 |

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|------------------------|--------|
| MNG 399 | Service Learning | 3 |
| MNG 385 | Management Practicum | 1 to 3 |
| BUS 390 | International Business | 3 |

Marketing - B.S.

Requirements (51 credits)

Common Core (36 credits)

| | | |
|---------|--------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| BUS 101 | Business Ethics | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |
| BUS 210 | Business Law | 3 |
| FIN 210 | Managerial Finance | 3 |
| BUS 320 | Business Statistics | 3 |
| BUS 452 | Strategic Management | 3 |

Major Requirements (6 credits)

| | | |
|---------|---------------------|---|
| MKG 348 | Service Marketing | 3 |
| MKG 424 | Strategic Marketing | 3 |

Major Electives (6 credits)

Choose two of the following:

| | | |
|---------|--------------------------------------|---|
| MKG 346 | Consumer Behavior | 3 |
| MKG 353 | Selling and Relationship Management | 3 |
| MKG 357 | Advertising and Promotion | 3 |
| MKG 370 | Digital Marketing | 3 |
| MKG 398 | Marketing Research | 3 |
| MKG 444 | Branding | 3 |
| FIN 383 | Real Estate Investment and Marketing | 3 |

Experiential Application (3 credits)

Choose one of the following:

| | | |
|---------|------------------------|--------|
| MKG 399 | Service Learning | 1 to 3 |
| MKG 386 | Marketing Practicum | 1 to 3 |
| BUS 390 | International Business | 3 |

Social Sciences Division

The Division of Social Sciences consists of two departments, which are the Department of History and Political Science and the Department of Economics, and offers seven majors: Economics (p. 158); History (p. 159); International Relations (p. 161); Political Science (p. 163); Political Science Pre-law (p. 166); Social Studies (p. 168); and Social Studies Education (p. 199). In addition to offering minors in Economics (p. 159), History (p. 161), International Relations (p. 163), and Political Science (p. 165), the division offers a cross-disciplinary minor in Latin American and Iberian Studies (p. 169).

Majors in the Division of Social Sciences are designed to enable students to develop an integrated perspective and an analytical understanding of the world and its various institutional components. Herein division majors are intended to foster discernment of present realities and trends, and greater understanding of global contemporary patterns from the perspective of biblical presuppositions and a biblical Christian worldview.

Students majoring in Division programs are encouraged to consider double-majoring, completing a second program (outside or within the Division) within a four-year period. Frequently selected combinations are noted under each major. Careful advising and course planning is necessary, in close consultation with academic advisors. In addition to meeting all requirements for both majors, students must be able to show that they meet the university requirement for a double major: a minimum of 30 hours of credit in each of two specific areas with a minimum of 51 unduplicated hours. Regarding *minors*, IWU requires that a minimum of 15 credit hours counting toward each minor be "unduplicated," that is, not needed to complete the student's other major(s) or minor(s).

Note that students majoring in History, Social Studies or Social Studies Education, or minoring in History, should complete HST-185 and HST-190 instead of HST-180. All other division students generally take HST-180 to meet the general education humanities history requirement. Any student may choose this substitution.

General Education Competencies

Please note that students for whom any division major is their **second** major will graduate with the degree designated by their **first** major (B.S. or A.B.) and will meet their intercultural experience and communication requirements as specified by their **first** major.

All other students, for whom a major in this division is their **first** major, are required to complete either COM-110, Speech Communication, or COM-352, Interpersonal Communication, to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: Economics and International Relations majors are required to complete any approved standard course. (Note that the list of approved standard courses includes several courses offered by the division*: GEO-202, HST-230, HST-231, POL-232, HST-355, HST-370, and POL-371). Political Science and Political Science Pre-law majors are required to complete GEO-202, POL-232, or POL-371. Social Studies Education and Social Studies majors are required to complete GEO-202. History majors are required to complete three hours of modern language study or GEO-202, HST-230, HST-231, HST-355, or HST-370.

*Course titles of the intercultural experience courses listed above are as follows: GEO-202 Political and Cultural Geography; HST-231 National Latin America; HST-355 History of Mexico; HST-230 Colonial Latin America; POL-232 Comparative Politics; HST-370 International Cultural Studies; POL-371 International Studies.

General Education Degree Requirements

Students who have selected as their **first** major Economics, International Relations, Political Science or Political Science Pre-law will graduate with a B.S. To complete their B.S., students will be required to complete four hours of any lab science and three hours in math or CIS, which also count toward their general education requirements.

Students majoring in Social Studies Education or Social Studies will graduate with a B.S. They will be required to complete four hours of a lab science and three additional hours in math, which also count toward their general education requirements. In selecting these courses, students majoring in Social Studies Education need the approval of both the Education Division and the History and Political Science Department.

Students majoring in History (as their **first** major) will graduate with an A.B. They will need to satisfy the following language requirement: Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Economics - B.S.

Purpose

The Department of Economics has designed the Economics major to prepare students for graduate study and for careers in business, government or teaching. The study of economics is presented as one component of a larger biblical Christian worldview. Career opportunities for students majoring in Economics include financial analyst, investment broker, banker, economics researcher, market forecaster, government analyst, and with further study, university teacher. (Economics majors desiring to teach economics in the secondary schools need to take a double major in Economics and Social Studies Education.) Employment opportunities are to be found in financial services, banking, real estate, insurance, business management, government service, research or teaching. The department also offers a 24-hour Economics minor (p. 159).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Requirements

A major in Economics includes 30 hours of economics and a cognate area of 10 hours, which may be additional courses in economics or a grouping directed in any one of the following areas: accounting, business administration, communications, computer information systems, criminal justice, economics, entrepreneurship, finance, history, management, marketing, mathematics, political science, psychology, social work, or as directed by the department.

Students whose **first** major is Economics must take ECO-322 Research Design and Methods and the senior capstone courses ECO-498 Economics Seminar/Research and ECO-499 Economics Seminar/Presentation.

Requirements (40 credits)

Required Courses (18 credits)

| | | |
|---------|--------------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| | or | |
| BUS 320 | Business Statistics | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| ECO 306 | Intermediate Microeconomics | 3 |
| ECO 307 | Intermediate Macroeconomics | 3 |

Electives (12 credits)

| | | |
|---------|---|--------|
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| ECO 270 | Comparative Economic Systems | 3 |
| ECO 275 | Economics of Poverty | 3 |
| ECO 305 | Entrepreneurship | 3 |
| ECO 320 | American Economic History | 3 |
| ECO 315 | Urban Economics and Policy | 3 |
| ECO 322 | Research Design and Methods in Political Science and Economics | 3 |
| ECO 340 | Globalization and Economic Development | 3 |
| ECO 365 | Public Administration and Finance | 3 |
| ECO 444 | Money and Banking | 3 |
| ECO 454 | International Economics | 3 |
| ECO 463 | Economic Thought | 3 |
| ECO 483 | Economics Practicum | 1 to 4 |
| ECO 498 | Economics Seminar - Research | 2 |
| ECO 499 | Economics Seminar - Presentation | 1 |

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

Cognate (10 credits)

Economics Minor

Requirements (24 credits)

Required Courses (18 credits)

| | | |
|---------|--------------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| | or | |
| BUS 320 | Business Statistics | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| ECO 306 | Intermediate Microeconomics | 3 |
| ECO 307 | Intermediate Macroeconomics | 3 |

Electives (6 credits)

| | | |
|---------|---|--------|
| ECO 270 | Comparative Economic Systems | 3 |
| ECO 275 | Economics of Poverty | 3 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| ECO 305 | Entrepreneurship | 3 |
| ECO 320 | American Economic History | 3 |
| ECO 315 | Urban Economics and Policy | 3 |
| ECO 322 | Research Design and Methods in Political Science and Economics | 3 |
| ECO 340 | Globalization and Economic Development | 3 |
| ECO 365 | Public Administration and Finance | 3 |
| ECO 444 | Money and Banking | 3 |
| ECO 454 | International Economics | 3 |
| ECO 463 | Economic Thought | 3 |
| ECO 483 | Economics Practicum | 1 to 4 |
| ECO 498 | Economics Seminar - Research | 2 |
| ECO 499 | Economics Seminar - Presentation | 1 |

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

History - A.B.

[Note: **Students for whom History is their **first** major will graduate with an A.B. degree. However, students with History as a **second** major will graduate with the degree designated by their **first** major, whether an A.B. or B.S. For a listing of **first** major History A.B. degree requirements, see the Division of Social Sciences (p. 157) overview. As stated in that paragraph, A.B. degree requirements do not apply to students for whom History is a second major.]

Purpose

The History major is offered by the Department of History and Political Science. The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries and graduate study. (History majors desiring to teach in secondary schools need to major in History and Social Studies Education. The History major combined with a major in Philosophy/Religion serves as excellent pre-seminary preparation. Also, the History major often serves as a companion double major with Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication Studies, Computer Information Systems, Criminal Justice, Economics, English, Intercultural Studies, International Relations, Mathematics, Music, Political Science, Political Science Pre-Law, Psychology, Philosophy and Theology, Social Studies, Social Work, Spanish or Writing. The department also offers a 24-hour History minor (p. 161).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Requirements

A major in History includes 33 hours of History and a cognate area of 9 hours, which may be additional courses in History or a grouping directed in any one of the following suggested areas: accounting, art, biblical literature, biology, business administration, Christian ministries, communication studies, computer information systems, criminal justice, economics, English, geography, intercultural studies, international relations, mathematics, music, political science, psychology, philosophy and theology, social studies, social work, Spanish, writing, or as directed by the department.

In place of HST-180, students majoring in History, Social Studies and Social Studies Education, or minoring in History, should complete HST-185 and HST-190. Students majoring in History are required to take a minimum of 12 hours of upper-division courses (numbered 300 or higher) offered by the department.

The specific social studies requirements for a History/Social Studies teaching major (Social Studies Education) are detailed under the Social Studies/Social Studies Education major (p. 168).

Requirements (42 credits)

Required Courses (12 credits)

| | | |
|---------|--|---|
| HST 185 | Foundations of Civilization to 1648 | 3 |
| HST 190 | The West and the World after 1648 | 3 |
| HST 290 | Making History: Historians, Historical Techniques and Historiography | 3 |
| HST 450 | History and Social Science Seminar | 3 |

Regional Studies: three courses from the following: (9 credits)

| | | |
|---------|----------------------------------|---|
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |
| HST 230 | Colonial Latin America | 3 |
| HST 231 | National Latin America | 3 |

Electives-as approved by the Division (12 credits)

| | | |
|---------|---|--------|
| HST 103 | Recent History and Politics | 3 |
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |
| HST 230 | Colonial Latin America | 3 |
| HST 231 | National Latin America | 3 |
| HST 250 | Contemporary Affairs | 1 |
| CON 253 | Contemporary Economic Problems: Free to Choose | 2 to 3 |
| HST 220 | Topics in History | 3 |
| HST 295 | American Portraits | 1 to 3 |
| HST 300 | Western/American Intellectual and Social History | 3 |
| HST 301 | American Foreign Relations | 3 |
| HST 302 | American Political Parties | 3 |
| HST 312 | Medieval Civilization | 3 |
| HST 320 | American Economic History | 3 |
| HST 321 | History of the Muslim-Christian Encounter | 3 |
| REL 331 | History of Christianity I | 3 |
| REL 332 | History of Christianity II | 3 |
| HST 341 | History of England to 1688 | 3 |
| HST 342 | History of England 1688 - Present | 3 |
| HST 355 | Modern Mexico | 3 |
| HST 361 | History of Russia and Eastern Europe | 3 |
| HST 370 | International Cultural Studies | 3 |
| HST 380 | History of Middle East and Africa | 3 |
| HST 381 | History of East Asia | 3 |

| | | |
|---------|---------------------------------|--------|
| HST 395 | Renaissance and Reformation | 3 |
| HST 400 | American Constitutional History | 3 |
| HST 442 | World War II | 3 |
| HST 475 | Independent Learning in History | 1 to 3 |
| HST 499 | History Honors | 3 |

Cognate (9 credits)**Language Proficiency**

NOTE: Students majoring in History (as their **first** major) will graduate with an A.B. They will be required to satisfy the following language proficiency requirement:

Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Declaring and Maintaining a History Major

In order to pursue History as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a History major in the Registrar's Office. Students majoring or minoring in History must maintain no less than a 2.25 GPA in the History major/minor.

Transfer Credit

A maximum of 15 hours in history may be transferred toward the major.

History Minor**Requirements (24 credits)****Required Courses (9 credits)**

| | | |
|---------|--|---|
| HST 185 | Foundations of Civilization to 1648 | 3 |
| HST 190 | The West and the World after 1648 | 3 |
| HST 290 | Making History: Historians, Historical Techniques and Historiography | 3 |

Regional Studies (9 credits)

Choose three courses from the following:

| | | |
|---------|----------------------------------|---|
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |
| HST 230 | Colonial Latin America | 3 |
| HST 231 | National Latin America | 3 |

Electives (6 credits)

| | | |
|-----|--|--|
| HST | Two courses from list of electives with at least one numbered 300 level or above | |
|-----|--|--|

International Relations - B.S.

The International Relations major offered by the Department of History and Political Science is designed for students interested in gaining an understanding of world politics and global affairs. Students will be introduced to important areas of study within the field of international relations including foreign policy analysis, global politics and governance, international political economy, and contemporary international policy issues. The department also offers an 18-hour International Relations minor (p. 163).

Purpose

The International Relations major enables students to develop a theoretical and practical understanding of global politics and contemporary international affairs. International Relations majors will be equipped with the necessary knowledge and skill for

professional careers in government agencies, international organizations, domestic and international non-governmental organizations, and diplomacy. Students completing the major will also be prepared to pursue teaching, research and graduate studies in international relations, and global public policy. Students majoring in International Relations may consider complementing their preparation with another major or minor in Business, Communication Studies, Economics, History, Intercultural Studies, International and Community Development, Political Science, Philosophy and Theology, TESOL, or Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Requirements

The 51-credit-hour major in International Relations requires a core program of 42 credit hours, a nine-credit-hour concentration or cognate, and demonstrated proficiency in a foreign language at the intermediate level. The core of the program consists of required courses focusing on the foundations of international studies as well as elective courses selected by students within designated areas of international study. A concentration or cognate should be chosen according to a student's professional goals in completing the major's requirements. Students should fulfill part of their general education requirements in the social sciences by taking POL-100 and ECO-213. SOC-225 or PSY-150 are suggested courses for completing the remaining social science general education requirement. These required and recommended courses will allow students to meet general university requirements while also serving as prerequisites for a number of upper-level courses in concentration or cognate areas.

Language Proficiency

Proficiency in a non-native modern language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Requirements (51 credits)

Required Courses (18 credits)

| | | |
|---------|---|---|
| POL 230 | World Politics | 3 |
| POL 232 | Comparative Politics | 3 |
| POL 322 | Research Design and Methods in Political Science and Economics | 3 |
| INR 432 | Global Governance | 3 |
| HST 301 | American Foreign Relations | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |

Choose two of the following capstone courses: (6 credits)

| | | |
|---------|----------------------------------|--------|
| POL 350 | Political Science Practicum | 1 to 3 |
| POL 371 | International Studies | 3 |
| INR 470 | International Relations Capstone | 3 |

World Politics Electives (9 credits)

Choose at least three courses from the following:

| | | |
|---------|---------------------------------|---|
| INR 332 | Conflict Processes | 3 |
| INR 375 | Foreign Policy Analysis | 3 |
| HST 442 | World War II | 3 |
| CRJ 322 | Terrorism and Counter-Terrorism | 3 |

Regional History and Politics Electives (6 credits)

Choose at least two courses from the following:

| | | |
|---------|--------------------------------------|---|
| GEO 202 | Political and Cultural Geography | 3 |
| POL 354 | Foreign Governments | 3 |
| HST 230 | Colonial Latin America | 3 |
| HST 231 | National Latin America | 3 |
| HST 355 | Modern Mexico | 3 |
| HST 361 | History of Russia and Eastern Europe | 3 |
| HST 380 | History of Middle East and Africa | 3 |
| HST 381 | History of East Asia | 3 |

Global Economics and Development Electives (3 credits)

Choose at least one course from the following:

| | | |
|---------|---|---|
| ECO 213 | Macroeconomics | 3 |
| ECO 340 | Globalization and Economic Development | 3 |
| ECO 454 | International Economics | 3 |

Concentration or Cognate (9 credits)

Students should complete a concentration or cognate in a field consistent with their vocational goals. The student's advisor will provide counsel and support for the approved courses of study.

Potential concentrations:

Political Science
History
Economics

Suggested cognate areas include the following:

Leadership Studies
Business
Communications

Declaring and Maintaining an International Relations Major

In order to pursue International Relations as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare the major in the Registrar's Office. Students majoring in International Relations should strive to maintain a 3.0 or higher cumulative GPA.

International Relations Minor**Requirements (18 credits)****Required courses: (12 credits)**

| | | |
|---------|----------------------------|---|
| POL 230 | World Politics | 3 |
| POL 232 | Comparative Politics | 3 |
| HST 301 | American Foreign Relations | 3 |
| INR 432 | Global Governance | 3 |

Choose two of the following: (6 credits)

| | | |
|---------|---|---|
| ECO 340 | Globalization and Economic Development | 3 |
| POL 354 | Foreign Governments | 3 |
| INR 332 | Conflict Processes | 3 |
| INR 375 | Foreign Policy Analysis | 3 |
| POL 371 | International Studies | 3 |

Political Science - B.S.**Purpose**

The Political Science major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the changing nature, form, and function of governing arrangements, political processes, and the civil-social order. The major is designed to prepare students for one of the numerous careers in government service and political organizations. Additionally, the Political Science major offers preparation toward teaching, research and graduate study for advanced degrees in political science and law (see Political Science Pre-law (p. 166) section). (Political Science majors desiring to teach in secondary schools need to take a double major in Political Science and Social Studies Education.) The Political Science major often serves as a companion double major with Business, Communication Studies, Criminal Justice, Economics, English, History, Intercultural Studies, International Relations, Mathematics, Psychology, Philosophy and Theology, Social Studies, Social Work, or Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Requirements

The Political Science major consists of 38 hours in political science and a cognate area of 10-12 hours. The core of the program consists of required courses focusing on fundamental political science concepts and skill formation. Political science electives are selected by students to enhance their preparation given substantive interests and career goals unique to each individual. A concentration or cognate should be chosen by the student according to his or her professional objectives.

Requirements (48-50 credits)

Division Foundational Course (2 credits)

| | | |
|---------|-------------------------------------|---|
| SOS 180 | Introduction to the Social Sciences | 2 |
|---------|-------------------------------------|---|

Fundamentals in Political Science (21 credits)

Required Courses: (15 credits)

| | | |
|---------|---|---|
| POL 100 | American Government | 3 |
| MAT 112 | General Statistics | 3 |
| | or | |
| | Equivalent | 3 |
| POL 215 | Foundations of Political Science | 3 |
| POL 322 | Research Design and Methods in Political Science and Economics | 3 |
| POL 471 | Political Science Research Seminar | 3 |

Choose any two of the following: (6 credits)

| | | |
|---------|--|---|
| POL 200 | State and Local Government and Politics | 3 |
| POL 230 | World Politics | 3 |
| POL 232 | Comparative Politics | 3 |
| POL 240 | Public Policy Processes | 3 |

Political Science Electives (15 credits)

Students should complete any three of the following:

| | | |
|---------|------------------------------|---|
| HST 301 | American Foreign Relations | 3 |
| POL 355 | American Political Processes | 3 |
| POL 360 | Policy Formation | 3 |
| POL 367 | Political Thought | 3 |
| INR 432 | Global Governance | 3 |

And at least six credit hours of the following not already taken:

| | | |
|---------|---|---|
| POL 200 | State and Local Government and Politics | 3 |
| GEO 202 | Political and Cultural Geography | 3 |
| MAT 204 | Applied Statistics I | 3 |
| ECO 213 | Macroeconomics | 3 |
| POL 220 | Issues in Political Science | 3 |
| POL 230 | World Politics | 3 |
| POL 232 | Comparative Politics | 3 |
| POL 240 | Public Policy Processes | 3 |
| HST 250 | Contemporary Affairs | 1 |
| ECO 270 | Comparative Economic Systems | 3 |
| HST 300 | Western/American Intellectual and Social History | 3 |
| HST 301 | American Foreign Relations | 3 |
| HST 302 | American Political Parties | 3 |
| MAT 304 | Applied Statistics II | 3 |

| | | |
|----------|--|--------|
| INR 332 | Conflict Processes | 3 |
| ECO 340 | Globalization and Economic Development | 3 |
| ECO 315 | Urban Economics and Policy | 3 |
| POL 350 | Political Science Practicum | 1 to 3 |
| POL 354 | Foreign Governments | 3 |
| POL 365 | Religion and Politics | 3 |
| ECO 365 | Public Administration and Finance | 3 |
| POL 367 | Political Thought | 3 |
| POL 371 | International Studies | 3 |
| INR 375 | Foreign Policy Analysis | 3 |
| POL 399H | Honors College Thesis-Political Science | 3 |
| HST 400 | American Constitutional History | 3 |
| POL 401 | Political Science Travel Seminar | 3 |
| POL 420 | American Institutions | 3 |
| POL 425 | Federalism and Public Policy | 3 |
| INR 432 | Global Governance | 3 |
| INR 470 | International Relations Capstone | 3 |
| POL 475 | Independent Learning in Political Science | 1 to 3 |

Concentration or Cognate (10-12 credits)

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Suggested concentrations include additional hours in political science or courses in history, international relations or economics. The cognate may be 10 hours from any one of the following areas: accounting, addictions counseling, biology, business administration, communication studies, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, philosophy and theology, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science Major

In order to pursue Political Science as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Political Science major in the Registrar's Office. Students majoring in Political Science need to achieve no less than a 2.5 GPA in the major to graduate with a Political Science degree.

Political Science Minor

Purpose

The Political Science minor enables students with an interest in politics to enhance their primary major. This companion program is designed to accommodate students who are not able to complete a full double major, but who see the relevance of government and politics to their major course of study. Students interested in graduate study in political science should consider the Political Science major, as the minor is not designed for this purpose. Students may begin in the minor and migrate to the Political Science major, if they choose.

Requirements (21 credits)

Fundamentals in Political Science (15 credits)

Required Courses: (6 credits)

| | | |
|---------|----------------------------------|---|
| POL 100 | American Government | 3 |
| POL 215 | Foundations of Political Science | 3 |

Choose any three of the following: (9 credits)

| | | |
|---------|--|---|
| POL 200 | State and Local Government and Politics | 3 |
| POL 230 | World Politics | 3 |
| POL 232 | Comparative Politics | 3 |

POL 240 Public Policy Processes 3

Political Science Electives (6 credits)

Choose any two of the following (at least six credit hours):

| | | |
|---------|-----------------------------------|--------|
| HST 301 | American Foreign Relations | 3 |
| HST 302 | American Political Parties | 3 |
| INR 332 | Conflict Processes | 3 |
| POL 350 | Political Science Practicum | 1 to 3 |
| POL 354 | Foreign Governments | 3 |
| POL 355 | American Political Processes | 3 |
| POL 360 | Policy Formation | 3 |
| ECO 365 | Public Administration and Finance | 3 |
| POL 365 | Religion and Politics | 3 |
| POL 367 | Political Thought | 3 |
| POL 371 | International Studies | 3 |
| INR 375 | Foreign Policy Analysis | 3 |
| POL 401 | Political Science Travel Seminar | 3 |

Political Science Pre-law - B.S.

The Political Science Pre-law major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the American federal system of jurisprudence and the constitutional nature of the civil-social order, in preparation for the Law School Admissions Test (LSAT).

Purpose

Political Science Pre-law students are trained in the fundamentals of political science while receiving additional preparation in the foundations of American legal processes and procedures. Elective courses designed to prepare Political Science Pre-law majors for law school studies include business law, Latin, logic, criminal law, and court procedures. Additionally, students majoring in Political Science Pre-law are encouraged to take a second major of their choosing. The following second majors are frequently chosen by Pre-law students: Business, Criminal Justice, Economics, English, History, International Relations, Psychology, Philosophy and Theology, Social Work, and Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Requirements

The Political Science Pre-law major consists of 38 hours in political science and related fields and a concentration or cognate of 10-12 hours. The core of the program consists of required courses focusing on fundamental political and legal concepts and skill formation. Program electives are selected by students to enhance their preparation given substantive interest and career goals unique to each individual. A concentration or cognate should be chosen by the student according to his or her professional objectives and LSAT preparations.

Requirements (48-50 credits)

Division Foundational Course (2 credits)

SOS 180 Introduction to the Social Sciences 2

Fundamentals in Political Science (21 credits)

| | | |
|---------|--|---|
| POL 100 | American Government | 3 |
| MAT 112 | General Statistics | 3 |
| | or | |
| | Equivalent | 3 |
| POL 215 | Foundations of Political Science | 3 |
| POL 291 | Introduction to Law | 3 |
| POL 322 | Research Design and Methods in Political Science and Economics | 3 |
| HST 400 | American Constitutional History | 3 |

POL 471 Political Science Research Seminar 3

Pre-law Electives (15 credits)

Students should complete any two of the following: (6 credits)

HST 301 American Foreign Relations 3
 POL 355 American Political Processes 3
 POL 360 Policy Formation 3
 POL 367 Political Thought 3
 POL 420 American Institutions 3
 INR 432 Global Governance 3

And at least nine credit hours of the following not already taken: (9 credits)

POL 200 State and Local Government and Politics 3
 GEO 202 Political and Cultural Geography 3
 MAT 204 Applied Statistics I 3
 BUS 210 Business Law 3
 ECO 213 Macroeconomics 3
 POL 220 Issues in Political Science 3
 POL 230 World Politics 3
 POL 232 Comparative Politics 3
 POL 240 Public Policy Processes 3
 HST 250 Contemporary Affairs 1
 ECO 270 Comparative Economic Systems 3
 POL 275 Pre-Law Tutorial Study 0 to 1
 PHL 285 Logic 3
 HST 300 Western/American Intellectual and Social History 3
 HST 301 American Foreign Relations 3
 HST 302 American Political Parties 3
 MAT 304 Applied Statistics II 3
 INR 332 Conflict Processes 3
 ECO 315 Urban Economics and Policy 3
 ECO 340 Globalization and Economic Development 3
 POL 350 Political Science Practicum 1 to 3
 POL 354 Foreign Governments 3
 CRJ 358 Criminal Law 3
 ECO 365 Public Administration and Finance 3
 POL 365 Religion and Politics 3
 POL 367 Political Thought 3
 POL 401 Political Science Travel Seminar 3
 POL 420 American Institutions 3
 POL 425 Federalism and Public Policy 3
 INR 432 Global Governance 3
 CRJ 472 Court Procedures 3
 POL 475 Independent Learning in Political Science 1 to 3

Concentration or Cognate (10-12 credits)

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Potential concentrations may include additional hours in political science or courses in history, international relations or economics. The cognate may be 10 hours from courses directed in any one of the following suggested areas: accounting, addictions counseling, biology, business administration, communication studies, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, philosophy and theology, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science Pre-law Major

Pre-law students need to consult with the Department of History and Political Science coordinator/Pre-law advisor and then declare a Political Science Pre-law major in the Registrar's Office. Pre-law students are expected to maintain no less than a 3.0 GPA in the Political Science Pre-law major to graduate with the degree.

Social Studies - B.S. and Social Studies Education - B.S.

Purpose

The Social Studies major is offered by the Department of History and Political Science. The Social Studies major serves primarily as preparation toward teaching social studies in the senior high/junior high/middle schools and also serves as preparation for research and graduate study. Social studies majors desiring certified teaching credentials need to declare a Social Studies Education (SSE) major. (See also the education (p. 199) section of the catalog.) A major in Social Studies Education (SSE) with a minor in Psychology is an excellent combination for those desiring to take a master's degree in counseling and guidance in order to become guidance counselors in the secondary schools. Social Studies Education (SSE) majors often earn a second major in Economics, History, International Relations, or Political Science.

The Social Studies (SOS) major may be taken without teaching requirements by those who desire a broad exposure to the different fields of social science. This major often serves as a companion double major with Economics, History, International Relations and Political Science.

General Education Competencies

Completed in consultation with the Division of Education (if SSE) and in reference to the general education requirements and competencies section under the Division of Social Sciences (p. 157).

Major Requirements

The Social Studies Education (SSE) major and the non-teaching Social Studies (SOS) major are 60 hours. The major includes required and elective courses in six social science disciplines: History, Geography, Government, Economics, Psychology and Sociology. Students majoring in either of these programs must complete one year of American history survey, one year of world history survey (rather than HST-180), and three hours of upper-level history electives; American Government, Comparative Politics or World Politics, and six hours of political science electives, at least three hours of which must be upper-level; twelve hours in psychology as specified below; nine hours in sociology; Macroeconomics, Microeconomics, and three additional upper-level hours in economics; and Political and Cultural Geography. Students majoring in SSE should complete at least three courses, in different disciplines, from the "Scholarship List." These upper-level courses include a significant writing component evaluated by a common rubric.

Requirements (60 credits)

Historical Perspectives (15 credits)

| | | |
|---------|--|---|
| HST 185 | Foundations of Civilization to 1648 | 3 |
| HST 190 | The West and the World after 1648 | 3 |
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |
| HST | Elective (300 or 400 level; to identify possible courses, see catalog course descriptions for courses that count toward a History major); see "Scholarship List" requirement below | 3 |

Government (12 credits)

| | | |
|---------|--|---|
| POL 100 | American Government | 3 |
| POL 230 | World Politics | 3 |
| | or | |
| POL 232 | Comparative Politics | 3 |
| POL | Elective | 3 |
| POL | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Psychology (12 credits)

| | | |
|---------|--|---|
| EDU 240 | Educational Psychology | 3 |
| PSY 150 | General Psychology | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| PSY | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

EDU-240, PSY-150 and PSY-276: These courses duplicate general education or professional education requirements.

Sociology (9 credits)

| | | |
|---------|--|---|
| SOC 150 | Principles of Sociology | 3 |
| | or | |
| SOC 210 | Minority Group Relations | 3 |
| SOC | Elective (upper or lower level) | 3 |
| SOC | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Economics (9 credits)

| | | |
|---------|--|---|
| ECO 213 | Macroeconomics | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

ECO-213: This course duplicates general education or professional education requirements.

Geography (3 credits)

| | | |
|---------|----------------------------------|---|
| GEO 202 | Political and Cultural Geography | 3 |
|---------|----------------------------------|---|

Scholarship List Requirement

Among content course electives listed above, SSE majors are required to complete at least three upper-level courses (300-400 level) from the "Scholarship List," each in a different content discipline: History, Government (Political Science), Psychology, Sociology or Economics. Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment. A list of courses currently on the "Scholarship List" can be obtained from the department or the SSE degree audit. Any upper-level course is potentially a "Scholarship" course, but the instructor must first consult the department, obtain a copy of the rubric, and agree to provide the assessment.

Declaring and Maintaining a Social Studies Major

In order to pursue a non-teaching Social Studies (SOS) major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Social Studies (SOS) major in the Registrar's Office. Students majoring in Social Studies must maintain no less than a 2.25 GPA.

Declaring and Maintaining a Social Studies Education Major

Students desiring certification to teach social studies in the senior high/junior high/middle schools (grades 5-12) must take a Social Studies Education (SSE) major. In order to pursue a Social Studies Education (SSE) major, students need to consult with the coordinator of the Department of History and Political Science and with the director of secondary education in the Division of Education and then declare a Social Studies Education (SSE) major in the Registrar's Office. Students majoring in Social Studies Education (SSE) must maintain no less than a 2.75 cumulative GPA and no less than a 3.00 major GPA in social studies education.

Latin American and Iberian Studies Minor

The Divisions of Social Sciences and Modern Language and Literature, along with the School of Theology and Ministry, have cooperated to create an interdisciplinary minor in Latin American and Iberian Studies. This minor is designed to complement the student's primary major and can be tailored to deepen his or her specific cultural knowledge and language skills as preparation for graduate study or for a career in an increasingly diverse workplace. Students have the opportunity to integrate traditional coursework with internships and/or study abroad experiences to apply and appreciate the relevance of course material to their career and the world around them. The flexibility of electives makes this minor useful to students from all majors.

Minor Requirements

The minor in Latin American and Iberian Studies consists of a total of 24 hours. Eighteen hours are core courses from the three sponsoring areas: a one-year survey of Latin America (HST-230, HST-231), an introduction to intercultural studies (INT-220), one year of Spanish to fulfill or add to intermediate-level fluency, and a social science elective from courses having the prefix ECO, HST, INR or POL.

In addition to the 18-hour core, students must complete six hours of electives from the specified courses listed below or new offerings approved by the program director, one of which must be upper level (numbered 300 or above).

Mandatory International/Cross-cultural Experience: Each student, in consultation with his or her advisor, is required to complete an international/cross-cultural experience that provides significant opportunity for interaction in Spanish and offers an academic focus appropriate to the student's goals. Requires approval by both the student's primary academic advisor and the chair of the hosting division or his or her designate.

Requirements (24 credits)

Required Courses (18 credits)

Intercultural Studies

| | | |
|---------|-----------------------------|---|
| INT 220 | Intercultural Relationships | 3 |
|---------|-----------------------------|---|

Social Studies

| | | |
|-----------------------|-------------------------|---|
| HST 230 | Colonial Latin America | 3 |
| HST 231 | National Latin America | 3 |
| ECO, HST, INR, POL | Social Science Elective | 3 |

Spanish

| | | |
|-------------------------|--|---|
| SPA (except SPA-360) | Spanish courses to fulfill or add to intermediate-level fluency | 6 |
|-------------------------|--|---|

International/Cross-cultural Experience

Prior approval of chair is required (see text above). If a course is taken and it qualifies, it may be included in the above 18 hours or the 6 elective hours.

Elective Courses (6 credits)

At least one elective must be 300 or above

| | | |
|-------------------------|---|--------|
| ENG 170 | Introduction to Linguistics | 3 |
| ICD 210 | Introduction to Development | 3 |
| POL 232 | Comparative Politics | 3 |
| INT 315 | Cross-Cultural Communication of Faith | 3 |
| ECO 340 | Globalization and Economic Development | 3 |
| HST 355 | Modern Mexico | 3 |
| ICD 360 | Development Internship | 3 to 9 |
| ECO 454 | International Economics | 3 |
| SPA (except SPA-360) | Any Spanish course beyond those taken to meet the core requirement Transfer Credit for Study Abroad | |

Graduate Counseling Division

Mission Statement

The Division of Graduate Counseling is dedicated to training high-quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional and cultural competence.

Program Descriptions

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research.
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity.
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.
8. Students will demonstrate proficiency in their selected area of specialization.

The Clinical Mental Health Counseling (p. 175), Marriage and Family Counseling/Therapy (p. 176), and School Counseling (p. 176) programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave., Alexandria, VA 22304, 703-823-9800). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2021. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling as a Community Counseling program. The current curriculum is designed to meet the 2009 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs). The School Counseling program is also approved by the Indiana Professional Standards Board. Starting in the fall of 2013, the School Counseling program will transition from a traditional to a blended instructional format.

The Community Counseling (p. 174) program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Counseling/Therapy program requires 60 semester hours, and the School Counseling program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana.

The Division of Graduate Counseling also offers majors in Addictions Counseling (p. 174) and Student Development Administration (p. 177). The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. The program uses a student-focused approach by applying skills and techniques in order to build and maintain life-impacting relationships with college students. The program follows the Professional Competency Areas for Student Affairs Practitioners established by the ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) associations. This program can be completed entirely online or in combination with available onsite courses on the Marion and Indianapolis-West campuses.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling program. See Certificate Programs (p. 177). Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission to Graduate Studies in Counseling

The admission requirements are:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. A typewritten autobiography, philosophy of counseling, and supplemental application. Verbal (V) score of at least 146/400 (new/old scoring) is required. Successful graduate coursework may be substituted for the GRE.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
2. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department.
3. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis and may take up to 12 hours of coursework while completing all prerequisites.

Program Requirements for Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the end of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practica and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the

counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practica or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.
7. Behavior that violates one of the lifestyle expectations of the university.

Programs in Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the programs of study in Addictions Counseling and Student Development Administration consist of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Admission to Student Development Administration

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Life Span Development or Developmental Psychology.
4. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. A completed application form for admission to the IWU Student Development Administration program.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in Student Development Administration will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Student Development Administration

The following prerequisites must be completed before completing 12 semester hours of student development courses:

1. Six semester hours in Psychology, which must include three hours in Life Span Development or Developmental Psychology.
2. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Addictions Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|--|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
| CNS 535 | Theories and Treatment of Addiction | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
| CNS 512 | Psychopharmacology | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 545 | Counseling Addicted Families | 3 |

Clinical Experiences

| | | |
|---------|--------------------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship and | 3 |
| CNS 552 | Supervised Internship Elective | 3 |

For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|---|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |

| | | |
|---------|--|---|
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
|---------|--|---|

Clinical Experiences

| | | |
|---------|----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
|---------|----------------------|---|

| | | |
|---------|---------------------------|---|
| CNS 551 | Supervised Internship and | 3 |
|---------|---------------------------|---|

| | | |
|---------|-----------------------|---|
| CNS 552 | Supervised Internship | 3 |
|---------|-----------------------|---|

Specialization Courses

| | | |
|---------|--|---|
| CNS 522 | Foundations in Clinical Mental Health Counseling | 3 |
|---------|--|---|

| | | |
|---------|--|---|
| CNS 523 | Clinical Mental Health Assessment and Intervention | 3 |
|---------|--|---|

| | | |
|--|-----------|---|
| | Electives | 6 |
|--|-----------|---|

*Please note that this degree does not prepare the student for licensure in Indiana. It is primarily for the student who desires a master's degree in counseling but does not need to be licensed.

Clinical Mental Health Counseling

Requirements (60 credits)

Core Courses

| | | |
|---------|------------------------------|---|
| CNS 501 | Human Growth and Development | 3 |
|---------|------------------------------|---|

| | | |
|---------|--------------------------|---|
| CNS 502 | Multicultural Counseling | 3 |
|---------|--------------------------|---|

| | | |
|---------|---|---|
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
|---------|---|---|

| | | |
|---------|---|---|
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
|---------|---|---|

| | | |
|---------|--|---|
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
|---------|--|---|

| | | |
|---------|--------------------------|---|
| CNS 506 | Appraisal of Individuals | 3 |
|---------|--------------------------|---|

| | | |
|---------|---|---|
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
|---------|---|---|

| | | |
|---------|--|---|
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
|---------|--|---|

| | | |
|---------|--|---|
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
|---------|--|---|

Clinical Experiences

| | | |
|---------|----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
|---------|----------------------|---|

| | | |
|---------|-----------------------|---|
| CNS 551 | Supervised Internship | 3 |
|---------|-----------------------|---|

| | | |
|---------|-----------------------|---|
| CNS 552 | Supervised Internship | 3 |
|---------|-----------------------|---|

| | | |
|---------|-----------------------|---|
| CNS 554 | Supervised Internship | 3 |
|---------|-----------------------|---|

Specialization Courses

| | | |
|---------|------------------------------|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
|---------|------------------------------|---|

| | | |
|---------|--------------------|---|
| CNS 512 | Psychopharmacology | 3 |
|---------|--------------------|---|

| | | |
|---------|--|---|
| CNS 522 | Foundations in Clinical Mental Health Counseling | 3 |
|---------|--|---|

| | | |
|---------|--|---|
| CNS 523 | Clinical Mental Health Assessment and Intervention | 3 |
|---------|--|---|

| | | |
|---------|--------------------------------------|---|
| CNS 524 | Ecological Counseling and Prevention | 3 |
|---------|--------------------------------------|---|

| | | |
|---------|-----------------|---|
| CNS 533 | Psychopathology | 3 |
|---------|-----------------|---|

| | | |
|--|-----------|---|
| | Electives | 3 |
|--|-----------|---|

Marriage and Family Counseling/Therapy

Requirements (60 credits)

Core Courses

| | | |
|---------|---|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |

Clinical Experiences

| | | |
|---------|-----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship | 3 |
| CNS 552 | Supervised Internship | 3 |
| CNS 554 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|---|---|
| CNS 520 | Sexuality, Intimacy and Gender | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 541 | Foundations of Marriage and Family Therapy | 3 |
| CNS 542 | Major Models of MFT I: Theory Assessment, and Application | 3 |
| CNS 543 | Major Models of MFT II: Theory, Assessment, and Application | 3 |
| CNS 546 | Major Models of MFT III: Theory, Assessment, and Application | 3 |
| | Electives | 3 |

School Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|--|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |

| | | |
|---------|--|---|
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
|---------|--|---|

Clinical Experiences

| | | |
|---------|-----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship | 3 |
| CNS 552 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|---|---|
| CNS 519 | Theories and Techniques of School Counseling I | 3 |
| CNS 527 | Child and Adolescent Development and Treatment | 3 |
| CNS 529 | Theories and Techniques of School Counseling II | 3 |
| | Electives | 3 |

Student Development Administration

Requirements (36 credits)

Required Courses

| | | |
|---------|---|---|
| SDC 509 | Administration and Finance in Higher Education | 3 |
| SDC 510 | The College Student | 3 |
| SDC 501 | History of Higher Education | 2 |
| SDC 525 | Special Topics in Student Life Administration | 3 |
| SDC 508 | Legal and Ethical Issues in Student Development | 2 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| SDC 505 | Career Counseling for Student Development | 2 |
| CNS 506 | Appraisal of Individuals | 3 |
| SDC 551 | Supervised Internship - Student Development | 3 |
| SDC 552 | Supervised Internship - Student Development | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |

Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University.

Objectives of Certificate Programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Counseling/Therapy).
2. Student meets learning objectives specified in his/her plan of study.

Addictions Counseling Certificate

An Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose program does not offer sufficient coursework in addictions counseling. Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Admission Requirements for Addictions Counseling Certificate include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
5. A letter clearly stating reason(s) for seeking admission into the certificate program.
6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Requirements

Addictions Counseling Certificate – Required Courses:

| | | |
|---------|-------------------------------------|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
| CNS 512 | Psychopharmacology | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 535 | Theories and Treatment of Addiction | 3 |
| CNS 545 | Counseling Addicted Families | 3 |

Post Master's Certificate

This certificate is for persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Admission Requirements include:

1. A master's degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. A graduate GPA of at least 3.0 on a 4.0 scale from the graduate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. A letter clearly stating reason(s) for seeking admission into the certificate program.
5. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

School of Teacher Education

Purpose

The School of Teacher Education (SoTE), in partnership with other departments in the University, offers professional education courses and programs designed to prepare students to become teachers of excellence for elementary and senior high/junior high/middle schools in both public and private school arenas. The faculty at Indiana Wesleyan University believes teacher education is a campus-wide responsibility. As a product of this cooperative perspective, the Teacher Education Program is a collaborative partnership between general education, subject matter, and professional education programs. The IWU Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a member of the American Association of Colleges for Teacher Education (AACTE).

Teacher Education Programs

Majors leading to teacher certification are available in three areas: elementary education, secondary education, and exceptional needs education. These majors include:

Elementary Education (K-6 Certification)

- Elementary Education (p. 182)
- Elementary/Exceptional Needs Education (p. 182)

Secondary Education (P-12 Certification)

- Music Education: Choral (p. 194)
- Music Education: Instrumental (p. 194)
- Music Education: Choral, General, and Instrumental (p. 194)
- Physical and Health Education (p. 213)
- Spanish Education (p. 201)
- TESOL Education (p. 202)
- Visual Arts Education (p. 204)

Secondary Education (5-12 Certification)

- Biology Education (p. 198)
- Chemistry Education (p. 198)
- English Education (p. 191)
- Mathematics Education (p. 193)
- Physical and Health Education (p. 213)
- Social Studies Education (p. 199)
- Science Education (Biology/Chemistry) (p. 198)
- Visual Arts Education (p. 204)

Exceptional Needs Education

- Exceptional Needs: K-6 (p. 205)
 - Exceptional Needs: P-12 (p. 205)
- Severe and Profound certification may be added to each exceptional needs major upon additional coursework.

Teacher Education Program

The courses in the Teacher Education Program provide a social, philosophical, psychological and historical framework in which students can develop a personal philosophy of teaching. The Indiana Wesleyan University Teacher Education Program's knowledge base model, "Teacher as Decision Maker," emphasizes decision-making within eight domains: (1) Content/subject matter expertise; (2) Personal development (morals and ethics); (3) Professional development; (4) Rights and responsibilities; (5) Methodology; (6) Management of time, classroom and behaviors; (7) Communication; and (8) Global and multicultural perspectives.

Admission to the Teacher Education Program

Students are eligible to make application for admission to the Teacher Education Program at the completion of 29 semester hours, including 4 semester hours of teacher education courses completed at IWU. Additional requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. All professional education courses completed with a grade of C- or less must be repeated.

2. Meet basic skills competencies required by the Indiana Department of Education.
3. Formal application (available in the Teacher Education Office).
4. Gateway 1 Dispositions Assessment form.
5. Teacher Education Program portfolio.
6. Formal interview.

Students who are denied admission may follow the appeals process as outlined in the Teacher Education Program Handbook.

Admission to Student Teaching

The student teaching experience is a 16-week semester course in which students refine their skills gained throughout the Teacher Education Program. This capstone experience is composed of two eight-week placements (or one 16-week placement in special circumstances) in which students fully engage in teaching.

Cross-cultural Student Teaching Placements. With the approval of the Teacher Education Committee, students may opt for an eight-week experience in a local school and eight weeks in an overseas or cross-cultural placement. These student teaching placements are available, providing the pre-service teacher the opportunity for a more diverse global perspective on teaching.

Applications for student teaching must be submitted to the Office of Teacher Education by November 1 of the year prior to the student teaching semester (12-15 months in advance of the student teaching experience). To qualify for the student teaching semester, the student must be fully accepted into the Teacher Education Program, have attained senior status, have completed the prerequisite professional courses, and have completed at least three-fourths of the hours required for the major.

Student teaching admission requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. (NOTE: College of Arts and Sciences GPA requirements apply at program completion and graduation.)
2. Formal application (available in the Office of Teacher Education). The following documents must accompany the student teaching application.
3. Revised autobiography.
4. Revised philosophy of education.
5. Current degree audit and transcript.
6. Dispositions assessment forms.
7. Lesson plan.

Once the above qualifications are met, the candidates' names are submitted to the divisions for review and to the Vice President for Student Development. The application is then voted upon for approval. Students denied admission to the student teaching semester, may appeal the decision through a process as outlined in the Teacher Education Program Handbook.

Once admitted, the student must exhibit professional demeanor both in university courses and in clinical field placements, and remain a positive role model for both the University and the Teacher Education Program.

Teacher Certification

Content-knowledge tests are required for teacher certification in the state of Indiana. One hundred percent of students who completed the Teacher Education Program in 2011-2012 passed their Praxis II certification tests.

Documents for Indiana Teacher Certification should be filed with the Office of Teacher Education as soon after graduation as possible. Necessary information on the certification process is available in the Teacher Certification Office.

Integration of Faith and Learning

The eight domains of the Teacher as Decision Maker conceptual framework are integrated in the context of faith and learning as students discover the relationship between teaching and biblical principles.

The program integrates liberal arts education, content-specific coursework, and clinical field placements to provide the student with teaching situations that allow the theory presented within the university classroom to become applied knowledge within the world of the practitioner. All professors within the Teacher Education Program have had classroom experience and continue to work closely with current practicing teachers.

Field Placements

Field experiences for all education majors begin in the freshman year, with tutoring and mentoring activities in school-like settings. Sophomore-year experiences build on this foundation in area schools and classrooms. An observation and participation field experience is required of all elementary and secondary education majors in May of the freshman or sophomore year. (This experience is not a requirement of the Exceptional Needs major, the Elementary Education/Exceptional Needs double major, and the Physical and Health Education major.) Junior-year field experiences require students to teach and spend up to 180 clock hours in classrooms in area schools.

Elementary Education (K-6 Certification)

Elementary Education - B.S. with Minors and Concentrations

General Education (43-46 credits)

Required Courses

| | | |
|---------|------------------------------|---|
| LDR 150 | Introduction to Life Calling | 3 |
|---------|------------------------------|---|

Humanities Core (12 credits)

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

Biblical Literature (6 credits)

| | | |
|---------|----------------------|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

| | | |
|---------|---------------------------------|---|
| PHE 101 | Concepts of Health and Wellness | 1 |
| PHE | Activity Elective | 1 |

Social Science and Psychology (9 credits)

| | | |
|---------|----------------------------------|---|
| PSY 150 | General Psychology | 3 |
| HST 103 | Recent History and Politics | 3 |
| | or | |
| HST 211 | American Civilization to 1865 | 3 |
| | or | |
| HST 212 | American Civilization after 1865 | 3 |
| SOC 150 | Principles of Sociology | 3 |

Science/Mathematics (11 credits)

| | | |
|---------|--|---|
| SCI 201 | Integrated Earth/Life Science (with Lab) | 4 |
| | Physical Science Elective | 4 |
| MAT 111 | Mathematics for Elementary Teachers | 3 |

Competencies and Proficiencies (0-3 credits)

| | |
|--|-----|
| Writing Competency (ENG-120) | 0-3 |
| Speech Competency (EDU-290 + EDU-491) | |
| Intercultural Competency (EDU-290 + EDU-491) | |

Elementary Education Courses (69 credits)

| | | |
|---------|--|--------|
| EDU 130 | American Education | 3 |
| EDU 200 | Educational Technology | 1 |
| EDU 295 | Elementary School Observation/Participation (K-6) | 1 to 3 |

Required May term course

| | | |
|---------|--|---|
| EDU 216 | Literature, the Young Child, and Response | 2 |
|---------|--|---|

This course is not required for ELE with Math minor.

| | | |
|---------|--|---|
| EDU 271 | Foundations in Early Childhood | 3 |
| EDU 290 | Elementary Education in a Pluralistic Society | 3 |
| PHE 260 | Health, Physical Activity, and Human Movement | 3 |
| PSY 251 | Child Development | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |

The following five courses should be taken in a block:

| | | |
|---------|---------------------------|---|
| EDU 354 | Language Arts Methods | 2 |
| EDU 355 | Social Studies Methods | 3 |
| EDU 365 | Children's Literature | 3 |
| EDU 373 | Early Childhood Practicum | 3 |
| EDU 388 | Developmental Reading | 3 |

The following five courses should be taken in a block:

| | | |
|---------|-----------------------------------|---|
| EDU 292 | Fine Arts for Elementary Teacher | 3 |
| EDU 306 | Mathematics Methods and Materials | 3 |
| EDU 356 | Science Methods | 3 |
| EDU 386 | Corrective Reading | 3 |
| EDU 391 | Junior Professional Year Clinical | 3 |

| | | |
|---------|---|----|
| EDU 491 | Supervised Student Teaching in Elementary School (K-6) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Elementary majors may choose one of the following minors or concentrations to fulfill Indiana teacher certification requirements:

- Language Arts Minor for Elementary Education
- Mathematics Minor for Elementary Education
- Science Minor for Elementary Education
- World Language and Culture Minor for Elementary Education
- Mathematics Concentration
- Science Concentration
- Social Studies Concentration

- World Language and Culture Concentration
- Language Arts Concentration

Elementary Education/Exceptional Needs Double Major

General Education (43-46 credits)

Required Courses

LDR 150 Introduction to Life Calling 3

Humanities Core (12 credits)

ENG 180 Humanities World Literature 3

HST 180 Humanities World Civilization 3

MUS 180 Humanities Fine Arts 3

PHL 180 Humanities Philosophy 3

Biblical Literature (6 credits)

BIL 101 Old Testament Survey 3

BIL 102 New Testament Survey 3

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

PHE 101 Concepts of Health and Wellness 1

PHE Activity Elective 1

Social Science and Psychology (9 credits)

PSY 150 General Psychology 3

HST 103 Recent History and Politics 3

or

HST 211 American Civilization to 1865 3

or

HST 212 American Civilization after 1865 3

SOC 150 Principles of Sociology 3

Science/Mathematics (11 credits)

SCI 201 Integrated Earth/Life Science (with Lab) 4

Physical Science Elective 4

MAT 111 Mathematics for Elementary Teachers 3

Competencies and Proficiencies (0-3 credits)

Writing Competency (ENG-120) 0-3

Speech Competency (EDU-290 + EDU-491)

Intercultural Competency (EDU-290 + EDU-491)

Elementary/Exceptional Needs Courses (82 credits)

EDU 130 American Education 3

EDU 200 Educational Technology 1

EDS 215 Teaching and Learning in Inclusive Settings 3

EDU 216 Literature, the Young Child, and Response 2

| | | |
|----------|--|---|
| EDU 271 | Foundations in Early Childhood | 3 |
| EDU 290 | Elementary Education in a Pluralistic Society | 3 |
| PHE 260 | Health, Physical Activity, and Human Movement | 3 |
| PSY 251 | Child Development | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDS 350 | Assessment in Special Education | 3 |
| EDS 350P | Assessment in Special Education Practicum | 1 |
| EDS 361 | Behavior Management in Special Education | 3 |
| EDS 370 | Public Policy and Special Education | 3 |
| EDS 381 | Methods for Teaching Children With Exceptional Needs | 3 |
| EDS 385 | Special Education Practicum I | 3 |

The following five courses should be taken in a block:

| | | |
|---------|---------------------------|---|
| EDS 354 | Language Arts Methods | 2 |
| EDU 355 | Social Studies Methods | 3 |
| EDU 365 | Children's Literature | 3 |
| EDS 373 | Early Childhood Practicum | 3 |
| EDS 388 | Developmental Reading | 3 |

The following four courses should be taken in a block:

| | | |
|---------|-----------------------------------|---|
| EDU 292 | Fine Arts for Elementary Teacher | 3 |
| EDU 306 | Mathematics Methods and Materials | 3 |
| EDU 356 | Science Methods | 3 |
| EDU 391 | Junior Professional Year Clinical | 3 |

| | | |
|---------|--|----|
| EDU 491 | Supervised Student Teaching in Elementary School (K-6) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Elementary majors may choose one of the following minors or concentrations to fulfill Indiana teacher certification requirements:

- Language Arts Minor for Elementary Education
- Mathematics Minor for Elementary Education
- Science Minor for Elementary Education
- World Language and Culture Minor for Elementary Education
- Mathematics Concentration
- Science Concentration
- Social Studies Concentration
- World Language and Culture Concentration
- Language Arts Concentration

Elementary Minors

Language Arts Minor for Elementary Education (21 credits)

Required Courses (15 credits)

| | | |
|---------|---------------------------------|---|
| EDU 265 | Literature for Adolescents | 3 |
| ENG 170 | Introduction to Linguistics | 3 |
| ENG 220 | Approaches to Literary Analysis | 3 |
| ENG 241 | Studies in English Grammar | 3 |
| WRI 234 | Advanced Writing | 3 |
| | or | |
| WRI 235 | Creative Writing | 3 |

Choose one additional course above ENG-200 (3 credits)

Excluding ENG-201, ENG-352, ENG-399, ENG-455, and ENG-481

Choose one additional course above ENG or WRI-200 (3 credits)

Excluding ENG-201, ENG-352, ENG-399, ENG-455, ENG-481, English Capstone, WRI-356, WRI-399, and WRI-481

Mathematics Minor for Elementary Education (24-25 credits)

Required Courses (10 credits)

| | | |
|---------|---|---|
| MAT 211 | Mathematics for Elementary Teachers II | 3 |
| MAT 120 | College Algebra/Trigonometry | 4 |
| MAT 204 | Applied Statistics I | 3 |

Choose one of the following: (3-4 credits)

| | | |
|---------|---|---|
| MAT 130 | Applied Calculus | 3 |
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |

Choose one of the following: (3 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 121 | Introduction to Programming | 3 |
| CIS 122 | Introduction to Web Programming | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |

Math Electives (7-8 credits)

Math electives should be selected to bring the total to at least 24 credits. Electives may be any course numbered above MAT-200.

Science Minor for Elementary Education (23-25 credits)

Required Courses (8 credits)

| | | |
|----------|---|---|
| PHY 120 | Physical Science and | 4 |
| PHY 120L | Physical Science Lab | |
| SCI 201 | Integrated Earth/Life Science (with Lab) | 4 |

Choose one of the following: (4 credits)

| | | |
|----------|--------------------------------|---|
| BIO 100 | Introduction to Biology and | 4 |
| BIO 100L | Introductory Biology Lab | |
| BIO 125 | Principles of Biology | 4 |

Choose one of the following: (4-5 credits)

| | | |
|----------|----------------------------------|---|
| CHE 110 | Introduction to Chemistry and | 4 |
| CHE 110L | Introduction to Chemistry Lab | |
| CHE 125 | General Chemistry I and | 5 |
| CHE 125L | General Chemistry I Lab | |

BIO/CHE/PHY Electives: Choose two of the following: (7-8 credits)

| | | |
|----------|--|---|
| BIO 102 | Human Biology and | 4 |
| BIO 102L | Human Biology Laboratory | |
| BIO 105 | Heredity and Disease and | 4 |
| BIO 105L | Heredity and Disease Lab | |
| BIO 106 | Environment and Society and | 4 |
| BIO 106L | Environment and Society Lab | |
| 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 | |
| CHE 105 | Exploring Chemistry and | 4 |
| CHE 105L | Exploring Chemistry Lab | |
| CHE 120 | Introduction to Organic and Biological Chemistry and | 4 |
| CHE 120L | Introduction to Organic and Biological Chemistry Lab | |
| CHE 232 | Fundamentals of Environmental Chemistry | 3 |
| EAR 132 | Earth Science (with Lab) | 4 |
| PHY 140 | Astronomy and | 3 |
| 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 | 0-3 |
| SPA 118 | Beginning Spanish II | 0-3 |

Required Courses (3-9 credits)

| | | |
|---------|----------------------------------|-----|
| SPA 237 | Intermediate Spanish I | 0-3 |
| SPA 238 | Intermediate Spanish II | 0-3 |
| SPA 347 | Spanish Conversation/Composition | 3 |

Choose one of the following: (3 credits)

| | | |
|---------|--|---|
| SPA 457 | Survey of Spanish Literature | 3 |
| SPA 458 | Survey of Spanish American Literature | 3 |
| SPA 462 | Spanish Short Stories | 3 |

| | | |
|---------|--------------------------------------|---|
| SPA 465 | Special Topics in Spanish Literature | 3 |
| SPA 461 | Contemporary Spanish Literature | 3 |

TESOL (6 credits)

| | | |
|---------|-------------------------------|---|
| ENG 170 | Introduction to Linguistics | 3 |
| TSL 203 | TESOL Theoretical Foundations | 3 |

Intercultural (6 credits)

| | | |
|---------|-----------------------------|---|
| SOC 225 | Cultural Anthropology | 3 |
| INT 220 | Intercultural Relationships | 3 |

SOC-225: Counts as general education sociology requirement

Students who meet the language prerequisites and/or intermediate-level language course requirements prior to declaring the World Language and Culture minor must take additional Spanish literature courses from the elective list sufficient to increase the total number of hours to a minimum of 18.

Elementary Concentrations

Mathematics Concentration (15-16 credits)

Required Courses (6 credits)

| | | |
|---------|---|---|
| MAT 211 | Mathematics for Elementary Teachers II | 3 |
| MAT 204 | Applied Statistics I | 3 |

Choose one of the following: (3-4 credits)

| | | |
|---------|---|---|
| MAT 130 | Applied Calculus | 3 |
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |

Choose one of the following: (3 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 121 | Introduction to Programming | 3 |
| CIS 122 | Introduction to Web Programming | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |

Math Electives (3 credits)

Math electives should be selected to bring the total to at least 15 credits. Electives may include any course numbered above MAT-200.

Science Concentration (15-17 credits)

Choose one of the following: (4 credits)

| | | |
|----------|--------------------------------|---|
| BIO 100 | Introduction to Biology and | 4 |
| BIO 100L | Introductory Biology Lab | |
| BIO 125 | Principles of Biology | 4 |

Choose one of the following: (4-5 credits)

| | | |
|----------|----------------------------------|---|
| CHE 110 | Introduction to Chemistry and | 4 |
| CHE 110L | Introduction to Chemistry Lab | |
| CHE 125 | General Chemistry I and | 5 |
| CHE 125L | General Chemistry I Lab | |

BIO/CHE/PHY Electives: Choose two of the following: (7-8 credits)

| | | |
|----------|--|---|
| BIO 102 | Human Biology and | 4 |
| BIO 102L | Human Biology Laboratory | |
| BIO 105 | Heredity and Disease and | 4 |
| BIO 105L | Heredity and Disease Lab | |
| BIO 106 | Environment and Society and | 4 |
| BIO 106L | Environment and Society Lab | |
| 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 | |
| CHE 105 | Exploring Chemistry and | 4 |
| CHE 105L | Exploring Chemistry Lab | |
| CHE 120 | Introduction to Organic and Biological Chemistry and | 4 |
| CHE 120L | Introduction to Organic and Biological Chemistry Lab | |
| 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)

Psychology (3 credits)

Choose one of the following:

| | | |
|---------|--------------------------|---|
| PSY 225 | Learning and Motivation | 3 |
| PSY 250 | Developmental Psychology | 3 |

Sociology (3 credits)

Choose one of the following:

| | | |
|---------|--------------------------|---|
| SOC 200 | Marriage and Family | 3 |
| SOC 210 | Minority Group Relations | 3 |
| SOC 225 | Cultural Anthropology | 3 |

History (3 credits)

Choose one of the following:

| | | |
|---------|----------------------------------|---|
| HST 201 | World Civilization to 1500 | 3 |
| HST 202 | World Civilization after 1500 | 3 |
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |

Economics (3 credits)

Choose one of the following:

| | | |
|---------|-----------------|---|
| ECO 205 | Basic Economics | 3 |
|---------|-----------------|---|

| | | |
|---------|------------------------------|---|
| ECO 211 | Introduction to Economics | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| ECO 270 | Comparative Economic Systems | 3 |
| ECO 275 | Economics of Poverty | 3 |

Geography (3 credits)

Choose one of the following:

| | | |
|---------|----------------------------------|---|
| GEO 201 | Physical Geography | 3 |
| GEO 202 | Political and Cultural Geography | 3 |

World Language and Culture Concentration (15-27 credits)

World Language: Spanish**Prerequisite (Need determined by placement test) (0-6 credits)**

| | | |
|---------|----------------------|-----|
| SPA 117 | Beginning Spanish I | 0-3 |
| SPA 118 | Beginning Spanish II | 0-3 |

Required Courses (3-9 credits)

| | | |
|---------|----------------------------------|-----|
| SPA 237 | Intermediate Spanish I | 0-3 |
| SPA 238 | Intermediate Spanish II | 0-3 |
| SPA 347 | Spanish Conversation/Composition | 3 |

Choose one of the following: (3 credits)

| | | |
|---------|---------------------------------------|---|
| SPA 457 | Survey of Spanish Literature | 3 |
| SPA 458 | Survey of Spanish American Literature | 3 |
| SPA 462 | Spanish Short Stories | 3 |
| SPA 465 | Special Topics in Spanish Literature | 3 |
| SPA 461 | Contemporary Spanish Literature | 3 |

TESOL (3 credits)

| | | |
|---------|-------------------------------|---|
| TSL 203 | TESOL Theoretical Foundations | 3 |
|---------|-------------------------------|---|

Intercultural (6 credits)

| | | |
|---------|-----------------------------|---|
| SOC 225 | Cultural Anthropology | 3 |
| INT 220 | Intercultural Relationships | 3 |

SOC-225: Counts as general education sociology requirement

Language Arts Concentration (15 credits)

Required Courses

| | | |
|---------|-------------------------------|---|
| ENG 233 | American Literature Survey | 3 |
| ENG 241 | Studies in English Grammar | 3 |
| WRI 234 | Advanced Writing | 3 |
| | or | |
| WRI 235 | Creative Writing | 3 |
| EDU 265 | Literature for Adolescents | 3 |
| EDU 231 | Phonics I: Phonemic Awareness | 1 |
| EDU 232 | Phonics II: Phonics | 1 |
| EDU 233 | Phonics III: Word Knowledge | 1 |

Secondary Education (5-12, P-12 Certification)

Secondary Education - B.S.

General Education (45-51 credits)

Required Courses

LDR 150 Introduction to Life Calling 3

Humanities Core (12 credits)

ENG 180 Humanities World Literature 3

HST 180 Humanities World Civilization 3

MUS 180 Humanities Fine Arts 3

PHL 180 Humanities Philosophy 3

Biblical Literature (6 credits)

BIL 101 Old Testament Survey 3

BIL 102 New Testament Survey 3

Advanced Writing or Literature (3 credits)

Advanced Writing or Literature > 200 3

Health and Wellness (2 credits)

PHE 101 Concepts of Health and Wellness 1

PHE Activity Elective 1

Social Science and Psychology (9 credits)

PSY 150 General Psychology 3

SOC 150 Principles of Sociology 3

or

SOC 210 Minority Group Relations 3

Elective ECO, HST, or POL 3

SOC-150: does not meet intercultural competency

SOC-210: meets intercultural competency

Science/Mathematics (7 credits)

Lab Science 4

Math/CIS elective 3

Competencies and Proficiencies (3-9 credits)

Writing Competency 0-3

Speech Competency 3

Intercultural Competency 0-3

English Education (5-12 Certification)

As an alternative to the regular English education course of study, students may choose a double major of English + secondary education. Students who are considering post-baccalaureate work in English following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — English education or English + teacher education — qualify the graduate for an Indiana teaching license in English.

Education Courses (39 credits)

EDU 130 American Education 3

EDU 200 Educational Technology 1

EDU 296 Secondary School Observation/
Participation 2

| | | |
|-----------|--|----|
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382EN | Methods of Teaching Senior High/Junior High/Middle School English | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| EDU 383P | Secondary Practicum P-12/5-12 | 1 |
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5-12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

English Courses (36-48 credits)

Foreign Language (0-12 credits)

Intermediate Competency

Major Courses (9 credits)

| | | |
|---------|---------------------------------|---|
| ENG 220 | Approaches to Literary Analysis | 3 |
| ENG 241 | Studies in English Grammar | 3 |
| ENG 481 | English Capstone | 3 |

Literature (21 credits)

| | | |
|---------|----------------------------|---|
| EDU 265 | Literature for Adolescents | 3 |
| ENG 233 | American Literature Survey | 3 |
| ENG 240 | British Literature Survey | 3 |
| ENG | Literature Electives | 3 |

Upper-level literature electives from the following categories:

Category 1: American Literature, Colonial-19th Century

3 credits from the following:

| | | |
|---------|--|---|
| ENG 371 | American Renaissance | 3 |
| ENG 372 | Hawthorne | 3 |
| ENG 373 | American Short Fiction | 3 |
| ENG 374 | American Poetry | 3 |
| ENG 476 | American Literature to 1830 | 3 |
| ENG 477 | Melville | 3 |
| ENG 478 | Pre-Twentieth Century American Literature - Advanced Study | 3 |

Category 2: British Literature, Pre-20th Century

3 credits from the following:

| | | |
|---------|---|---|
| ENG 361 | Shakespeare | 3 |
| ENG 362 | Victorian Literature | 3 |
| ENG 364 | Romantic Literature | 3 |
| ENG 462 | Milton | 3 |
| ENG 466 | Chaucer | 3 |
| ENG 468 | Pre-Twentieth Century British Literature - Advanced Study | 3 |

Category 3: American/British Literature, Post 1900

3 credits from the following:

| | | |
|---------|--|---|
| ENG 360 | Modern Drama | 3 |
| ENG 365 | British Literature of the Twentieth Century | 3 |
| ENG 370 | Twentieth-Century American Literature | 3 |
| ENG 430 | Contemporary Literature | 3 |
| ENG 440 | Literary Criticism | 3 |
| ENG 469 | Post-1900 British Literature - Advanced Study | 3 |
| ENG 479 | Post-1900 American Literature - Advanced Study | 3 |

Writing (3 credits)

| | | |
|---------|-----------------------|---|
| WRI 234 | Advanced Writing | 3 |
| | or | |
| WRI 281 | Rhetorical Strategies | 3 |
| | or | |
| WRI 282 | Writing for Results | 3 |

Linguistics (3 credits)

| | | |
|---------|-----------------------------|---|
| ENG 352 | History of English Language | 3 |
|---------|-----------------------------|---|

Mathematics Education (5-12 Certification)

As an alternative to the regular mathematics education course of study, students may choose a double major of mathematics + secondary education. Students who are considering post-baccalaureate work in mathematics following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — mathematics education or mathematics + teacher education — qualify the graduate for an Indiana teaching license in mathematics.

Education Courses (38 credits)

| | | |
|-----------|--|----|
| EDU 130 | American Education | 3 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382MA | Methods of Teaching Senior High/Junior High/Middle School Math | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| EDU 383P | Secondary Practicum P-12/5-12 | 1 |
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5-12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Prerequisite: two years of high school algebra and a year of high school geometry.

Mathematics and Supporting Courses (50-54 credits)

Required Courses (37 credits)

| | | |
|---------|---|---|
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| MAT 255 | Calculus III | 4 |
| MAT 280 | Linear Algebra | 3 |
| MAT 322 | Mathematical Modeling I | 4 |
| MAT 333 | Modern Geometry | 4 |
| MAT 342 | Number Theory | 3 |
| MAT 344 | Modern Abstract Algebra | 3 |
| MAT 481 | History & Foundations of Mathematics | 3 |
| MAT 490 | Math Senior Seminar | 2 |

Choose one of the following: (3-6 credits)

| | | |
|---------|-----------------------------|---|
| MAT 204 | Applied Statistics I and | 3 |
| MAT 304 | Applied Statistics II or | 3 |
| MAT 363 | Mathematical Statistics I | 3 |

Choose one of the following: (3 credits)

| | | |
|---------|--------------------------|---|
| MAT 353 | Differential Equations | 3 |
| MAT 373 | Numerical Analysis | 3 |
| MAT 446 | Advanced Calculus | 3 |
| MAT 456 | Elementary Real Analysis | 3 |
| MAT 457 | Complex Variables | 3 |

Supporting Course (3 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 125 | Introduction to Computer Sciences I | 3 |
|---------|-------------------------------------|---|

Choose one of the following: (4-5 credits)

| | | |
|---------|---------------------------|---|
| BIO 125 | Principles of Biology | 4 |
| CHE 110 | Introduction to Chemistry | 4 |
| CHE 125 | General Chemistry I | 5 |
| PHY 211 | General Physics I | 4 |
| PHY 221 | University Physics I | 4 |

Music Education (P-12 Certification)

Education Courses (37 credits)

| | | |
|-----------|---|---|
| EDU 130 | American Education | 3 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382MU | Methods of Teaching Senior High/Junior High/Middle School Music | 3 |
| EDU 382C | Methods of Teaching Senior | 1 |

| | | |
|---------|---|----|
| | High/Junior High/Middle School Practicum | |
| EDU 492 | Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Music Courses

Music Major Core (42-51 credits)

| | | |
|-------------|--|-----|
| MUS 101-301 | Applied Studies | 4 |
| MUS 442 | Senior Recital - Music Majors | 2 |
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 164 | Ear Training I | 2 |
| MUS 261 | Music Theory II | 3 |
| MUS 263 | Ear Training II | 2 |
| MUS 264 | Music Theory III | 3 |
| MUS 265 | Form and Analysis | 2 |
| MUS 266 | Ear Training III | 1 |
| MUS 274 | Computer Applications for Music Educator | 2 |
| MUS 285 | Beginning Conducting | 2 |
| MUS 286 | Advanced Conducting | 2 |
| MUS 300 | Arranging | 1 |
| MUS 371 | Music History and Literature I | 3 |
| MUS 372 | Music History and Literature II | 3 |
| MUS 383 | Elementary Music Methods for Music Education Majors | 2 |
| MUS 383P | Elementary Music Practicum | 1 |
| MUS 490 | Senior Seminar | 2 |
| MUS | Music Ensemble (Participation each semester) | 0-7 |
| MUS 200 | Recital Attendance | |

Piano (2-8 credits)

Competency through:

| | |
|---|---|
| Instrumental: Class Piano Level III | 2 |
| Choral and General: Class Piano Level IV | 8 |

Specialty Course (one of the following) (2 credits)

| | | |
|---------|-----------------------|---|
| MUS 125 | Diction for Singers 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 | String Quartet | 0 to 1 |
| MUS 187 | Trombone Ensemble | 0 to 1 |
| MUS 188 | Woodwind Ensemble | 0 to 1 |
| MUS 189 | Honors Brass Quintet | 0 to 1 |
| MUS 195 | Percussion Ensemble | 0 to 1 |
| MUS 197 | Jazz Ensemble | 0 to 1 |

Option 3 - Choral, General, Instrumental Emphasis (14-18 credits)

| | | |
|---------|--|-----|
| MUS 111 | Applied Study - (music Minors) | 1 |
| MUS 112 | Applied Study - (music Minors) | 1 |
| MUS 211 | Applied Study - (music Minors) | 1 |
| MUS 212 | Applied Study - (music Minors) | 1 |
| MUS 280 | Choral Techniques | 2 |
| MUS 281 | Woodwind Techniques | 2 |
| MUS 282 | String Techniques | 2 |
| MUS 283 | Percussion Techniques | 2 |
| MUS 284 | Brass Techniques | 2 |
| MUS | Four semesters of secondary large ensemble | 0-4 |

Physical and Health Education (5-12, P-12 Certification)**Education Courses (36 credits)**

| | | |
|-----------|--|---|
| EDU 130 | American Education | 3 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382HE | Methods of Teaching Senior High/Junior High/Middle School Health Education | 2 |
| EDU 382PE | Methods of Teaching Sr High/Jr High/ Middle School Physical Education | 2 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |

| | | |
|---------|--|----|
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5-12) or | 15 |
| 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 | |
| BIO 112 | Anatomy and Physiology II | 4 |
| BIO 112L | Anatomy and Physiology II Lab | |

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 or Certification proof | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 282 | Motor Development | 2 |
| PHE 341 | Team Sports | 3 |
| PHE 345 | Individual/Dual Sports | 3 |
| PHE 371 | Administration of Physical Education and Athletics | 3 |
| PHE 255 | Scientific Aspects of Phys Education and Coaching | 3 |
| PHE 378 | Tests and Measurements | 3 |
| PHE 385 | Psychology of Motor Learning | 3 |
| PHE 423 | Adapted Physical Education | 3 |

The following courses meet technology requirements (1-2 credits):

| | | |
|---------|--|---|
| PHE 210 | Computers & Technology in Physical Education and Sport or | 2 |
| EDU 200 | Educational Technology | 1 |

The following courses meet health education certification requirements (15 credits):

| | | |
|---------|-----------------------------|---|
| PHE 162 | Personal Health | 3 |
| PHE 163 | School Health and Safety | 3 |
| PHE 362 | Nutrition for Health | 3 |
| PHE 365 | Public and Community Health | 3 |
| PHE 366 | Alcohol and Drug Education | 3 |

P-12 Physical and Health Education Certification

Major Core + 4 hours

| | | |
|----------|---|---|
| PHE 342 | Elementary Physical Education | 3 |
| PHE 342P | Elementary Physical Education Practicum | 1 |

Science Education (5-12 Certification)

Education Courses (39 credits)

| | | |
|-----------|---|----|
| EDU 130 | American Education | 3 |
| EDU 200 | Educational Technology | 1 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382SC | Methods of Teaching Senior High/Junior High/Middle School Science | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| EDU 383P | Secondary Practicum P-12/5-12 | 1 |
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5- 12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Science Major Core (18 credits)

| | | |
|----------|--------------------------|---|
| BIO 125 | Principles of Biology | 4 |
| CHE 125 | General Chemistry I | 5 |
| CHE 125L | General Chemistry I Lab | |
| CHE 126 | General Chemistry II | 5 |
| CHE 126L | General Chemistry II Lab | |
| 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 | |
| PHY 222 | University Physics II | 5 |
| PHY 222L | University Physics II Lab | |

Biology/Chemistry Major Courses (33 credits)

| | | |
|----------|--------------------------|---|
| BIO 201 | Animal Biology | 4 |
| BIO 202 | Plant Biology | 4 |
| BIO 213 | Microbiology | 4 |
| BIO 213L | Microbiology Lab | |
| BIO 301 | Ecology | 3 |
| BIO 351 | Cellular Biology | 3 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 235L | Organic Chemistry I Lab | |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 350L | Analytical Chemistry Lab | |
| 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 | |
| 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 | |
| PHY 222 | University Physics II | 5 |
| PHY 222L | University Physics II Lab | |

Chemistry Major Courses (21 credits)

| | | |
|----------|--------------------------|--------|
| CHE 235 | Organic Chemistry I | 4 |
| CHE 235L | Organic Chemistry I Lab | |
| CHE 236 | Organic Chemistry II | 4 |
| CHE 236L | Organic Chemistry II Lab | |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 350L | Analytical Chemistry Lab | |
| CHE 440 | Physical Chemistry I | 3 |
| CHE 450 | Physical Chemistry II | 3 |
| CHE 490 | Chemistry Senior Seminar | 1 |
| CHE 495 | Research in Chemistry | 1 to 3 |

Social Studies Education (5-12 Certification)

Education Courses (39 credits)

| | | |
|---------|--|---|
| EDU 130 | American Education | 3 |
| EDU 200 | Educational Technology | 1 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |

| | | |
|-----------|--|----|
| EDU 382SS | Methods of Teaching Sr High/Jr High/ Middle School Social Studies | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| EDU 383P | Secondary Practicum P-12/5-12 | 1 |
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5-12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Social Studies Courses

Historical Perspectives (15 credits)

| | | |
|---------|--|---|
| HST 185 | Foundations of Civilization to 1648 | 3 |
| HST 190 | The West and the World after 1648 | 3 |
| HST 211 | American Civilization to 1865 | 3 |
| HST 212 | American Civilization after 1865 | 3 |
| HST | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Government (12 credits)

| | | |
|---------|--|---|
| POL 100 | American Government | 3 |
| POL 232 | Comparative Politics | 3 |
| | or | |
| POL 230 | World Politics | 3 |
| POL | Elective | 3 |
| POL | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Psychology (12 credits)

| | | |
|---------|--|---|
| EDU 240 | Educational Psychology | 3 |
| PSY 150 | General Psychology | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| PSY | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Sociology (9 credits)

| | | |
|---------|--|---|
| SOC 150 | Principles of Sociology | 3 |
| | or | |
| SOC 210 | Minority Group Relations | 3 |
| SOC | Elective (upper or lower level) | 3 |
| SOC | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Economics (9 credits)

| | | |
|---------|--|---|
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| ECO | Elective (300-400 level): see "Scholarship List" requirement below | 3 |

Geography (3 credits)

| | | |
|---------|----------------------------------|---|
| GEO 202 | Political and Cultural Geography | 3 |
|---------|----------------------------------|---|

Scholarship List Requirement: Among content course electives listed above, SSE majors are required to complete at least three upper-level courses (300-400 level) from the "Scholarship List," each in a different content discipline: History, Government (Political Science), Psychology, Sociology, or Economics. Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment. A list of courses currently on the "Scholarship List" can be obtained from the department or the SSE degree audit. Any upper-level course is

potentially a “Scholarship” course, but the instructor must first consult the department, obtain a copy of the rubric, and agree to provide the assessment.

Spanish Education (P-12 Certification)

Definition and Purpose

The Spanish Education major requires a core program in Spanish of 39-51 hours with a minimum of three credit hours in a Spanish-speaking country. A prerequisite of six hours of beginning Spanish or demonstration of beginning-level proficiency by examinations required. Student will also be required to fulfill the general education requirements and the professional education requirements for a teaching degree. The Spanish Education major will equip students with the knowledge, skills and experience necessary for becoming highly qualified Spanish teachers. The program requires that all graduating seniors function at the ADVANCED level of proficiency in Spanish as defined by the American Council on the Teaching of Foreign Languages (ACTFL) guidelines (intermediate – high is required by the state). The Spanish Education major will do the following: equip students with a well-rounded understanding of Spanish grammar and Hispanic literature, history and culture; prepare them to teach using the best methods and technology available for second language acquisition; and require Spanish language and cultural immersion experience in the local community and overseas. Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

Education Courses (39 credits)

| | | |
|-----------|---|----|
| EDU 130 | American Education | 3 |
| EDU 200 | Educational Technology | 1 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382SP | Methods of Teaching Senior High/Junior High/Middle School Spanish | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| SPA 380P | Elementary Spanish Education Practicum | 1 |
| EDU 492 | Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12) | 15 |
| EDU 495 | Student Teaching Seminar | 1 |

Spanish Courses (39-51 credits)

Prerequisite Courses (0-6 credits)

| | | |
|---------|--|-----|
| SPA 117 | Beginning Spanish I | 0-3 |
| SPA 118 | Beginning Spanish II Or beginning-level competency examination | 0-3 |

Language Courses (12-18 credits)

| | | |
|---------|-----------------------------------|-----|
| ENG 170 | Introduction to Linguistics | 3 |
| SPA 237 | Intermediate Spanish I | 0-3 |
| SPA 238 | Intermediate Spanish II | 0-3 |
| SPA 347 | Spanish Conversation/Composition | 3 |
| SPA 357 | Spanish Linguistics and Phonology | 3 |

| | | |
|----------|--|----|
| EDU 382C | Languages 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 |

TESOL Courses (44-56 credits)

Intercultural (3 credits)

| | | |
|---------|-----------------------------|---|
| INT 220 | Intercultural Relationships | 3 |
|---------|-----------------------------|---|

English/TESOL (21 credits)

| | | |
|---------|-------------------------------|---|
| ENG 170 | Introduction to Linguistics | 3 |
| TSL 203 | TESOL Theoretical Foundations | 3 |
| ENG 241 | Studies in English Grammar | 3 |
| TSL 305 | Second Language Acquisition | 3 |
| TSL 350 | TESOL Assessment and Testing | 3 |
| TSL 420 | English Linguistics for TESOL | 3 |
| TSL 450 | English Grammar Pedagogy | 3 |

TESOL Methods and Practicum (4 credits)

| | | |
|----------|---|---|
| TSL 380 | Elementary Methods of Teaching ESOL | 3 |
| TSL 380P | Elementary TESOL Education Practicum | 1 |

Foreign Language (0-12 credits)

Foreign Language
or
Demonstration of intermediate-level
competency

Electives (choose from all three areas) (12 credits)

Linguistics

| | | |
|---------|--|--------|
| ENG 352 | History of English Language | 3 |
| WRI 165 | English Language and Composition | 3 |
| WRI 210 | Theories and Methods of Writing Consultancy | 0 to 1 |
| WRI 230 | Sentence Strategies | 3 |
| WRI 281 | Rhetorical Strategies | 3 |
| | Any foreign language course (in addition to competency requirement) | 3-6 |

Intercultural Studies

| | | |
|---------|--|---|
| INT 350 | Transformational Development Principles | 3 |
| INT 402 | Contemporary Global Issues | 3 |
| SOC 225 | Cultural Anthropology | 3 |

Communication

| | | |
|---------|--|---|
| COM 115 | Introduction to Human Communication | 3 |
| COM 226 | Voice and Movement | 3 |
| COM 252 | Beginning Acting | 3 |
| COM 352 | Interpersonal Communication | 3 |

Visual Arts Education (5-12, P-12 Certification)

Education Courses (37 credits)

| | | |
|-----------|---|----|
| EDU 130 | American Education | 3 |
| EDU 296 | Secondary School Observation/ Participation | 2 |
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDU 324 | Literacy in Diverse Classrooms | 3 |
| EDU 382VA | Methods of Teaching Senior High/Junior High/Middle School Visual Arts | 3 |
| EDU 382C | Methods of Teaching Senior High/Junior High/Middle School Practicum | 1 |
| EDU 490 | Supervised Student Teaching in Senior/Junior High/Middle School (5- 12) | 15 |
| | 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 121 | Drawing I | 3 |
| ART 221 | Drawing II | 3 |
| ART 224 | Design I: Two-Dimensional Design | 3 |
| ART 238 | Digital Imagery Art | 3 |
| ART 266 | Printmaking I | 3 |
| ART 273 | Introduction to Computer Graphics | 3 |
| ART 331 | Painting I | 3 |

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

Three-Dimensional Design (9 credits)

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

ART-251 and ART-324: required prior to "mid-point review"

Art History (6 credits)

| | |
|-----------------------|---|
| Art History Electives | 6 |
|-----------------------|---|

Courses numbered between ART-381 and ART-387 or ART-476

5-12 Certification (37 credits)

| | | |
|----------|-------------------------------|----|
| | Completion of major core | 36 |
| EDU 383P | Secondary Practicum P-12/5-12 | 1 |

P-12 Certification (49 credits)

Major core + 13 hours

| | | |
|----------|-----------------------------|---|
| ART 371 | Art for Elementary Teachers | 3 |
| ART 371P | Elementary Art Practicum | 1 |
| ART | Art Electives | 9 |

Exceptional Needs Education (K-6, P-12 Certification)**Exceptional Needs Education - B.S.**

The Exceptional Needs program is designed to train teachers to serve persons who require mild interventions (a Severe and Profound program is also available for students who wish to add this certification to their teaching license). It is consistent with new state standards that call for a major (rather than minor) in exceptional needs. The focus is also on a non-categorical approach. Graduates of the program have a(n):

1. Understanding of the provision of special education in the regular classroom environment.
2. Effective use of state-of-the-art methods in special education.
3. Knowledge of effective service delivery models for learners with disabilities.
4. Awareness of alternative resources for serving learners with disabilities.
5. Skill in working with families of learners with disabilities.
6. Skill in working with other professionals and agencies to assure quality programs.
7. Attitude of lifelong learning as a special education professional.

Four guiding principles are foundational to the exceptional needs program:

1. God created all persons, including persons with disabilities, and each is valuable (Psalm 139:13-16).
2. When included as part of society, persons with disabilities have something to offer (I Corinthians 12:12-26).
3. The task of the educator is to teach persons with or without disabilities to fulfill their role in society (I Thessalonians 5:14).
4. Acceptance of these individuals, as they are, is a primary and essential part of teaching (John 4:5-27).

Two versions of the Exceptional Needs major are available. Each consists of general education requirements, a Professional Core common to each major, Exceptional Needs courses specific to each major, and elective courses. In addition, a Severe and Profound program may be added to any Exceptional Needs major.

General Education (45-51 credits)

Required Courses

| | | |
|---------|------------------------------|---|
| LDR 150 | Introduction to Life Calling | 3 |
|---------|------------------------------|---|

Humanities Core (12 credits)

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

Biblical Literature (6 credits)

| | | |
|---------|----------------------|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |

Advanced Writing or Literature (3 credits)

| | | |
|------------------|--|---|
| Advanced Writing | | |
| or | | |
| Literature > 200 | | 3 |

Health and Wellness (2 credits)

| | | |
|---------|---------------------------------|---|
| PHE 101 | Concepts of Health and Wellness | 1 |
| PHE | Activity Elective | 1 |

Social Sciences and Psychology (9 credits)

| | | |
|----------|-----------------------------|---|
| PSY 150 | General Psychology | 3 |
| SOC 150 | Principles of Sociology | 3 |
| | or | |
| SOC 210 | Minority Group Relations | 3 |
| Elective | Taken from ECO, HST, or POL | 3 |

SOC-150: Does not meet Intercultural Competency

SOC-210: Meets Intercultural Competency

Science/Mathematics (7 credits)

| | | |
|--|-------------------|---|
| | Lab Science | 4 |
| | Math/CIS elective | 3 |

Competencies and Proficiencies (3-9 credits)

| | | |
|--|--------------------------|-----|
| | Writing Competency | 0-3 |
| | Speech Competency | 3 |
| | Intercultural Competency | 0-3 |

Professional Core (42 credits)

| | | |
|----------|--|----|
| EDU 130 | American Education | 3 |
| EDU 200 | Educational Technology | 1 |
| EDS 215 | Teaching and Learning in Inclusive Settings | 3 |
| PSY 276 | Psychology of the Exceptional Learner | 3 |
| EDS 350 | Assessment in Special Education | 3 |
| EDS 350P | Assessment in Special Education Practicum | 1 |
| EDS 361 | Behavior Management in Special Education | 3 |
| EDS 370 | Public Policy and Special Education | 3 |
| EDS 385 | Special Education Practicum I | 3 |
| EDS 386 | Special Education Practicum II | 3 |
| EDS 496 | Supervised Student Teaching in Special Education | 15 |
| EDS 494 | Student Teaching Seminar | 1 |

K-6 Exceptional Needs Major (14 credits)

Add the following courses to the Professional Core:

| | | |
|---------|--|---|
| EDU 290 | Elementary Education in a Pluralistic Society | 3 |
| PSY 251 | Child Development | 3 |
| EDS 381 | Methods for Teaching Children With Exceptional Needs | 3 |
| EDS 354 | Language Arts Methods | 2 |
| EDS 388 | Developmental Reading | 3 |

P-12 Exceptional Needs Major (20 credits)

Add the following courses to the Professional Core:

| | | |
|---------|--|---|
| EDU 240 | Educational Psychology | 3 |
| EDU 250 | Principles of Teaching | 3 |
| EDS 324 | Literacy for the Adolescent With Exceptional Needs | 3 |
| EDS 354 | Language Arts Methods | 2 |
| EDS 381 | Methods for Teaching Children With Exceptional Needs | 3 |
| EDS 382 | Methods for Teaching Adolescents With Exceptional Needs | 3 |
| EDS 388 | Developmental Reading | 3 |

Severe and Profound (9 credits)

Severe and Profound certification may be added to any Exceptional Needs major by taking the following courses:

| | | |
|---------|--|---|
| EDS 331 | Critical Issues in Severe Disabilities | 3 |
| EDS 332 | Community-Based Instruction, Supports, And Services | 3 |
| EDS 333 | Interdisciplinary Collaboration | 3 |

School of the Physical and Applied Sciences

The School of the Physical and Applied Sciences is a blend of disciplines producing students prepared to enter roles as teachers, researchers, administrators, health care providers, and valuable members of society in a broad variety of modalities. The titles of the three divisions demonstrate the spectrum of fields represented within SPAS:

Health and Human Performance Division (p. 208)

Natural Sciences Division (p. 221)

Mathematics and Computer Information Sciences Division (p. 232)

Each of these divisions contains a number of specialized departments or majors that allow students to prepare for careers serving God by serving those He created. Our focus on equipping students for life-long learning means that the time spent within SPAS results in the laying of a solid foundation on which all future learning can be built. The outstanding success of our graduates reflects the quality of the learning that has occurred during their time here.

Health and Human Performance Division

Purpose

The Health and Human Performance Division at Indiana Wesleyan University prepares students to meet the ever increasing demands of society for professionally trained people in the areas of education, sports, fitness, health, recreation, management and athletics. Areas of development such as neuromuscular skill, organic fitness, intellectual awareness, social concern, emotional release, and spiritual formations will be emphasized. God created man as an integrated whole being, and the professionals in this division are afforded a great opportunity to reach all aspects of the whole person. Each individual will be challenged to develop professionally and in turn be prepared to serve others upon completion of the degree.

Eight degrees are offered within the Division of Health and Human Performance. They are a Bachelor of Science degree in Applied Health and Fitness (p. 208), Athletic Training (p. 209), Exercise Science (p. 212), Physical and Health Education (p. 213)-secondary certification (5-12) or all grade certification (P-12), Recreation and Camp Administration (p. 213), Sports Management (p. 214), and Sports Ministries (p. 214).

In addition to these majors, there are minors available in Health Promotion and Wellness (p. 209) and Coaching Education (p. 218). There is also a Pre-physical Therapy program (p. 215) and a Pre-occupational Therapy program (p. 216).

Admission to Majors

Admission to majors in the Health and Human Performance Division follow the procedures established for the university. Majors seeking physical and health education teaching certification must apply for admission to teacher education through the Department of Education. Also see the Athletic Training and Exercise Science department for respective application process.

General Education Requirements (45-51 credits)

Most majors within the Health and Human Performance Division follow the traditional general education requirements. Recommended courses for specific areas are below. If this differs, the courses are identified under the specific major.

Applied Health and Fitness - B.S.

There is a growing demand for qualified, certified professionals in the field of health, wellness, and fitness. The Applied Health and Fitness degree prepares students for careers in areas such as corporate fitness, personal training, strength and conditioning, and related fields. Students will also be prepared to sit for certification exams from organizations such as the National Strength and Conditioning Association (NSCA), the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.

Requirements (47 credits)

Required Courses

| | | |
|---------|---|---|
| ATR 431 | Evaluation/Recognition of Injuries/Cond Athletic Injuries | 2 |
| BIO 112 | Anatomy and Physiology II | 4 |

| | | |
|----------|--|---|
| PHE 170 | Introduction to Exercise Science | 3 |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 235 | Professional Experience I | 1 |
| PHE 264 | Principles of Strength and Conditioning | 3 |
| | or | |
| PHE 265 | Personal Training | 3 |
| PHE 286 | Kinesiology | 4 |
| PHE 352 | Sport Law and Risk Management | 3 |
| PHE 362 | Nutrition for Health | 3 |
| PHE 365 | Public and Community Health | 3 |
| PHE 366 | Alcohol and Drug Education | 3 |
| PHE 374 | Physiology of Exercise | 3 |
| PHE 374L | Physiology of Exercise Lab | 1 |
| PHE 379 | Principles of Fitness Assessment | 2 |
| PHE 380 | Principles of Exercise Prescription | 2 |
| PHE 410 | Wellness Internship | 2 |
| PHE 413 | Health Promotion and Wellness Management | 3 |
| PHE 485 | Senior Seminar I | 1 |
| PHE 486 | Senior Seminar II | 1 |

Health Promotion and Wellness Minor

Requirements (25 credits)

Required Courses

| | | |
|---------|--|---|
| BIO 111 | Anatomy and Physiology I | 4 |
| PHE 162 | Personal Health | 3 |
| PHE 163 | School Health and Safety | 3 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 362 | Nutrition for Health | 3 |
| PHE 365 | Public and Community Health | 3 |
| PHE 366 | Alcohol and Drug Education | 3 |
| PHE 413 | Health Promotion and Wellness Management | 3 |

Athletic Training - B.S.

This bachelor's degree is designed to prepare the student for a career in the field of athletic training/sports medicine. The major can be completed in 8 semesters of study. The current route to become a BOC certified athletic trainer is through a CAATE accredited athletic training education program. IWU's athletic training education program (ATEP) started in 1988 and is committed to program excellence. This is a competitive program and application alone does not guarantee admittance. Any student designating Athletic Training as their major is given a pre-athletic training major description which signifies their intent to apply to the program. The application process to this program is a two-term process — either fall and spring semester or spring semester and May term. For a traditional student the application process should be started in the fall semester of the first year of declaring the major, with formal application being due on April 15 of the second term. Transfer students or students changing their major at spring semester are still eligible to apply to the program via the spring semester and May term application process; applications are due by May 15 of the second term. Decisions for program acceptance or denial will be made by the athletic training faculty after the application process is completed and students will be notified by mail.

Students Changing Majors and Transfer Students

A prospective student must declare an interest in Athletic Training as a chosen field within his or her first year of study at IWU. A student beyond his or her freshman year at IWU (e.g., changing majors) will also be considered for the program; however, an

additional year or two of study may be necessary to satisfy the educational and clinical requirements for CAATE as well as IWU's ATEP program. A transfer student may apply certain athletic training courses from another university/college toward our major if the course is acceptable to the ATEP director (e.g., course content, credit hours, and description) and meets all transfer requirements by the Registrar's Office.

Athletic Training Education Program Application Procedure

All students applying to the IWU ATEP must meet the technical standards of IWU's ATEP. Should accommodations need to be made for the student, the student must contact the athletic training program director and the Center for Student Success. The technical standards for our program are available on the athletic training website or from the athletic training faculty.

Applications are available from the ATEP director upon request. If a pre-athletic training student does not gain acceptance into the program on his or her initial application, he or she can repeat the application process one additional time or elect to change majors. The following criteria must be met to gain admittance into the athletic training education program as an athletic training student:

1. A formal letter of application stating why you want to apply to the program and why you want to become a certified athletic trainer.
2. Completion of the Indiana Wesleyan University Athletic Training Education Program application, submission of 3 letters of recommendation, signed technical standards, interview with the athletic training faculty, and a minimum of 150 hours of clinical observation over two terms.
3. Completion of all prerequisite coursework with at least a 2.0 GPA (C) or above in each course. A student's overall GPA must be a 2.5 or higher.
4. Completion of two terms of attendance at Indiana Wesleyan University.
5. Commitment to the mission of the university as demonstrated by professional conduct. Apparent interest and motivation, as evidenced by work habits, promptness, etc. Athletic Training background through previous high school and/or college-level experience prior to application to the ATEP program is desirable but not required.

Athletic Training Education Program Retention Policy

To remain in the Athletic Training Education program as an athletic training student, the student must achieve the standards listed below. Failure to meet these standards could result in probation or removal from the program.

1. Earn at least a 2.0 GPA (C) or above in all required courses within the major.
2. Earn at least a 2.5 cumulative GPA (C+).
3. Be in good standing with the university (e.g., no citizenship probation).
4. Participate in blood borne pathogen training each academic year.
5. Complete a criminal background check every year through IWU.
6. Complete a TB test every year.
7. Maintain CPR-PR certification while enrolled at IWU.
8. Show progress through clinical instruction and learning over time.
9. Perform all duties assigned to the best of one's ability.
10. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Athletic Training Education Program Probation Policy

Any athletic training student within the program may be subject to a probationary status. A probationary status will be assigned if an athletic training student does not abide by the standards of the IWU Athletic Training Education program as identified in the ATEP Student Handbook. The athletic training program director is the only authority that can administer a probationary status or remove a probationary status within this program. The athletic training program director and athletic training faculty may also remove athletic training students from the program for infractions of divisional and university policies. Athletic training students may not accumulate clinical hours while on probation but may progress through the Athletic Training major course sequence as advised and approved by the student's athletic training academic advisor.

Athletic Training Student Health Policy

Athletic training students must have the appropriate health forms and records on file with the athletic training program director to be considered for admittance to the Athletic Training Education program. In addition, athletic training students will be required to have the following tests and vaccinations by the start of their first semester in the major (or in the process to receive the vaccinations - HBV):

1. **Tuberculin Skin Test:** If the TB test is positive, a chest x-ray must be done. A yearly TB test is required and written results are given to the athletic training program director to be added to that student's file. The athletic training student may have this test done at the IWU Health Center.
2. **Hepatitis B Vaccination:** Athletic training students are strongly encouraged to be vaccinated with the Hepatitis B vaccine (HBV). A sum of three injections in a six-month period is required for this vaccination. Each injection will vary in cost depending on where you obtain the vaccination. A waiver must be signed and in the athletic training student's permanent file if he or she chooses not to obtain the vaccination.
3. **Physical Examination:** Athletic training students will have a physical examination conducted by the team physician. If a student athlete is applying to the ATEP, their pre-participation physical is acceptable for this requirement.

Requirements (70 credits)

Pre-Professional phase - PATH (Pre-Athletic Training) Prerequisites to the Athletic Training Education Program (12 credits)

| | | |
|---------|---------------------------------|---|
| BIO 111 | Anatomy and Physiology I | 4 |
| BIO 112 | Anatomy and Physiology II | 4 |
| PHE 101 | Concepts of Health and Wellness | 1 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |

Professional phase - ATH (Athletic Training) Core Curriculum of the Athletic Training Education Program (58 credits)

| | | |
|---------|---|---|
| ATR 195 | Introduction to Athletic Training | 2 |
| ATR 196 | Athletic Training Clinical Education Experience I | 1 |
| ATR 197 | Athletic Training Clinical Education Experience II | 1 |
| ATR 199 | Athletic Training Practicum I | 1 |
| ATR 220 | Therapeutic Modalities | 3 |
| ATR 225 | Lower Extremity Evaluation and Assessment | 2 |
| ATR 226 | Upper Extremity Evaluation and Assessment | 2 |
| ATR 231 | Advanced Athletic Training | 2 |
| ATR 250 | Muscle Testing and Joint 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 for the Athletic Trainer | 2 |
| ATR 450 | Senior Seminar in Sports Medicine | 2 |
| ATR 492 | Administration of Athletic Training | 2 |
| ATR 495 | Athletic Training Practicum IV | 1 |
| ATR 496 | Athletic Training Clinical Education Experience Vii | 1 |
| ATR 497 | Athletic Training Clinical Education Experience Viii | 1 |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 264 | Principles of Strength and Conditioning | 3 |
| PHE 286 | Kinesiology | 4 |
| PHE 362 | Nutrition for Health | 3 |
| PHE 370 | Biomechanics | 3 |
| PHE 374 | Physiology of Exercise | 3 |

Athletic Training Major Requirements for Graduation

1. Athletic training students must complete a clinical rotation for lower and upper extremity sports, a general medical rotation, and an equipment intensive rotation.
2. Athletic training students must complete the hour requirements for all clinical and practicum courses.
3. Athletic training students must gain initial CPR-PR/AED certification and maintain that certification while at IWU.
4. Athletic training students must complete the clinical education instruction plan consistent with the learning over time model.

Exercise Science - B.S.

This accredited program by CoAES (Committee on Accreditation for the Exercise Sciences) is designed to prepare students for post-graduate academic pursuits in exercise science and specifically exercise physiology, cardiac/pulmonary/cancer rehabilitation, biomechanics, or fitness leadership. Students interested in continuing their education in physical or occupational therapy or becoming a physician's assistant would benefit from this exercise science program as well. The final purpose of this program design is to prepare students for certifications by professional organizations relative to exercise science, specifically the Clinical Exercise Specialist and Health Fitness Specialist certifications by the American College of Sports Medicine (ACSM). The Exercise Science major was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on March 15, 2013.

Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.

Major GPA requirements: 2.75 in the major and 2.5 cumulative.

Requirements (48 credits)

Required Courses

| | | |
|---------|--|---|
| ATR 431 | Evaluation/Recognition of Injuries/Cond Athletic Injuries | 2 |
| ATR 440 | Pharmacology for the Athletic Trainer | 2 |
| BIO 112 | Anatomy and Physiology II | 4 |
| CHE 120 | Introduction to Organic and Biological Chemistry | 4 |
| PHE 170 | Introduction to Exercise Science | 3 |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 235 | Professional Experience I | 1 |
| PHE 236 | Professional Experience II | 1 |
| PHE 286 | Kinesiology | 4 |

| | | |
|----------|---|---|
| PHE 352 | Sport Law and Risk Management | 3 |
| PHE 370 | Biomechanics | 3 |
| PHE 370L | Biomechanics Lab | 1 |
| PHE 374 | Physiology of Exercise | 3 |
| PHE 374L | Physiology of Exercise Lab | 1 |
| PHE 379 | Principles of Fitness Assessment | 2 |
| PHE 380 | Principles of Exercise Prescription | 2 |
| PHE 413 | Health Promotion and Wellness Management | 3 |
| PHE 415 | Nutrition for Sport and Performance | 4 |
| PHE 485 | Senior Seminar I | 1 |
| PHE 486 | Senior Seminar II | 1 |

Physical and Health Education Major (5-12, P-12)

See the education section of the catalog for a list of specific courses required for the Physical and Health Education major.

Recreation and Camp Administration - B.S.

Career opportunities in recreation management have expanded because of the increasing amount of recreation time discovered by Americans in recent years. Career options include work in such areas as church recreation, parks, playgrounds, recreation in business and industry, hospitals, nursing homes, camps, resorts, hotels, cruise ships, youth organizations, zoos, and environmental centers.

Students majoring in Recreation and Camp Administration are expected to complete 48 hours of credit, including two credit hours of internship and two credit hours of professional experience. Internships will consist of on-site experience with agencies that deliver leisure services. These may include public recreation park agencies, voluntary agencies (youth service agencies), correctional institutions, industries, recreation for the ill and disabled (including hospitals), and college unions.

Requirements (48 credits)

Required Courses

| | | |
|---------|--|--------|
| PHE 122 | Active Recreation Games | 1 |
| PHE 156 | Outdoor Wilderness Learning (Wise Owl Project) | 2 |
| PHE 210 | Computers & Technology in Physical Education and Sport | 1 to 2 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 235 | Professional Experience I | 1 |
| PHE 236 | Professional Experience II | 1 |
| PHE 282 | Motor Development | 2 |
| PHE 352 | Sport Law and Risk Management | 3 |
| PHE 365 | Public and Community Health | 3 |
| | or | |
| PHE 162 | Personal Health | 3 |
| PHE 423 | Adapted Physical Education | 3 |
| PHE 480 | Senior Seminar in Health and Human Performance | 2 |
| REC 160 | Intro to Recreation and Sports Ministries | 3 |
| REC 180 | Campus Recreation and Intramural Sports | 2 |
| REC 240 | Trip Camping in the USA | 2 |
| REC 260 | Recreation Leadership and Programming | 3 |
| REC 280 | Commercial and Social Recreation | 2 |

| | | |
|---------|--|---|
| REC 380 | Camp Management | 3 |
| REC 382 | Camp Counseling | 3 |
| REC 410 | Recreation Internship | 2 |
| REC 450 | Recreation Administration | 3 |
| REC 460 | Facilities: Design, Planning, Maintenance, and Scheduling | 3 |

Sports Management - B.S.

The opportunities for employment with a Sports Management major include a variety of related organizations in athletics, professional sports management, marketing, promotion, and fund raising. Related positions are available at the local, state, national and international levels.

Requirements (41 credits)

Required Courses

| | | |
|---------|--|--------|
| BUS 100 | Foundations of Business | 3 |
| PHE 155 | Introduction to Physical Education, Sport, and Wellness | 3 |
| PHE 210 | Computers & Technology in Physical Education and Sport | 1 to 2 |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 235 | Professional Experience I | 1 |
| PHE 236 | Professional Experience II | 1 |
| PHE 264 | Principles of Strength and Conditioning | 3 |
| PHE 350 | Ethics and Character Development in Sport | 3 |
| PHE 352 | Sport Law and Risk Management | 3 |
| PHE 354 | Sports Management | 3 |
| PHE 371 | Administration of Physical Education and Athletics | 3 |
| PHE 420 | Sports Marketing, Promotion, and Fund Raising | 3 |
| PHE 422 | Sports Management Internship | 3 |
| REC 460 | Facilities: Design, Planning, Maintenance, and Scheduling | 3 |
| PHE 480 | Senior Seminar in Health and Human Performance | 2 |

Sports Ministries - B.S.

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, short and long term missions, individual sport coach training, and para-church sports ministries.

Requirements (48 credits)

Required Courses (42 credits)

| | | |
|---------|--------------------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
| PHE | Team Sport Activity (select 1) | 1 |
| REC 160 | Intro to Recreation and Sports | 3 |

| | | |
|---|--|---|
| | Ministries | |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 235 | Professional Experience I | 1 |
| PHE 371 | Administration of Physical Education and Athletics | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| REL 241 | Survey of Church History | 3 |
| CED 255 | Local Church Education and | 3 |
| CED 255P | Local Church Education Practicum | 1 |
| PHE 350 | Ethics and Character Development in Sport | 3 |
| PHE 470 | Sports Ministry Internship | 3 |
| REL 345 | Sports Evangelism & Discipleship | 3 |
| REL 340 | Models of Sports Ministry | 3 |
| YTH 370 | Youth Counseling | 3 |
| Choose one of the following sets of two courses: (4 credits) | | |
| REC 260 | Recreation Leadership and Programming and | 3 |
| PHE 236 | Professional Experience II or | 1 |
| YTH 355 | Youth Programming and Management and | 3 |
| YTH 355P | Youth Programming Practicum | 1 |
| Choose one of the following: (2 credits) | | |
| PHE 480 | Senior Seminar in Health and Human Performance | 2 |
| YTH 480 | Senior Youth World Changing Seminar | 2 |

Pre-physical Therapy Program

NOTE: Another major must be declared as this is a program to enable the student to pursue graduate education in a professional physical therapy school.

Description

The Pre-physical Therapy program consists of a combination of courses in addition to the course requirements for any other official university major. However, majors in Athletic Training, Biology, Exercise Science, and Psychology best complement this program and application to a professional physical therapy school. This program leads to a Bachelor of Science degree and is designed to prepare the student for application to a professional physical therapy school. Some professional schools may require additional coursework; therefore, it is imperative that the students obtain the appropriate prerequisite requirements and related information from potential graduate schools and work with their advisors to meet all admissions requirements.

Admission

Due to the high academic achievement that is required for admission to professional schools, there is an admission process for entry into the Pre-physical Therapy program. Upon completion of the sophomore year, students interested in the Pre-physical Therapy program must have a minimum GPA of 3.0 and interview with the Pre-physical Therapy advisor. (This individual is usually the student's academic major advisor.) It is essential that the GPA be maintained. Should a student's GPA fall below the 3.0 requirement, the student will be put on probation from the program and be given one semester to increase his or her GPA back into the acceptable range. If the GPA is not increased to a 3.0 or above, the student will be dismissed from the program but may continue in his or her major. Transcript the same way Pre-med is done.

Requirements Pre-physical Therapy Core (36 credits)

Required Courses

| | | |
|----------|-------------------------------------|---|
| BIO 125 | Principles of Biology | 4 |
| BIO 111 | Anatomy and Physiology I and | 4 |
| BIO 111L | Anatomy and Physiology I Lab or | |
| BIO 311 | Mammalian Anatomy | 4 |
| BIO 112 | Anatomy and Physiology II and | 4 |
| BIO 112L | Anatomy and Physiology II Lab or | |
| BIO 312 | General Physiology | 4 |
| MAT 112 | General Statistics | 3 |
| CHE 125 | General Chemistry I and | 5 |
| CHE 125L | General Chemistry I Lab | |
| CHE 126 | General Chemistry II and | 5 |
| CHE 126L | General Chemistry II Lab | |
| PHY 211 | General Physics I and | 4 |
| PHY 211L | General Physics Lab | |
| PHY 212 | General Physics II and | 4 |
| PHY 212L | General Physics Lab II | |
| PSY 150 | General Psychology | 3 |

BIO-311 Mammalian Anatomy and BIO-312 General Physiology are two biology courses that would also meet most professional physical therapy schools' prerequisites for admittance and can replace BIO-111 and BIO-112 as adequate substitutes for the program requirements.

Recommended Electives

| | | |
|---------|---|---|
| ATR 220 | Therapeutic Modalities | 3 |
| ATR 225 | Lower Extremity Evaluation and Assessment | 2 |
| ATR 226 | Upper Extremity Evaluation and Assessment | 2 |
| ATR 332 | Therapeutic Exercise and Rehabilitation I | 2 |
| ATR 333 | Therapeutic Exercise and Rehabilitation II | 2 |
| PHE 286 | Kinesiology | 4 |

Pre-occupational Therapy Program

NOTE: Another major must be declared as this is a program to enable the student to pursue graduate education in a professional occupational therapy school.

Description

The Pre-occupational Therapy program consists of a combination of courses taken in conjunction with the course requirements for any other official university major. Majors in Biology, Exercise Science, and Psychology best complement this program and lend themselves to successful application to a professional occupational therapy school. This program is designed to prepare the student for application to a professional occupational therapy school. Some professional schools may require additional coursework; therefore, it is imperative that the students obtain the appropriate prerequisite requirements and related information from potential graduate schools and work with their advisors to meet all admissions requirements.

Admission

Due to the high academic achievement that is required for admission to professional schools, there is an admission process for entry into the Pre-occupational Therapy program. Upon completion of the sophomore year, students interested in the Pre-occupational Therapy program must have a minimum GPA of 3.0 and interview with the Pre-occupational Therapy advisor. (This individual is usually the student's academic major advisor.) It is essential that the GPA be maintained. Should a student's GPA fall below the 3.0 requirement, the student will be put on probation from the program and be given one semester to increase his or her GPA back into the acceptable range. If the GPA is not increased to a 3.0 or above, the Pre-OT designation will be dropped from the degree audit. If the student is graduating in that semester, the Pre-OT designation will be dropped from the degree audit and the diploma.

Reinstatement Back into the Program

If at a later date both of the GPAs are raised to the required level, the student can request reinstatement to the program by submitting a written request to the Pre-OT Committee.

Transfer Students

Transfer students wishing to enter the Pre-OT program will need to demonstrate that they meet the GPA requirements in core courses and overall completed courses based on applicable classes at previous accredited institutions. All subsequent decisions as to retention in the Pre-OT program will be based on IWU courses only.

Requirements (42 credits)

Pre-occupational Therapy Core

| | | |
|----------|-------------------------------------|---|
| BIO 125 | Principles of Biology | 4 |
| BIO 111 | Anatomy and Physiology I and | 4 |
| BIO 111L | Anatomy and Physiology I Lab or | |
| BIO 311 | Mammalian Anatomy | 4 |
| BIO 112 | Anatomy and Physiology II and | 4 |
| BIO 112L | Anatomy and Physiology II Lab or | |
| BIO 312 | General Physiology | 4 |
| PHE 190 | Medical Terminology | 3 |
| MAT 204 | Applied Statistics I or | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| PSY 150 | General Psychology | 3 |
| PSY 152 | General Psychology II | 3 |
| SOC 150 | Principles of Sociology or | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| PSY 250 | Developmental Psychology | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |

BIO-311 Mammalian Anatomy and BIO-312 General Physiology are two biology courses that would also meet most professional occupational therapy schools' prerequisites for admittance and can replace BIO-111 and BIO-112 as adequate substitutes for the program requirements.

Recommended Electives

| | | |
|----------|---|---|
| PHY 211 | General Physics I | 4 |
| PHY 211L | General Physics Lab | |
| PHE 286 | Kinesiology | 4 |
| CHE 120 | Introduction to Organic and Biological Chemistry | 4 |
| PHE 370 | Biomechanics | 3 |
| PHE 370L | Biomechanics Lab | 1 |

Coaching Education Minor

Requirements (24 credits)

Required Courses (20 credits)

| | | |
|---------|---|---|
| PHE 165 | Principles/Problems of Coaching | 3 |
| PHE 225 | Psychology of Sport and Exercise | 3 |
| PHE 235 | Professional Experience I | 1 |
| PHE 236 | Professional Experience II | 1 |
| PHE 229 | Cardiopulmonary Resuscitation | 1 |
| PHE 230 | First Aid Basics | 2 |
| PHE 264 | Principles of Strength and Conditioning | 3 |
| PHE 255 | Scientific Aspects of Phys Education and Coaching | 3 |
| PHE 350 | Ethics and Character Development in Sport | 3 |

Choose two courses from the following (4 credits):

(Two others optional)

| | | |
|---------|--|---|
| PHE 261 | Coaching of Baseball and Softball | 2 |
| PHE 263 | Coaching of Football and Basketball | 2 |
| PHE 274 | Coaching of Cross Country/ Track and Field | 2 |
| PHE 276 | Coaching of Soccer and Volleyball | 2 |

General Physical Activity Courses

Courses PHE-101 – PHE-139 fulfill general education requirements. Course PHE-101, Concepts of Health and Wellness, is required. One other course must be selected to fulfill the requirement. Individuals with severely limited physical capabilities or working adult students may arrange with the physical education coordinator to take the Adult Fitness course. While only two courses are required, students may take up to a total of eight one-hour activity classes that can count toward their graduation hours.

| | | |
|---------|---------------------------------|---|
| PHE 101 | Concepts of Health and Wellness | 1 |
|---------|---------------------------------|---|

A study of the values, components, development, and maintenance of fitness. Required of all students.

| | | |
|---------|---------------|---|
| PHE 102 | Adult Fitness | 1 |
|---------|---------------|---|

A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

Other physical education activity electives

| | | |
|---------|-------------------------|---|
| PHE 103 | Aerobic Exercise | 1 |
| PHE 105 | Badminton | 1 |
| PHE 106 | Basketball | 1 |
| PHE 110 | Cycling | 1 |
| PHE 113 | Walk, Jog, Run | 1 |
| PHE 114 | Golf | 1 |
| PHE 115 | Aqua Exercise | 1 |
| PHE 116 | Horsemanship | 1 |
| PHE 117 | Varsity Athletics | 1 |
| PHE 120 | Backpacking | 1 |
| PHE 121 | Racquetball | 1 |
| PHE 122 | Active Recreation Games | 1 |
| PHE 124 | Soccer | 1 |
| PHE 126 | Swimming Skills | 1 |

| | | |
|---------|--------------------------|---|
| PHE 128 | Lifeguarding | 2 |
| PHE 130 | Tennis | 1 |
| PHE 131 | Cross-Country Skiing | 1 |
| PHE 132 | Volleyball | 1 |
| PHE 134 | Weight Training | 1 |
| PHE 135 | Introduction to Climbing | 1 |

PHE-114, PHE-116, PHE-120, and PHE-131: fee required

PHE-117: may be repeated once in a second sport

ROTC - U.S. Army Reserve Officers' Training Corps Program

Purpose

ROTC is offered on the IWU campus for those who sense a calling to serve our country in the military. The Department of Military Science offers qualified undergraduate and graduate students an opportunity to obtain a commission as a second lieutenant in the United States Army and to serve with the Active Army, Army National Guard or Army Reserves. Additionally, Military Science offers immersive learning experiences focused on preparing future leaders for the United States Army and managers for the corporate environment. Subjects offered in this program include the study of current military leadership, doctrine, rappelling, marksmanship, counseling, problem solving, managing resources, military history, and public speaking. All IWU students interested in studying military leadership may enroll in 100-level and 200-level classes without any obligation to enroll in the ROTC program.

Requirements (22 credits)

Required Courses

| | | |
|---------|--|--------|
| MSC 101 | Introduction to Military Science | 1 |
| MSC 102 | Introduction to Leadership | 1 |
| MSC 201 | Leadership/Military Tactics | 2 |
| MSC 202 | Leadership/Team Development | 2 |
| MSC 301 | Military Leadership and Operations 1 | 3 |
| MSC 302 | Military Leadership and Operations 2 | 3 |
| MSC 401 | Leadership Challenges and Goal Setting | 3 |
| MSC 402 | Transition to Lieutenant | 3 |
| MSC 499 | Independent Study in Military Science | 1 to 3 |

The 100-level meet once a week for one hour. The 200-level meets twice a week for two hours. The 300-level and 400-level classes meet twice a week for three hours each session. Two days are dedicated to classroom lecture and a combined lab meets 10 times each semester. The lab and field training exercises involve all contracted cadets and apply classroom lectures into hands-on leadership training scenarios.

Military Leadership Minor

The Military Leadership minor will enhance the principles of the U.S. Army's ROTC program by enabling students to expand their capabilities by providing them with the most effective tools for critical thinking, ethical and logical reasoning, an enhanced understanding of cross-cultural diversity, better communication skills, effective self-assessment and reflection techniques. Additionally, it will integrate specific theory and methodologies to help students understand leadership from a servant-leader paradigm that will give them a better perspective of the causes of world and national events and their implications on the military and society in general. This minor is open only to ROTC students.

Requirements (24 credits)

Required Courses (21 credits)

| | | |
|---------|---------------------------|---|
| LDR 200 | Foundations of Leadership | 3 |
| PHL 282 | Ethics | 3 |
| SOC 225 | Cultural Anthropology | 3 |

| | | |
|---|--|---|
| MSC 301 | Military Leadership and Operations 1 | 3 |
| MSC 302 | Military Leadership and Operations 2 | 3 |
| MSC 401 | Leadership Challenges and Goal Setting | 3 |
| MSC 402 | Transition to Lieutenant | 3 |
| Choose one of the following: (3 credits) | | |
| HST 190 | The West and the World after 1648 | 3 |
| HST 301 | American Foreign Relations | 3 |
| HST 400 | American Constitutional History | 3 |
| HST 442 | World War II | 3 |

Natural Sciences Division

The Natural Sciences Division offers the following majors and minors.

Biology Programs

- Biology - B.S. (p. 222)
- Biology Minor (p. 224)
- Biology - A.S. (p. 225)
- Biology Education (p. 225)
- Medical Technology - B.S. (p. 225)

Chemistry Programs

- Biochemistry - B.S. (p. 226)
- Chemistry - B.S. (p. 228)
- Chemistry Minor (p. 228)
- Chemistry - A.S. (p. 229)
- Chemistry - A.B. (p. 229)
- Chemistry Education (p. 229)

Physics Programs

- Physics Minor (p. 230)

Pre-engineering Program

See the Mathematics section of the catalog for specific information regarding the Pre-engineering program (p. 240).

Pre-medical Science Programs

- Pre-dentistry (p. 230)
- Pre-medicine (p. 230)
- Pre-optometry (p. 230)
- Pre-pharmacy (p. 230)
- Pre-physician Assistant (p. 230)
- Pre-veterinary (p. 230)

Pre-occupational Therapy (p. 216)

See the Health and Human Performance section for Pre-occupational Therapy requirements.

Pre-physical Therapy (p. 215)

See the Health and Human Performance section for Pre-physical Therapy requirements.

Biology Programs

The curricula of the Biology Department support the efforts of a wide range of career opportunities. In addition to providing general background for minors in Biology and developing scientific competence in its own majors, the Biology Department provides curricula for the pre-med program and support courses for other divisional majors with science requirements. We seek to prepare students who major in Biology for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc.; and (3) entry-level positions in related fields as laboratory assistants or technicians. The complete biology curricular outline is available upon request.

Related Curricula

The pre-medical program curricula and the nursing curricula may be found in the Natural Sciences and School of Nursing sections, respectively. In addition to the curriculum for majors, pre-meds, and pre-nursing students, the Biology Department provides science curriculum to prepare students in other majors like science education, careers in business, or other careers that may demand a knowledge of scientific information. The Biology Department also offers a four-year medical technology program in cooperation with affiliated hospitals.

Science Education majors will complete certain courses within the Biology major as one of the possible content areas leading toward teacher certification. Professionalization of this certification occurs in the Division of Education curricula with the choice of either the single field Biology major or the dual field Biology/Chemistry major. Other campus divisions of study will advise students into service courses that meet their needs for science training related to other career paths.

Biology - B.S.

Mission

The Biology Department at Indiana Wesleyan University is committed to the belief that all truth is God's truth. To that end, we endeavor to instill students with biological knowledge, technical skill, and a Judeo-Christian disposition, empowering them to positively impact the world around them.

General Education Objectives

The Biology Department offers classes that fulfill the laboratory science general education objectives for the College of Arts and Sciences. Upon completion of any general education lab, science students should be able to:

1. Articulate the steps used in the scientific method.
2. Gather, analyze, and draw conclusions based on observations.
3. Hypothesize and design an experiment to test the hypothesis.
4. Understand the strengths and weaknesses of scientific inquiry.
5. Evaluate sources of information for scientific validity.
6. Attain amateur expertise and hands-on experience in a sub-discipline of science.
7. Articulate what is meant by a scientific world-view.
8. Appreciate the natural world as God's creation.
9. Value the concept of stewardship of the creation.
10. Integrate a Christian world-view in the context of scientific discovery.

The following biology courses meet or exceed these objectives:

BIO-100, BIO-102, BIO-105, BIO-106, BIO-107, BIO-108, BIO-109, BIO-111, BIO-112, BIO-113, BIO-125

It is incumbent upon the student to meet any prerequisites that may be necessary to enroll in the classes listed above.

Biology Major Outcomes:

The Biology major at Indiana Wesleyan University is designed to provide the student with a broad understanding of some of the most important topics in biology. Specialized knowledge about more advanced topics is also available by taking upper division courses in the student's area of interest.

Our goal is to assist the student in achieving competence (defined by assessment in each objective of the following three domains: Cognitive, Psychomotor, and Affective). Upon completion of the curriculum in the Biology major, the student should be able to:

Knowledge: (Cognitive Domain)

1. Define and defend the characteristics of life, in general, and human life in particular.
2. Describe the cell as the structural and functional building block of life, list the structures that make up the cell, and explain their function in precise terms.
3. Demonstrate, using examples, the many ways by which cells communicate with one another and live in communities whether they are biofilms, tissues, or organ systems.
4. Identify and describe the general anatomy of the major organ systems common to animals; explain the physiology of these systems, and show how form and function are related.
5. Identify and articulate the similarities and differences that exist in the various groups of animals.
6. Identify and articulate the similarities and differences that exist in the various groups of plants.
7. Identify and articulate the relationships between plants, animals, and their environment.
8. Use bioinformatics as a tool to access the information needed to describe and predict biological phenomenon.

9. Describe and evaluate the evidence regarding the relatedness and common origin of life in the context of a broadly Christian world-view.
10. Identify the patterns of genetic inheritance and explain the mechanisms of genetic regulation and dysregulation.

Skills: (Psychomotor Domain)

1. Mount, illuminate, and focus slides on a microscope, then use the microscope to identify cellular structures, tissues, and various classes of microbes.
2. Make proper use of the instruments of dissection (scalpel, forceps, scissors, etc.) to correctly identify plant and animal structures.
3. Demonstrate proper technique for the collection of samples.
4. Identify, appropriately use, and cite scientifically credible sources in the literature.
5. Utilize the scientific method to create experiments with appropriate controls and variables.
6. Analyze data for validity and reliability using appropriate statistical tools.
7. Organize and present data in a logical and professional manner.

Dispositions: (Affective Domain)

1. Be committed to the pursuit of truth in science while reconciling apparent conflicts between science and faith.
2. Use data gleaned from the scientific method to critically analyze a problem, hypothesize a solution, and test the veracity of the hypothesis.
3. Develop a love of learning that crosses many academic disciplines and continues throughout the life span.
4. Recognize and appreciate the beauty and wonder of the creation.
5. Value and adhere to a lifestyle consistent with the conscientious stewardship of creation.
6. Recognize and appreciate the complexity of creation, realizing that explaining things in scientific terms does not negate the miracle of it all.

Requirements for the Biology major (B.S.)

A major in Biology requires 52 hours of coursework (42 hours in biology and 10 hours in chemistry). Only courses numbered 125 and above may be applied toward the major or a minor in biology. All prerequisite courses require a grade of "C" or better. Students are not allowed to register for classes with numbers > 300 if their GPA is below 2.5.

To begin taking classes toward the Biology major, students must be eligible to take ENG-120 and have achieved the following:

Math SAT I > 480 (or MAT-120)

ACT > 21 (or MAT-120)

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (52-57 credits)

Biology Core (30 credits)

| | | |
|---------|-----------------------|---|
| BIO 125 | Principles of Biology | 4 |
| BIO 201 | Animal Biology | 4 |
| BIO 202 | Plant Biology | 4 |
| BIO 301 | Ecology | 3 |
| BIO 311 | Mammalian Anatomy | 4 |
| BIO 312 | General Physiology | 4 |

| | | |
|---------|------------------------|---|
| BIO 351 | Cellular Biology | 3 |
| BIO 412 | Genetics | 3 |
| BIO 490 | Biology Senior Seminar | 1 |

BIO-125: Gateway Course

Chemistry Core (10 credits)

| | | |
|---------|----------------------|---|
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |

CHE-125: Gateway Course

Biology Electives (Choose five totaling 12-17 credits)

| | | |
|-------------------|-----------------------------------|--------|
| BIO 204 | Ornithology | 3 |
| BIO 213 | Microbiology | 4 |
| BIO 220 | Field Biology and Natural History | 3 |
| BIO 302 | Entomology | 3 |
| BIO 303 | Marine Ecology | 3 |
| BIO 317 | Advanced Crops and Society | 4 |
| BIO 325 | Sustainable Tropical Agriculture | 4 |
| BIO 330 | Histology | 3 |
| BIO 396 | Advanced Topics in Biology | 1 to 3 |
| BIO 411 | Vertebrate Development | 4 |
| BIO 432 | Molecular Biology | 4 |
| BIO 440 | Immunology | 3 |
| BIO 495 | Research in Biology | 1 to 3 |
| CHE 430 | Biological Chemistry I | 3 |
| CHE 432 | Biological Chemistry II | 4 |
| Au Sable or CC | courses above 200 | |

BIO-495: only 2 credits maximum apply toward major or minor

Highly Recommended for those planning to apply to medical or graduate schools in sciences

| | | |
|---------|-----------------------------|---|
| CHE 235 | Organic Chemistry I and | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| PHY 211 | General Physics I and | 4 |
| PHY 212 | General Physics II or | 4 |
| PHY 221 | University Physics I and | 4 |
| PHY 222 | University Physics II | 5 |
| MAT 253 | Calculus I | 4 |
| MAT 204 | Applied Statistics I | 3 |

Biology Minor

Requirements (24 credits)

Required Courses

| | | |
|---------|---|----|
| BIO 125 | Principles of Biology | 4 |
| BIO 201 | Animal Biology | 4 |
| | Additional BIO electives at or above the 200 level | 15 |
| BIO 490 | Biology Senior Seminar | 1 |

Biology Courses at Au Sable Institute

Indiana Wesleyan University is a participating university affiliated with Au Sable Institute for Environmental Studies near Mancelona, Michigan. The institute is located in the north woods country of Michigan's Lower Peninsula. Its property fronts on a 215-acre oligotrophic lake and is surrounded on three sides by thousands of acres of state forests. The human and natural resources available to students through the Institute's programs in teaching and research are extensive and outstanding. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity.

Indiana Wesleyan University students enrolling in these courses are eligible for fellowships and grants-in-aid when recommended by the Indiana Wesleyan/Au Sable Institute faculty representative.

Students registering at IWU for courses offered at Au Sable will use the current corresponding Au Sable course numbers. Complete, up-to-date course listings are available online. For more information: <http://www.ausable.org>.

Biology - A.S.

Associate of Science

The Associate of Science degree requirements are the same as the Biology minor (p. 224).

Biochemistry Major

The Indiana Wesleyan University Chemistry Department offers a Bachelor of Science degree in Biochemistry (p. 226).

Biology Education Major

See the education section of the catalog for specific requirements for the Biology Education (p. 198) major.

Medical Technology - B.S.

Purpose

The Indiana Wesleyan University Biology Department offers a four-year Bachelor of Science Medical Technology (MTE) program. The student is prepared to perform medical laboratory tests that reveal the presence or absence of abnormalities of the blood and other body fluids.

Program graduates are eligible to take the appropriate national registry examination and are qualified for employment in hospital laboratories, government medical laboratories, medical research laboratories, clinics, and health care centers.

General Education Competencies

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

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements

A Bachelor of Science degree with a major in Medical Technology (MTE) requires a minimum of three years of university study and a full year of clinical experience in an approved hospital. Indiana Wesleyan University will accept 12 months of clinical experience successfully completed in a hospital-based medical technology program or clinical laboratory science program that is accredited by NAACLS (National Association of Accreditation for Clinical Laboratory Sciences). This 12-month clinical experience is taken instead of the senior year at Indiana Wesleyan University and is considered equivalent to 32 semester hours of work in the major area of concentration. (It is the student's responsibility to gain admission to this hospital-based program. Said hospital may have health and program requirements that must be met at the student's own cost and

expense.) When all specific requirements for the degree are met, including the 12 months of hospital experience, candidates will be awarded the Bachelor of Science degree and will be eligible to take the national registry examination of the ASCP (American Society of Clinical Pathologists) and/or the NCA (National Certification Agency).

Requirements (39-40 credits)

Required Courses

| | | |
|---------|------------------------|---|
| BIO 125 | Principles of Biology | 4 |
| BIO 213 | Microbiology | 4 |
| BIO 311 | Mammalian Anatomy | 4 |
| BIO 312 | General Physiology | 4 |
| BIO 440 | Immunology | 3 |
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| | or | |
| CHE 430 | Biological Chemistry I | 3 |
| MAT 112 | General Statistics | 3 |

BIO-125 and CHE-125: Gateway Course

Additional recommended courses are as follows:

| | | |
|---------|------------------|---|
| BIO 351 | Cellular Biology | 3 |
| BIO 412 | Genetics | 3 |

Affiliated Hospitals-Medical Technology Program:

IU Health Methodist Hospital CLS Program

Parkview Health, Inc., Fort Wayne, Indiana

Saint Margaret Mercy Healthcare Centers, Hammond, Indiana

Chemistry Programs

Purpose

The Chemistry major is designed to provide the student with a general background in chemistry and to develop skills so that one is prepared for (1) graduate studies in chemistry; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in chemical research laboratories or environmental control laboratories; and (4) chemistry teaching positions.

General Education Competencies

The general education speech and intercultural requirements can be met by enrolling in COM-110, Speech Communication, and any intercultural activity approved by the general education committee. For chemistry majors/minors, a grade of "C" is required in all chemistry and required cognate courses. Non-majors must obtain a grade of "C" in all prerequisite coursework. Only courses numbered 125 or higher will be counted toward the major or minor.

Biochemistry - B.S.

Purpose

Biochemistry is an exciting, cutting-edge field which directly works with the biomolecules needed for life's processes. The Biochemistry major is designed to integrate the Christian perspective into a rigorous background and training in biochemistry and to develop skills so that the student is well prepared for a wide variety of options in chemistry and the life sciences. The primary options include (1) entrance into graduate school to obtain a master's or Ph.D. degree in biology, biochemistry, chemistry, molecular biology, pharmacology, or the biomedical sciences — an option that prepares the student for a research

and/or teaching career; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in biochemical and related discipline research laboratories in academia or the pharmaceutical industry; and (4) entrance into a combined degree program such as an M.D.-Ph.D. program — an option that prepares the student for a clinical research and/or teaching career.

For students wishing to complete the Biochemistry major as part of a Pre-med program curriculum, it is advised that they have extremely strong aptitudes in math and chemistry. Students choosing this path must successfully complete the rigorous Biochemistry core plus complete key electives from the Biology major offerings in order to prepare for the professional school admission tests. These key electives typically include BIO-311, BIO-312, BIO-412, BIO-213, and BIO-440. As a result, completing the Biochemistry major with a competitive GPA for professional school admission requires exceptional abilities. Medical and other health care professions schools **do not** look upon a Biochemistry degree with more favor than a Biology or Chemistry degree. Instead, nationally standardized admissions test scores (e.g., the MCAT, DAT, and GRE) and GPA are given priority in admission decisions. These factors should be considered very carefully before pursuing the Biochemistry major/Pre-med program path.

Bachelor of Science Requirements

A Bachelor of Science degree in Biochemistry requires 68 hours of coursework in the Division of Natural Sciences and the Division of Mathematics and Computer Information Systems. A grade of "C" or better is required for all courses. The following courses must be included in the major:

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (68 credits)

Required Courses (47 credits)

| | | |
|---------|--------------------------|--------|
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| CHE 330 | Inorganic Chemistry | 3 |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 430 | Biological Chemistry I | 3 |
| CHE 432 | Biological Chemistry II | 4 |
| CHE 440 | Physical Chemistry I | 3 |
| CHE 490 | Chemistry Senior Seminar | 1 |
| BIO 495 | Research in Biology | 1 to 3 |
| | or | |
| CHE 495 | Research in Chemistry | 1 to 3 |
| MAT 112 | General Statistics | 3 |
| | or | |
| MAT 204 | Applied Statistics I | 3 |
| BIO 351 | Cellular Biology | 3 |
| BIO 432 | Molecular Biology | 4 |

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major or minor

Prerequisite Courses (21 credits)

| | | |
|---------|-----------------------|---|
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| PHY 221 | University Physics I | 4 |
| PHY 222 | University Physics II | 5 |

BIO 125 Principles of Biology 4

BIO-125: Gateway Course

Chemistry - B.S.

The Bachelor of Science B.S. degree in Chemistry is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 52 hours of coursework, which is met by taking a minimum of 35 hours in chemistry and 17 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (52 credits)

Chemistry (35 credits)

| | | |
|---------|--------------------------|--------|
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| CHE 330 | Inorganic Chemistry | 3 |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 440 | Physical Chemistry I | 3 |
| CHE 450 | Physical Chemistry II | 3 |
| CHE 461 | Physical Chemistry Lab | 1 |
| CHE 490 | Chemistry Senior Seminar | 1 |
| CHE 495 | Research in Chemistry | 1 to 3 |

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major (B.S.; A.B.) or minor

Cognate (17 credits)

| | | |
|---------|-----------------------|---|
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| PHY 221 | University Physics I | 4 |
| PHY 222 | University Physics II | 5 |

Students seeking a Bachelor of Science degree are strongly advised to add additional cognate coursework from the following:

| | | |
|---------|------------------------|---|
| MAT 255 | Calculus III | 4 |
| MAT 353 | Differential Equations | 3 |
| BIO 125 | Principles of Biology | 4 |

Chemistry Minor

The Associate of Science degree or the Chemistry minor requires a minimum of 24 hours of coursework in chemistry.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (24 credits)

Required Courses

| | | |
|---------|---------------------|---|
| CHE 125 | General Chemistry I | 5 |
|---------|---------------------|---|

| | | |
|---------|-------------------------------------|-----|
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 490 | Chemistry Senior Seminar | 1 |
| CHE | Electives at or above the 200 level | 1-4 |

CHE-125: Gateway Course

Chemistry - A.S.

The Associate of Science degree requirements are the same as the Chemistry minor (p. 228).

Chemistry - A.B.

The Bachelor of Arts A.B. degree is designed for those science majors who plan to pursue science-related careers in medicine or an entry-level position in industry. This degree requires 45 hours of coursework, which is met by taking 26 hours in chemistry and 19 hours in required cognate courses.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (45 credits)

Chemistry (26 credits)

| | | |
|---------|------------------------------------|---|
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| CHE 350 | Analytical Chemistry | 4 |
| CHE 440 | Physical Chemistry I | 3 |
| | or | |
| | an elective approved by department | 3 |
| CHE 490 | Chemistry Senior Seminar | 1 |

CHE-125: Gateway Course

Cognate (19 credits)

| | | |
|---------|-----------------------|---|
| MAT 253 | Calculus I | 4 |
| PHY 221 | University Physics I | 4 |
| PHY 222 | University Physics II | 5 |
| | Any foreign language | 6 |

Students seeking a Bachelor of Arts degree are also strongly advised to add additional cognate coursework from the following:

| | | |
|---------|-----------------------|---|
| MAT 254 | Calculus II | 4 |
| BIO 125 | Principles of Biology | 4 |

[Note: for the A.B. major CHE-450, CHE-461, CHE-495, and MAT-254 are not required. They are replaced by 6 hours of a foreign language, which will meet the intercultural requirement if taken at IWU.]

Chemistry Education Major

See the education section of the catalog for specific requirements for a Chemistry Education (p. 198) major.

Physics Programs

Physics Minor

Physics deals with the basic nature and reality of the physical universe. An understanding of the basic operating principles of the universe gives us an appreciation of both the complexity and beauty of the creation. The study of physics helps philosophers shape their worldview, while it helps others prepare for professions in natural sciences, mathematics, computer science, engineering, medicine, and education. A Physics minor provides an in-depth study of several major areas of physics, enabling students in different disciplines to understand and apply underlying principles. The problem-solving skills developed through the study of physics are as important as the conceptual understanding of the nature of physical quality.

A minor in Physics requires satisfactory completion ("C" or better) of at least 24 credit hours taken from the courses listed below.

Requirements (24 credits)

Required Courses (22 credits)

| | | |
|---------|---|---|
| PHY 221 | University Physics I | 4 |
| PHY 222 | University Physics II | 5 |
| PHY 311 | Analytical Mechanics | 3 |
| PHY 321 | Thermodynamics/Statistical Mechanics | 3 |
| PHY 331 | Electromagnetism I | 3 |
| PHY 385 | Advanced Physics Laboratory/Measurements | 4 |

Electives (3 credits)

Choose one of the following:

| | | |
|---------|---|--------|
| CHE 440 | Physical Chemistry I | 3 |
| CHE 450 | Physical Chemistry II | 3 |
| PHY 230 | Electronics | 4 |
| PHY 341 | Waves and Optics | 3 |
| PHY 351 | Quantum Mechanics I | 3 |
| PHY 361 | Introduction to Health and Medical Physics | 3 |
| PHY 495 | Research in Physics | 1 to 2 |

Pre-engineering Program

Pre-engineering Program

See the mathematics section of the catalog for specific information regarding the Pre-engineering program (p. 240).

Pre-medical Science Programs

- Pre-dentistry
- Pre-medicine
- Pre-optometry
- Pre-pharmacy
- Pre-physician Assistant
- Pre-veterinary

A program in pre-medical science consists of a combination of the pre-medical science core courses AND the courses required for any other official university major. The pre-medical science program leads to a Bachelor of Science degree and

is designed to prepare the student for application to one of the medically related professional schools. Some professional schools may require additional coursework of which the student should be informed before registration.

Admission to the Program

Because high academic achievement is required for admission to professional schools, the Division of Natural Sciences has developed an admissions process for entry into the pre-medical science program. Upon completion of the freshman year, students interested in pre-medical sciences must achieve both a minimum Pre-Med Core course GPA of 3.2 and a cumulative GPA of 3.2, complete a prescribed essay, and interview with the Pre-med Committee. The essay and interview are administered as part of the PMD-110 course (completed by the student in the spring of his or her first year). It is essential that the GPA be maintained; students whose Pre-Med Core course or cumulative GPA drops below 3.2 will be given one semester of grace to raise the GPA deficiency. If the Pre-Med Core course as well as the cumulative GPAs are not successfully raised, the Pre-Med designation will be dropped from the degree audit. If the student is graduating that semester, the Pre-Med designation will be dropped from the degree audit and the diploma.

Reinstatement Back to the Program

If at a later date both of the GPAs are raised to the required level, the student can request reinstatement to the program by submitting a written request to the Pre-Med Committee.

Transfer Students

Transfer students wishing to enter the Pre-Med Program will need to demonstrate that they meet the GPA requirements in core courses and overall completed courses based on applicable classes at previous accredited institutions. All subsequent decisions as to retention in the Pre-Med Program will be based on IWU courses only. These students are expected to enroll in PMD-110 at their earliest opportunity.

General Education Requirements

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

Pre-med Core

Requirements Pre-med Core (37 credits)

Required Courses

| | | |
|---------|---|---|
| BIO 125 | Principles of Biology | 4 |
| BIO | Elective above 200 level | 4 |
| CHE 125 | General Chemistry I | 5 |
| CHE 126 | General Chemistry II | 5 |
| CHE 235 | Organic Chemistry I | 4 |
| CHE 236 | Organic Chemistry II | 4 |
| PHY 211 | General Physics I | 4 |
| PHY 212 | General Physics II | 4 |
| BIO 490 | Biology Senior Seminar | 1 |
| | or | |
| CHE 490 | Chemistry Senior Seminar | 1 |
| PMD 110 | Preparing the Christian Health Professional | 1 |
| PMD 310 | Perspectives in Scientific Reasoning | 1 |

Check with the advisor on program-specific course requirements.

Pre-occupational Therapy

See the Health and Human Performance section for Pre-occupational Therapy (p. 216) requirements.

Pre-physical Therapy

See the Health and Human Performance section for Pre-physical Therapy (p. 215) 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. 233)
- Computer Information Systems - A.S. (p. 234)
- Computer Information Systems Minor (p. 234)
- Computer Science - B.S. (p. 234)
- Computer Science - A.S. (p. 236)
- Computer Science Minor (p. 235)

Mathematics Programs

- Mathematics - B.S. (p. 237)
- Mathematics Minor (p. 238)
- Actuarial Science Minor (p. 239)
- Statistics Minor (p. 239)
- Mathematics Interdisciplinary - B.S. (p. 236)
- Mathematics Education (p. 236)

Pre-engineering Program (p. 240)

Computer and Information Sciences Programs

- Computer Information Systems – A.S., B.S.
- Computer Science – A.S., B.S.

It is an exciting time to pursue the study of computers! It is difficult today to conceive of fields of human endeavor that have not been profoundly impacted by the growing use of computers throughout society. The computer's ability to store and process information has brought about amazing change in our daily lives and this will certainly continue in the coming years. The discipline of computing sciences itself has come of age. Beginning five decades ago as a specialization within mathematics or electrical engineering, computing has grown in scope and depth, having matured as a fully independent discipline in academics, with multiple fields of study and countless areas of emphases. Today, most projections reveal a future need for more computer oriented professionals than today's colleges and universities are supplying on a nationwide basis.

Here at IWU several programs of study in the computing sciences are offered to meet the career interests and God-given natural inclinations of different students. These are offered as two majors, Computer Science (CSC) and Computer Information Systems (CIS). Information systems are more on the applied side of the discipline, and a professional career in this field evokes an image of one whose work entails working with and around computers, but not necessarily centered in the business of computing. Computer science, by contrast, is more theoretical and lends itself to preparing for a career working directly in the computer industry. All computer majors consist of a common computing core, major specific requirements, an elective requirement within the topic of computing, and a senior year sequence. All of these majors prepare students to be problem solvers, helping to create and maintain software systems for the betterment of society.

Since Computer Information Systems (CIS) majors purpose to work in an industry or area of commerce that is not computer specific, CIS majors take a sequence of courses in an area of specialization. Students may elect to complete one of the approved course sequences in the disciplines of Business, Communications, Computer Graphics, or Internet Development, or to develop a personalized emphasis track in another discipline. Computer Science (CSC) majors complete a more demanding supporting course sequence in math and physics, and pursue computing theory to a greater depth. Several emphasis tracks are offered in the science, such as Languages, Computation, Networking and Systems, or Software Engineering. A cross-disciplinary track is also possible for Computer Science students with a second major in selected disciplines.

Upper division courses specific to each major are available as electives to students majoring in other computing fields, along with other courses offered purely on an elective basis. All the majors develop an understanding of systematic problem-solving techniques and the systems approach to the design of solutions. Intentional focus is placed upon education, the training of the mind, rather than mere repetition of previously applied techniques. To that end, all computing majors are exposed to a variety of high level computer programming languages, such as C++, Java, Python or Ada. All required courses require a grade of "C" or better, and all prerequisite courses must be passed with a grade of "C" or better to qualify for following courses. No student may take two majors or a major and a minor within the Computer and Information Sciences Department.

The senior year experience course sequence gives students firsthand experience in creating an entire system from start to finish, and also points the way forward for further scientific inquiry and self-guided learning. IWU computing alumni have consistently rated this experience as extremely beneficial in finalizing their preparation for a professional career.

Programming for class assignments is done on a variety computer equipment as well as through software freely available for installation on personally-owned machines. All of the computer classrooms and laboratories are served by both the wired campus computer network, and wireless network service. Additionally, each dormitory room has full connectivity to the campus network.

Recognizing that so much learning takes place outside of the classroom, faculty strive to develop personal relationships with the students and create scenarios that foster student interactions among themselves. These include social events, a student chapter of the professional society Association of Computing Machinery, and other opportunities to dialog with students in other majors across campus, as well as computing majors at other institutions. Across the curricula, students are encouraged towards professionalism, a view of their future not so much as one of employment, but as a career in computing, serving Jesus Christ by changing their world through technology.

General Education Competencies

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

Computer Information Systems - B.S.

Requirements for CIS

The CIS major is designed as an applied major. Each student majoring in CIS takes 37 hours within the department: a core of common courses, plus approved elective courses. Additionally, each student selects and completes a companion track in a complementary discipline. At present, designated tracks include business, communications, computer graphics, and Internet development. Additionally, a student may elect an independent track in another appropriate discipline and work with an academic advisor from that department to design a set of supporting courses in support of a CIS major.

Requirements (49-52 credits)

Required Courses (28 credits)

| | | |
|---------|--------------------------------------|---|
| CIS 117 | Essential Foundations for Computing | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |
| CIS 126 | Introduction to Computer Sciences II | 3 |
| CIS 221 | Data Structures | 3 |
| CIS 222 | Object Oriented Programming | 3 |
| CIS 225 | Systems Analysis | 3 |
| CIS 342 | Computer Network Fundamentals | 3 |
| CIS 382 | Database Programming Development | 3 |
| CIS 482 | Senior Computing Project I | 2 |
| CIS 492 | Senior Computing Project II | 2 |

Electives (9 credits)

CIS courses one class 200 and above
 CIS courses other classes 300 and above

Choose one of the following tracks (12-15 credits)

Business Track Required Courses

| | | |
|---------|-------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| BUS 100 | Foundations of Business | 3 |
| MKG 210 | Marketing Principles | 3 |
| MNG 210 | Management Principles | 3 |

Communications Track Required Courses

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

| | | |
|---------|----------------------|---|
| COM 340 | Communication Theory | 3 |
| COM | course 200 or above | 3 |

Computer Graphics Track Required Courses

| | | |
|---------|-----------------------------------|---|
| ART 224 | Design I: Two-Dimensional Design | 3 |
| ART 273 | Introduction to Computer Graphics | 3 |
| ART 260 | Web Design I | 3 |
| ART 460 | Web Design II | 3 |

CIS Internet Development Track Required Courses

| | | |
|---------|---------------------------------|---|
| CIS 122 | Introduction to Web Programming | 3 |
| CIS 250 | Internet Programming | 3 |
| CIS 440 | Advanced Internet Concepts | 3 |
| ART 260 | Web Design I | 3 |
| ART 460 | Web Design II | 3 |

Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Computer Information Systems - Minor

A minor in Computer Information Systems requires 24 hours of courses in the major, including the courses listed below plus approved elective courses numbered 200 and above. A student may not take a CIS minor along with another computer major.

Requirements (24 credits)

Required Courses (15 credits)

| | | |
|---------|--------------------------------------|---|
| CIS 117 | Essential Foundations for Computing | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |
| CIS 126 | Introduction to Computer Sciences II | 3 |
| CIS 221 | Data Structures | 3 |
| | or | |
| CIS 222 | Object Oriented Programming | 3 |
| CIS 225 | Systems Analysis | 3 |

CIS-221 and CIS-222: A student may complete either one of these courses.

Approved Electives numbered 200 or above (9 credits)**Computer Information Systems - A.S.**

Two-year Associate Degree

The requirements for an associate degree in Computer Information Systems are the same as those listed for the Computer Information Systems minor (p. 234).

Computer Science - B.S.

Requirements for CSC

The CSC major is designed as an advanced major. Each student majoring in CSC takes 40-43 hours within the department: a core of common courses, plus approved elective courses. Additionally, each student completes supporting courses in mathematics and physics. The CSC major requires a greater depth of mathematics skill for the entering student.

Requirements (61-65 credits)

Required Core Courses (25 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 117 | Essential Foundations for Computing | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |

| | | |
|---------|--------------------------------------|---|
| CIS 126 | Introduction to Computer Sciences II | 3 |
| CIS 221 | Data Structures | 3 |
| CIS 222 | Object Oriented Programming | 3 |
| CIS 225 | Systems Analysis | 3 |
| CIS 320 | Introduction to Software Engineering | 3 |
| CIS 482 | Senior Computing Project I | 2 |
| CIS 492 | Senior Computing Project II | 2 |

Electives (6 credits)

CIS courses one class 200 and above
 CIS courses other class 300 and
 above

CSC Cognate Courses (21-22 credits)

| | | |
|---------|------------------------|---|
| PHY 230 | Electronics | 4 |
| | or | |
| PHY 222 | University Physics II | 5 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| MAT 280 | Linear Algebra | 3 |
| MAT 353 | Differential Equations | 3 |
| PSY 150 | General Psychology | 3 |

Choose from one of the following tracks: (9-12 credits)

CSC Networking and Systems Track

| | | |
|---------|---|---|
| CIS 342 | Computer Network Fundamentals | 3 |
| CIS 344 | Computer Network Security | 3 |
| CIS 346 | Computer Networks Data Communication | 3 |

CSC Computation Track

| | | |
|---------|------------------------|---|
| CIS 325 | Analysis of Algorithms | 3 |
| CIS 385 | Theory of Computation | 3 |
| CIS 425 | Operating Systems | 3 |

CSC Languages Track

| | | |
|---------|------------------------|---|
| CIS 361 | Assembly Programming | 3 |
| CIS 362 | Compiler Programming | 3 |
| CIS 363 | Concurrent Programming | 3 |

CSC Software Engineering Track

| | | |
|---------|--|---|
| CIS 330 | Software Testing: Verification And Validation | 3 |
| CIS 421 | Advanced Software Engineering | 3 |
| CIS 430 | Requirements Engineering and Specifications | 3 |
| CIS 435 | Software Process and Quality Assurance | 3 |

CSC Cross-disciplinary Track

Double major required

Computer Science Minor

Requirements for CSC

A minor in computer science requires 24 hours of courses in the major, including the courses listed below and approved elective courses numbered 200 and above, as well as eight hours of mathematics and physics supporting courses. A student may not take a CSC minor along with another computer major.

Core Courses for CSC (24 credits)

Required Course

| | | |
|---------|--------------------------------------|---|
| CIS 117 | Essential Foundations for Computing | 3 |
| CIS 125 | Introduction to Computer Sciences I | 3 |
| CIS 126 | Introduction to Computer Sciences II | 3 |
| CIS 221 | Data Structures | 3 |
| CIS 222 | Object Oriented Programming | 3 |
| CIS 225 | Systems Analysis | 3 |
| CIS 336 | Programming Languages | 3 |

CSC Mathematics and Physics Cognate Courses

Required Course

| | | |
|---------|-------------|---|
| PHY 230 | Electronics | 4 |
| MAT 253 | Calculus I | 4 |

Computer Science - A.S.

Two-year Associate Degree

The requirements for an associate degree in Computer Science are the same as those listed for the Computer Science minor (p. 235).

Mathematics Programs**Mathematics Education Major**

See the education section of the catalog for specific requirements for the Mathematics Education (p. 193) major.

Mathematics - Interdisciplinary - B.S.

Purpose

The math-interdisciplinary major is designed for students planning to work in a non-teaching career. This flexible major is prompted by high demand for mathematicians able to solve challenging, ill-defined, large-scale and cross-disciplinary problems.

General Education Competencies

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

Requirements

A mathematics-interdisciplinary major requires 50 hours of core math courses, electives, and supporting courses. Students are required to complete a major or minor in a related area and to do a practicum/internship (an independent learning course may be substituted if the student is unable to find a practicum placement).

Requirements (50-57 credits)

Required courses (30 credits)

| | | |
|---------|---|---|
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| MAT 255 | Calculus III | 4 |
| MAT 280 | Linear Algebra | 3 |
| MAT 322 | Mathematical Modeling I | 4 |

| | | |
|---------|------------------------|---|
| MAT 342 | Number Theory | 3 |
| MAT 353 | Differential Equations | 3 |
| MAT 490 | Math Senior Seminar | 2 |

Choose one of the following: (3 credits)

| | | |
|---------|--------------------------|---|
| MAT 344 | Modern Abstract Algebra | 3 |
| MAT 456 | Elementary Real Analysis | 3 |

Choose one of the following: (3-6 credits)

| | | |
|---------|-----------------------------|---|
| MAT 204 | Applied Statistics I and | 3 |
| MAT 304 | Applied Statistics II or | 3 |
| MAT 363 | Mathematical Statistics I | 3 |

Choose one of the following: Practicum/ Internship recommended (1-3 credits)

| | | |
|---------|----------------------------------|--------|
| MAT 475 | Independent Learning-Mathematics | 1 to 3 |
| MAT 485 | Mathematics Internship | 1 to 3 |
| MAT 495 | Research in Mathematics | 1 to 4 |
| | Practicum in area of minor | 1-3 |

Choose two additional MAT electives above MAT-315 from the following: (6-8 credits)

| | | |
|---------|---------------------------------|--------|
| MAT 324 | Mathematical Modeling II | 4 |
| MAT 333 | Modern Geometry | 4 |
| MAT 364 | Mathematical Statistics II | 3 |
| MAT 373 | Numerical Analysis | 3 |
| MAT 396 | Advanced Studies in Mathematics | 1 to 3 |
| MAT 444 | Advanced Algebra | 3 |
| MAT 446 | Advanced Calculus | 3 |
| MAT 455 | Point Set Topology | 3 |
| MAT 457 | Complex Variables | 3 |

Required Supporting Courses (7 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 125 | Introduction to Computer Sciences I | 3 |
| PHY 221 | University Physics I | 4 |

PHY-221: meets lab science requirement

Additional Requirement

Students are also required to complete either a second major (in any area) or a minor in one of the following areas:

- Accounting
- Actuarial Science
- Biology
- Business Administration
- Chemistry
- Computer Science
- Economics
- Physics
- Statistics

Mathematics - B.S.**Purpose**

The major in Mathematics is intended to provide students a solid foundation for pursuing further study in mathematics or equipping students for careers in education, industry, or government. It also is flexible enough to be combined with a wide variety of other majors, thus enhancing career choices, or used as preparation for fields such as engineering, medicine, or industrial mathematics.

General Education Competencies

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

Requirements

A major in Mathematics requires 53 hours of core mathematics courses, electives, and supporting courses. At least 18 hours must be in courses numbered 300 or above, and electives must be numbered 253 or higher.

Requirements (53-54 credits)

Required Courses (38 credits)

| | | |
|---------|---|---|
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| MAT 255 | Calculus III | 4 |
| MAT 280 | Linear Algebra | 3 |
| MAT 342 | Number Theory | 3 |
| MAT 344 | Modern Abstract Algebra | 3 |
| MAT 353 | Differential Equations | 3 |
| MAT 363 | Mathematical Statistics I | 3 |
| MAT 456 | Elementary Real Analysis | 3 |
| MAT 481 | History & Foundations of Mathematics | 3 |
| MAT 490 | Math Senior Seminar | 2 |

Choose one of the following: (2-3 credits)

| | | |
|---------|----------------------------------|--------|
| MAT 475 | Independent Learning-Mathematics | 1 to 3 |
| MAT 495 | Research in Mathematics | 1 to 4 |

Choose one of the following: (3 credits)

| | | |
|---------|--------------------|---|
| MAT 444 | Advanced Algebra | 3 |
| MAT 455 | Point Set Topology | 3 |
| MAT 457 | Complex Variables | 3 |

Choose one additional MAT elective from the following: (3-4 credits)

| | | |
|---------|---------------------------------|--------|
| MAT 322 | Mathematical Modeling I | 4 |
| MAT 324 | Mathematical Modeling II | 4 |
| MAT 333 | Modern Geometry | 4 |
| MAT 364 | Mathematical Statistics II | 3 |
| MAT 373 | Numerical Analysis | 3 |
| MAT 396 | Advanced Studies in Mathematics | 1 to 3 |
| MAT 444 | Advanced Algebra | 3 |
| MAT 446 | Advanced Calculus | 3 |
| MAT 455 | Point Set Topology | 3 |
| MAT 457 | Complex Variables | 3 |

Required Supporting Courses (7 credits)

| | | |
|---------|-------------------------------------|---|
| CIS 125 | Introduction to Computer Sciences I | 3 |
| PHY 221 | University Physics I | 4 |

PHY-221: meets lab science requirement

Mathematics Minor

Requirements

As many professionals use mathematical concepts in their work, a minor in Mathematics combined with other majors is an excellent preparation for future careers or graduate studies in such areas as statistics, computer science, economics, or business. A minor in Mathematics requires at least 24 hours in mathematics consisting of the courses listed below.

Courses (24-26 credits)

Core Courses (18 credits)

| | | |
|---------|---|---|
| MAT 223 | Introduction to Mathematics Via Discrete Processes | 3 |
| MAT 253 | Calculus I | 4 |
| MAT 254 | Calculus II | 4 |
| MAT 280 | Linear Algebra | 3 |
| MAT 322 | Mathematical Modeling I | 4 |

Electives (6-8 credits)

Two MAT courses numbered 253 or higher

Actuarial Science Minor

Requirements

Due to the necessary mathematics background, the minor in Actuarial Science is intended for students completing a Mathematics or Mathematics-Interdisciplinary major. Students may count only four hours of the MAT courses in the core below as electives toward their Mathematics or Mathematics-Interdisciplinary major. Students from other majors would first need to take prerequisite mathematics courses in order to complete this minor.

Courses (19-27 credits)

Core Courses (7-9 credits)

| | | |
|---------|---------------------------|--------|
| MAT 351 | Financial Mathematics I | 3 |
| MAT 363 | Mathematical Statistics I | 3 |
| MAT 485 | Mathematics Internship | 1 to 3 |

Electives (12-18 credits)

Choose four electives from the following:

| | | |
|---------|-----------------------|---|
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |
| FIN 210 | Managerial Finance | 3 |
| MAT 204 | Applied Statistics I | 3 |
| MAT 304 | Applied Statistics II | 3 |

Prerequisites for FIN-210 are BUS-100 and ACC-201.

Statistics Minor

A statistics minor combined with other majors is excellent preparation for careers or graduate studies in a variety of fields including actuarial science; economics and business; the life, physical, and computing sciences; medicine; and the social sciences. Nearly all these fields have an increasing amount of data being collected, and a developed ability to analyze and solve problems is valued in any discipline. The number of required classes for this minor is kept low to allow students to choose electives most helpful in their own major.

Requirements

A minor in Statistics requires at least 24 hours in statistics consisting of the courses listed below.

Courses (18-21 credits)

Core Courses (6 credits)

| | | |
|---------|-----------------------|---|
| MAT 204 | Applied Statistics I | 3 |
| MAT 304 | Applied Statistics II | 3 |

Electives (12-15 credits)

Choose four electives from the following. Only one elective may also be applied toward a major in the Mathematics department.

| | | |
|---------|--------------------------------|---|
| MAT 130 | Applied Calculus | 3 |
| | or | |
| MAT 253 | Calculus I | 4 |
| MAT 322 | Mathematical Modeling I | 4 |
| MAT 324 | Mathematical Modeling II | 4 |
| MAT 363 | Mathematical Statistics I | 3 |
| MAT 364 | Mathematical Statistics II | 3 |
| MAT 370 | Statistical Research Design I | 3 |
| MAT 371 | Statistical Research Design II | 3 |

Alternatively, three electives may be chosen from the above and one from the following:

| | | |
|---------|--------------------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| BUS 100 | Foundations of Business | 3 |
| CIS 126 | Introduction to Computer Sciences II | 3 |
| ECO 212 | Microeconomics | 3 |
| ECO 213 | Macroeconomics | 3 |

Pre-engineering Program

The pre-engineering program is a prescribed set of coursework completed in two years at Indiana Wesleyan University with the expectation that the student will subsequently transfer to an engineering school to finish a bachelor's degree in at most three more years.

IWU has an articulation agreement with LeTourneau University guaranteeing that students who satisfactorily complete the stated requirements at IWU will be admitted as an engineering student at LeTourneau with academic credit for their IWU courses. Located in Longview, Texas, LeTourneau is a member of the Council for Christian Colleges and Universities (CCCU) and offers an exceptionally strong, fully accredited program that prepares graduates with a solid foundation in engineering theory and extraordinary design project experiences integrated throughout the curriculum. The Engineering Laboratories have state of the art equipment for each of the six engineering concentrations offered: biomedical, civil, computer, electrical, materials joining, and mechanical. Graduates have a 95% placement rate into engineering positions, or they can complete a master's degree in engineering, either at LeTourneau or elsewhere.

Students who complete the IWU pre-engineering program also have the option of applying for admission as a transfer student to another engineering school, or they may remain at IWU to complete a bachelor's degree in a related area such as mathematics, chemistry, or computer science. Students should consult carefully with their pre-engineering advisor to ensure they enroll in the proper courses. The pre-engineering program includes concentrated coursework in mathematics, chemistry, physics, writing, and speaking, as well as general education courses.

School of Theology and Ministry

The School of Theology and Ministry seeks to provide an environment that allows each student to discover and begin to carry out God's calling for his or her life. Here one finds a faculty second to none. All are committed Christ-followers who live under the authority of God's Word, have a high respect for the Church, and love students. Combined, they bring over two centuries of practical church and para-church experience to the classroom. Our students, who represent over 40 denominations, can choose from any of our 12 majors and 16 minors, even combining them in very useful ways. Our classes are biblically and theological solid, and very practical. We offer many courses and many perspectives. You will love IWU's state-of-the-art facilities, and your classroom experience will be enriched by the many on- and off-campus activities offered by the School of Theology and Ministry. You will even have the opportunity to spend a summer or a semester studying abroad.

School of Theology and Ministry Programs

We provide programs of preparation for a variety of ministerial and academic careers. B.S. degrees are offered with majors in Adolescent Ministries (p. 246), Children's Ministry (p. 248), Christian Education (p. 249), Christian Ministries (p. 251), Christian Worship (p. 252), International and Community Development (p. 262), Intercultural Studies (p. 259), Sports Ministries (p. 214), and Youth Ministries (p. 256). A.B. degrees are offered in Biblical Literature (p. 242), Christian Ministries (p. 252), Global Ministries (p. 257), and Philosophy and Theology (p. 245). Minors are also available in Adolescent Ministries (p. 248), Biblical History and Geography (p. 243), Biblical Languages (p. 243), Biblical Literature (p. 242), Children's Ministry (p. 249), Christian Education (p. 250), Christian Ministries (p. 252), Christian Worship (p. 254), Global Ministries (p. 258), International and Community Development (p. 264), Intercultural Studies (p. 261), Latin American and Iberian Studies (p. 169), Philosophy (p. 246), Theology (p. 246), Urban Ministries (p. 264) and Youth Ministries (p. 257). Special programs include the Bible Land tours, the Kern Ministry Education Program (p. 255) which offers both a bachelor's and a master's degree in Christian Ministries in five years, the Summer in Israel Program (p. 244) and other off-campus programs (see academic information section for a partial listing).

General Education Requirements

Students in these majors meet the general education competencies by taking the approved standard courses or meeting competencies except as otherwise noted.

Admission to Professional Majors

Admission to the Christian Education, Children's Ministry, Christian Ministries, Christian Worship, Youth Ministries, and Adolescent Ministries majors requires a formal screening process separate from the initial declaration of intent. The process includes the successful completion of three courses in the division. All applicants must complete BIL-101 and BIL-102 with a grade of "C" or above. Christian Education and Children's Ministry majors must also complete CED-252, Christian Ministries majors REL-264 and REL-264P, Adolescent Ministries and Youth Ministries majors YTH-220 and YTH-220P, and Christian Worship majors WOR-235 and WOR-235P with a grade of "C" or above. Students need to have a GPA of 2.25 cumulative and 2.5 in the coursework required for the major. Students must also file application forms including a written essay and references. In some cases a personal interview with school faculty may also be required. Enrollment in some advanced courses in the division is restricted to those admitted to these majors. A student needs to start the application to the major process by the end of their sophomore year (60 credit hours) and after the successful completion of the three preliminary courses in his or her respective majors (see immediately above). Delay on this process will prohibit students from enrolling in advanced courses in their professional major.

Continuation in Professional Majors

Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in coursework required for the major. Failure to do so may necessitate repeating courses or withdrawal from the major. The School of Theology and Ministry faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the standards of Christian character, moral integrity, and social fitness required for a professional minister.

Wesleyan Students

Students anticipating future service in The Wesleyan Church should include Wesleyan Church History/Discipline (REL-431) among their major or minor courses. The Christian Ministries and Youth Ministries majors are specifically designed to meet all the academic requirements for ordination in The Wesleyan Church. Any deviation from the course requirements should be approved in writing by both the Associate Dean and the Executive Director of Education and Clergy Development for The Wesleyan Church. Students who are members of The Wesleyan Church should be in contact with their District Board of Ministerial Development (DBMD) prior to applying for admission to the professional majors.

Graduate Credits-in-Escrow

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the dean of Wesley Seminary at Indiana Wesleyan University, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted at Indiana Wesleyan University for both graduate and undergraduate requirements.

Biblical Studies Programs

Biblical Literature - A.B.

Courses in biblical literature and languages are offered to meet general education requirements and as components for majors in Philosophy and Theology, Christian Ministries, Christian Education, Intercultural Studies, Adolescent Ministries, Youth Ministries, and Christian Worship. In addition, the A.B. degree with a major in Biblical Literature is offered.

Purpose

A Biblical Literature major provides a complement to other majors at Indiana Wesleyan University. It enables a student to relate the Scriptures to aspects of life, whatever the planned profession. The Biblical Literature major also offers a good foundation for seminary studies. Some students who do not plan to be pastors desire a concentration of Bible courses in order to better serve churches in various capacities of teaching and spiritual leadership.

General Education Requirements

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

Requirements (40 credits)

Required Courses (12 credits)

| | | |
|---------|-----------------------|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| GRE 201 | Beginning Greek I | 3 |
| | or | |
| HBR 201 | Beginning Hebrew I | 3 |

Electives (18 credits)

| | | |
|-----|---|----|
| BIL | Advanced Bible electives (balanced program in Old and New Testaments) | 18 |
|-----|---|----|

Cognate (10 credits)

| | | |
|--|---|----|
| | In a field consistent with the student's vocational goals and approved by the student's advisor | 10 |
|--|---|----|

Advanced Bible electives: Including up to 9 hours of Greek or Hebrew beyond GRE-201 or HBR-201 if those 9 hours are not already counting toward a Biblical Languages minor; a balance of Old and New Testament courses should be maintained.

Biblical Literature Minor

A minor in Biblical Literature consists of the following 24 hours of courses.

Requirements (24 credits)

Required Courses (9 credits)

| | | |
|---------|-----------------------|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| BIL 202 | Inductive Bible Study | 3 |

Electives (15 credits)

| | | |
|-----|---|----|
| BIL | Advanced Bible electives (at least one course pertaining to each of the Old and New Testaments) | 15 |
|-----|---|----|

Advanced Bible electives: Up to nine hours of Greek and/or Hebrew may be included in the minor.

Biblical Languages Minor

Requirements (18 credits)

Core Courses (12 credits)

| | | |
|---------|---------------------|---|
| HBR 201 | Beginning Hebrew I | 3 |
| HBR 202 | Beginning Hebrew II | 3 |
| GRE 201 | Beginning Greek I | 3 |
| GRE 202 | Beginning Greek II | 3 |

Choose one of the following options: (6 credits)

| | | |
|---------|--------------|---|
| HBR 422 | Hebrew Bible | 3 |
| | or | |
| GRE 422 | Greek Bible | 3 |

Biblical History and Geography Minor

Requirements (18 credits)

Required Courses (6 credits)

| | | |
|---------|-------------------------------|---|
| BIL 280 | Lands of the Bible | 3 |
| BIL 380 | History of the Biblical World | 3 |

Electives (12 credits)

| | | |
|---------|--|--------|
| BIL 103 | Bible Land Tour | 3 |
| REL 281 | Jerusalem and Its People | 1 to 3 |
| BIL 282 | Art, Architecture, Artifacts of the Biblical World | 1 |
| BIL 381 | Cultural Settings of the Bible | 3 |
| BIL 382 | Inter-Testament Literature | 3 |
| BIL 480 | Archaeology of Syria-Palestine | 3 |
| HBR 201 | Beginning Hebrew I | 3 |
| | or | |
| GRE 201 | Beginning Greek I | 3 |
| | or | |
| LAT 201 | Beginning Latin I | 3 |
| HBR 202 | Beginning Hebrew II | 3 |
| | or | |
| GRE 202 | Beginning Greek II | 3 |
| | or | |
| LAT 202 | Beginning Latin II | 3 |

*This minor requires at least 15 hours unduplicated in any other major or minor.

**Courses taken through Jerusalem University College may be applied toward elective hours in this minor with permission of the School of Theology and Ministry.

Biblical Literature - A.A.

Associate of Arts

The Associate of Arts degree is a two-year program that requires the following 27-hour concentration:

Requirements (27 credits)

Required Courses (21 credits)

| | | |
|---------|---|----|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Bible Electives (including at least one course pertaining to each of the Old and New Testaments) | 12 |

Advanced Bible Electives: Up to six hours of Greek and/or Hebrew may be counted toward degree requirements.

Electives (6 credits)

| | | |
|--|---|---|
| | Elective courses offered by the School of Theology and Ministry | 6 |
|--|---|---|

Studies in Israel

IWU's Summer in Israel program is a four- to six-week academic study in Israel, Palestine and Jordan (optional two-week extension). This program focuses on three areas of study: 1) the geographical and historical settings of the Bible, 2) the discipline of archaeology and its contributions to biblical studies, and 3) the modern-day culture of Israel and Palestine. Students will travel the lands of the Bible, experience first-hand the places and culture of the biblical narrative, participate in an official archeological dig for two weeks, and engage with the Palestinian Christian Church through worship and ministry. A total of 10 undergraduate or 9 graduate credits may be earned through this program. The program runs every other year (even years). In order to be considered for admission to this program, students must have completed at least 30 hours of undergraduate coursework including 4 hours of prerequisites (see below), pass a routine physical, and complete the application process. For more information, contact the School of Theology and Ministry.

Requirements

Summer in Israel Prerequisite Courses for Undergraduate Students (4 credits)

| | | |
|---------|--------------------------|--------|
| BIL 280 | Lands of the Bible | 3 |
| REL 281 | Jerusalem and Its People | 1 to 3 |

Summer in Israel Courses for Undergraduate Students (10 credits)

| | | |
|---------|--|---|
| INT 124 | Cross Cultural Exposure Trip | 2 |
| BIL 282 | Art, Architecture, Artifacts of the Biblical World | 1 |
| BIL 480 | Archaeology of Syria-Palestine | 3 |
| | Geographical and Historical Setting of the Bible (taken at Jerusalem University College) | 4 |

INT-124: Fulfills IWU's Intercultural Experience General Education Requirement

Summer in Israel Courses for Graduate Students (9 credits)

| | | |
|---------|--|---|
| INT 124 | Cross Cultural Exposure Trip | 2 |
| MIN 510 | Biblical Archaeology | 5 |
| | Geographical and Historical Setting of the Bible (taken at Jerusalem University College) | 4 |

INT-124: Graduate students audit this course.

Philosophy and Theology Programs

Philosophy and Theology - A.B.

Purpose

Philosophy and Theology is the major to be taken by students anticipating seminary or other graduate studies. It may also serve as a second major to provide support in developing a Christian perspective and understanding.

General Education Requirements

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

Requirements (41 credits)

Biblical Literature (3 credits)

BIL 202 Inductive Bible Study 3

Church History (6 credits)

REL 331 History of Christianity I 3

REL 332 History of Christianity II 3

Theology (9 credits)

THE 233 Christian Theology I 3

THE 424 Christian Theology II: Salvation
/Holiness 3

Choose one of the following courses:

THE 310 Christology 3

THE 311 Ecclesiology 3

THE 425 Patristic Theology 3

Philosophy (12 credits)

PHL 281 Modern and Contemporary
Philosophy 3

PHL 282 Ethics 3

PHL 334 Philosophy of Religion 3

Choose one of the following courses:

PHL 280 Ancient and Medieval Philosophy 3

PHL 285 Logic 3

PHL 438 Religions of the World 3

PHL/THE Electives (9 credits)

Choose two additional courses from the following list:

PHL 280 Ancient and Medieval Philosophy 3

PHL 285 Logic 3

PHL 438 Religions of the World 3

THE 310 Christology 3

THE 311 Ecclesiology 3

THE 313 Pneumatology 3

THE 425 Patristic Theology 3

Choose one additional course with a PHL or THE prefix of 200 or higher.

Capstone (2 credits)

PHL 480 Toward a Philosophy of World
Changing 2

Philosophy Minor

A minor in Philosophy consists of 18 credit hours.

Requirements (18 credits)

Core Courses (15 credits)

| | | |
|---------|---------------------------------------|---|
| PHL 280 | Ancient and Medieval Philosophy | 3 |
| PHL 281 | Modern and Contemporary Philosophy | 3 |
| PHL 282 | Ethics | 3 |
| PHL 285 | Logic | 3 |
| PHL 334 | Philosophy of Religion | 3 |

Electives (3 credits)

| | |
|---|---|
| Any three hours with a PHL prefix of 200 or higher | 3 |
|---|---|

Theology Minor

A minor in Theology consists of 18 credit hours.

Requirements (18 credits)

Core Courses (12 credits)

| | | |
|---------|---|---|
| THE 233 | Christian Theology I or | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| THE 424 | Christian Theology II: Salvation /Holiness | 3 |
| REL 331 | History of Christianity I | 3 |
| REL 332 | History of Christianity II | 3 |

Choose two of the following elective classes: (6 credits)

| | | |
|---------|--|---|
| THE 310 | Christology | 3 |
| THE 311 | Ecclesiology | 3 |
| THE 313 | Pneumatology | 3 |
| THE 420 | The Life and Legacy of Augustine Of Hippo | 3 |
| THE 425 | Patristic Theology | 3 |
| THE 428 | The Theology of John Wesley | 3 |

*Christian Ministries and Youth Ministries majors must maintain 15 unique hours in order to minor in Theology.

Ministry Programs

Adolescent Ministries - B.S.

Purpose

The Adolescent Ministries major is designed for persons who wish to minister with students in youth centers, para-church ministries, school-based ministries, and local churches in a non-ordained capacity. Many men and women desiring to minister with youth may not seek ordination or even employment in a parish setting and therefore would benefit from a degree that is focused more selectively on practical ministry theory and skills. Persons wishing to work with youth primarily in a local church setting as an ordained minister should pursue the more specialized ordination track of the youth ministries degree.

General Education Requirements

Students in this major meet the general education requirements by taking BIL-101, BIL-102, (SOC-150, SOC-210 or SOC-225), PSY-150, INT-120, INT-222, and REL-465.

Requirements (46-48 credits)

Required Courses (28 credits)

| | | |
|----------|---|---|
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Bible Elective (300-400 level) | 3 |
| THE 233 | Christian Theology I | 3 |
| REL 241 | Survey of Church History | 3 |
| YTH 220 | Introduction to Youth Ministries | 2 |
| YTH 220P | Youth Ministry Observation | 1 |
| YTH 370 | Youth Counseling | 3 |
| | and | |
| REL 469P | Pastoral Care Practicum | 1 |
| YTH 371 | Youth Evangelism and Discipleship | 3 |
| YTH 355 | Youth Programming and Management | 3 |
| YTH 355P | Youth Programming Practicum | 1 |
| YTH 480 | Senior Youth World Changing Seminar | 2 |

Electives (18-20 credits)

Choose two youth ministry electives from the following (6 credits):

| | | |
|---------|-----------------------------|---|
| YTH 225 | Models of Youth Ministry | 3 |
| YTH 240 | Camp and Retreat Ministries | 3 |
| YTH 320 | Youth Leadership Seminar | 3 |
| REL 340 | Models of Sports Ministry | 3 |

Choose one of the following options (3-4 credits):

| | | |
|----------|----------------------------------|---|
| CED 240 | Teaching the Bible to Adults | 3 |
| CED 350 | Teaching Children in the Church | 3 |
| CED 255 | Local Church Education | 3 |
| | and | |
| CED 255P | Local Church Education Practicum | 1 |

Choose one of the following options (3 credits):

| | | |
|----------|--|---|
| BIL | Advanced Bible Elective (300-400 level) | 3 |
| THE 424 | Christian Theology II: Salvation /Holiness | 3 |
| REL 465 | Homiletics I | 3 |
| WOR 235 | Worship | 2 |
| | and | |
| WOR 235P | Worship Practicum | 1 |

Choose one of the following options (3-4 credits):

| | | |
|----------|---|---|
| REL 266 | Ministry in Urban Settings | 3 |
| | and | |
| REL 266P | Ministry in Urban Settings Practicum | 1 |
| INT 120 | Introduction to Cross-Cultural Engagement | 1 |
| | and | |
| INT 124 | Cross Cultural Exposure Trip | 2 |

STM Elective Hours (3 credits)

| | |
|--|---|
| Additional courses within the School of Theology and Ministry or other courses related to youth ministry as approved by the director of the youth ministries program | 3 |
|--|---|

Adolescent Ministries Minor

A minor in Adolescent Ministries consists of the following 22 credit hours of carefully selected courses.

Requirements (22 credits)

Required Courses

| | | |
|-----------|--|---|
| YTH 220 | Introduction to Youth Ministries | 2 |
| YTH 220P | Youth Ministry Observation | 1 |
| YTH 371 | Youth Evangelism and Discipleship | 3 |
| YTH 355 | Youth Programming and Management | 3 |
| YTH 355P | Youth Programming Practicum | 1 |
| YTH 370 | Youth Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| YTH 480 | Senior Youth World Changing Seminar | 2 |
| BIL 202 | Inductive Bible Study | 3 |
| Electives | Courses related to youth ministry and approved by the director of the youth ministries program | 3 |

Adolescent Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 22-credit-hour concentration identical to the Adolescent Ministries minor (p. 248).

Children's Ministry - B.S.

Purpose

The Children's Ministry major consists of a program of 46 credit hours designed to prepare a student to serve in a church staff position such as a director of children's ministry. The Children's Ministry major also prepares students to serve in various para-church organizations (that serve the needs of children) as well as giving needed preparation for students who intend to seek employment in church-related pre-schools and day care centers. The completion of this major does not fulfill all of the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

Students in this major meet the general education requirements by taking SOC-210.

Requirements (46 credits)

Required Courses

| | | |
|---------|-------------------------------------|---|
| CED 252 | Introduction to Christian Education | 3 |
| PSY 251 | Child Development | 3 |
| CED 350 | Teaching Children in the Church | 3 |
| CED 354 | Working With Children | 3 |

| | | |
|----------|---|---|
| CED 455 | Christian Education in the Family | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |
| SOC 210 | Minority Group Relations | 3 |
| CED 360 | Curriculum Theory and Development | 3 |
| CED 450 | Leading a Children's Ministry in A Local Church | 3 |
| CED 361 | Children's Ministry Practicum | 1 |
| CED 362 | Children's Ministry Practicum | 1 |
| CED 363 | Children's Ministry Practicum | 1 |
| | Additional hours related to children's ministry and approved by the student's advisor | 9 |

Children's Ministry Minor

A minor in Children's Ministry consists of 24 credit hours of carefully selected courses.

Requirements (24 credits)

Required Courses

| | | |
|---------|--|---|
| CED 252 | Introduction to Christian Education | 3 |
| PSY 251 | Child Development | 3 |
| CED 350 | Teaching Children in the Church | 3 |
| CED 354 | Working With Children | 3 |
| CED 455 | Christian Education in the Family | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| CED 450 | Leading a Children's Ministry in A Local Church | 3 |
| CED 361 | Children's Ministry Practicum | 1 |
| CED 362 | Children's Ministry Practicum | 1 |
| CED 363 | Children's Ministry Practicum | 1 |

Children's Ministry - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration identical to the Children's Ministry minor (p. 249).

Christian Education - B.S

Purpose

The Christian Education major consists of a program of 40 credit hours designed to prepare a student to serve in a church staff position such as a director of Christian education, director of children's ministry, or director of adult ministries. The Christian Education major also prepares students to serve in para-church organizations (such as Youth for Christ or Young Life) or in Christian camps, church-related child-care ministries, etc. The completion of this major does not fulfill all of the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

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

Requirements (40-41 credits)

Required Courses

| | | |
|----------|--|---|
| CED 252 | Introduction to Christian Education | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Bible elective 300 and 400 level | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | and | |
| PSY 252 | Adolescent Growth and Development | 3 |
| YTH 355 | Youth Programming and Management | 3 |
| | and | |
| YTH 355P | Youth Programming Practicum | 1 |
| | or | |
| | another course in youth ministry approved by the student's advisor | 3 |
| CED 240 | Teaching the Bible to Adults | 3 |
| CED 354 | Working With Children | 3 |
| CED 360 | Curriculum Theory and Development | 3 |
| CED 357 | Christian Education Practicum | 1 |
| CED 358 | Christian Education Practicum | 1 |
| CED 359 | Christian Education Practicum | 1 |
| CED 455 | Christian Education in the Family | 3 |
| CED 490 | Leading Christian Education (Capstone) | 3 |
| REL 226 | Christian Spirituality: Experiencing God | 3 |

Christian Education Minor

A minor in Christian Education consists of 24 credit hours of carefully selected courses.

Requirements (24 credits)

Required courses

| | | |
|---------|---|---|
| CED 252 | Introduction to Christian Education | 3 |
| BIL | Advanced Bible elective 300 and 400 level | 3 |
| CED 240 | Teaching the Bible to Adults | 3 |
| CED 354 | Working With Children | 3 |
| CED 455 | Christian Education in the Family | 3 |
| CED 490 | Leading Christian Education (Capstone) | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| PSY 250 | Developmental Psychology | 3 |
| | or | |
| PSY 251 | Child Development | 3 |
| | and | |
| PSY 252 | Adolescent Growth and Development | 3 |

Christian Education - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration identical to the Christian Education minor (p. 250).

Christian Ministries - B.S.

Purpose

The major in Christian Ministries is the degree which contains the courses designed to prepare persons for pastoral ministry in the church. This is one of two degrees which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary degree taken by students seeking ordination in other denominations. The major can be applied to either a Bachelor of Science or Bachelor of Arts degree. The requirements for both degrees are quite similar. Additional courses in ancient languages are required for the Bachelor of Arts degree. Students anticipating further education beyond the baccalaureate degree are encouraged to consider the Bachelor of Arts degree as the preferred option.

General Education Requirements

Students in this major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), REL-465, REL-466, REL-466P and REL-275.

Requirements (61 credits)

Biblical Foundations (12 credits)

| | | |
|---------|---------------------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Old Testament elective | 3 |
| BIL | Advanced New Testament elective | 3 |
| BIL | Advanced Bible Elective | 3 |

[Note: Biblical literature electives: BIL-103, or Introductory Greek or Hebrew courses, do not meet the biblical literature requirements for the major.]

Theological/Historical Foundations (15 credits)

| | | |
|-------------|--|---|
| THE 233 | Christian Theology I | 3 |
| REL 331 | History of Christianity I | 3 |
| REL 332 | History of Christianity II | 3 |
| THE 424 | Christian Theology II: Salvation /Holiness | 3 |
| REL/PHL/THE | Elective course in theology, church history or philosophy | 3 |

Professional Studies (31 credits)

| | | |
|----------|---|---|
| CED 255 | Local Church Education | 3 |
| CED 255P | Local Church Education Practicum | 1 |
| WOR 235 | Worship | 2 |
| WOR 235P | Worship Practicum | 1 |
| REL 264 | Introduction to Pastoral Ministries | 2 |
| REL 264P | Pastoral Ministries Observation | 1 |
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |
| WOR 436 | Church Rituals | 1 |
| REL 465 | Homiletics I | 3 |
| REL 466 | Homiletics II | 2 |
| REL 466P | Homiletics Practicum | 1 |
| REL 468 | Church Leadership | 3 |
| REL 468P | Church Leadership Practicum | 1 |

| | | |
|----------|-------------------------------|---|
| REL 469 | Pastoral Care and Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| REL 482 | Christian Ministries Capstone | 2 |

In addition to the courses listed above, Wesleyan students are required to take:

| | | |
|---------|------------------------------------|---|
| REL 431 | Wesleyan Church History/Discipline | 3 |
|---------|------------------------------------|---|

Non-Wesleyan students may study their own denominational heritage through independent learning or select:

| | | |
|----------|---|---|
| Elective | Theology, Church History or Philosophy | 3 |
|----------|---|---|

Christian Ministries - A.B.

Requirements (67 credits)

Required Courses (same as B.S. degree) (61 credits)

Ancient Languages (Greek, Hebrew or Latin) (6 credits)

Christian Ministries Minor

A minor in Christian Ministries consists of 24 credit hours of courses specifically relating to professional preparation for pastoral or para-church ministry.

Requirements (24 credits)

Required Courses

| | | |
|----------|--|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| REL 264 | Introduction to Pastoral Ministries | 2 |
| REL 264P | Pastoral Ministries Observation | 1 |
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |
| REL 361 | Christian Ministries Practicum | 1 |
| | Offerings within the School of Theology and Ministry (not including PHL-180) | 4 |

Christian Ministries - A.S.

Associate Degrees

Associate degrees in Christian Ministries are two-year programs with a 24-credit-hour concentration identical to the Christian Ministries minor.

Christian Worship - B.S.

Purpose

The Christian Worship major consists of a program of 44 credit hours. The core set of courses (28 credit hours) is taken in the School of Theology and Ministry; the remaining courses (16 credit hours) are taken within the division related to the student's choice of tracks (area of emphasis). Christian Worship majors choose from four possible tracks: music (Division of Music), theater (Division of Communication and Theatre), media arts (Division of Communication and Theatre) or pastoral (School of

Theology and Ministry). This program is designed to prepare a student to serve in a local church or other para-church ministry in worship leadership; it is also an excellent second major to enhance a student's training for other ministries. The completion of this major does not fulfill the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

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

Requirements (44 credits)

Required Courses (28 credits)

| | | |
|----------|---------------------------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
| THE 232 | Basic Christian Doctrine | 3 |
| WOR 235 | Worship | 2 |
| WOR 235P | Worship Practicum | 1 |
| WOR 237 | Media for Ministry | 3 |
| WOR 238 | Ethnodoxology in Christian Ministry | 3 |
| WOR 322 | Worship Throughout the Christian Year | 3 |
| BIL 333 | Biblical Foundations of Worship | 3 |
| WOR 333 | History and Philosophy of Worship | 3 |
| WOR 436 | Church Rituals | 1 |
| WOR 438 | Worship Capstone | 2 |
| WOR 438P | Worship Capstone Practicum | 1 |

Choose one of the following Tracks (16 credits)

Music Track Required Courses

| | | |
|---------|--|--------|
| MUS 114 | Class Voice | 1 |
| | or | |
| MUS 100 | Applied Study - Non-Majors | 1 |
| MUS 117 | Beginning Piano/Non-Major I | 1 |
| | or | |
| MUS 118 | Beginning Piano/Non-Major II | 1 |
| MUS 149 | Introduction to Contemporary Worship | 2 |
| MUS 160 | Introduction to Music Theory | 2 |
| MUS 162 | Music Theory I | 3 |
| MUS 192 | University Chorale | 0 to 1 |
| | or | |
| MUS 193 | University Singers | 0 to 1 |
| | or | |
| MUS 194 | Chamber Singers | 0 to 1 |
| MUS 275 | Introduction to Computer Applications in Music | 1 |
| MUS 285 | Beginning Conducting | 2 |
| WOR 325 | Centuries of Song | 3 |

Theater Track Required Courses

| | | |
|---------|---|---|
| COM 120 | Introduction to Theatre | 3 |
| COM 251 | Principles of Script Analysis | 3 |
| COM 252 | Beginning Acting | 3 |
| | or | |
| COM 317 | Theatre History and Dramatic Literature I | 3 |
| | or | |
| COM 362 | Scriptwriting | 3 |
| COM 272 | Stagecraft | 3 |
| COM 315 | Principles of Stage Directing | 3 |

| | | |
|---|--|---|
| MUS 114 | Class Voice | 1 |
| | or | |
| MUS 100 | Applied Study - Non-Majors | 1 |
| Media Arts Track Required Courses | | |
| COM 113 | Introduction to TV Production | 2 |
| | or | |
| COM 114 | Intro to Radio Broadcasting | 2 |
| COM 329 | Media and Society | 3 |
| COM 112 | Introduction to Multimedia Storytelling | 2 |
| COM 223 | Communication Graphics | 3 |
| COM 250 | Media Scriptwriting | 3 |
| COM 366 | Organizational Communication | 3 |
| Pastoral Ministry Track Required Courses | | |
| COM 226 | Voice and Movement | 3 |
| | or | |
| COM 250 | Media Scriptwriting | 3 |
| REL 241 | Survey of Church History | 3 |
| WOR 325 | Centuries of Song | 3 |
| REL 264 | Introduction to Pastoral Ministries | 2 |
| | or | |
| YTH 220 | Introduction to Youth Ministries | 2 |
| REL 264P | Pastoral Ministries Observation | 1 |
| | or | |
| YTH 220P | Youth Ministry Observation | 1 |
| REL 469 | Pastoral Care and Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |

Christian Worship Minor

A minor in Christian Worship is designed to complement other majors within the division, particularly those majors that prepare students for local church, para-church, or intercultural ministries. It is also designed to serve those pursuing majors outside of the division who see themselves as active lay leaders of worship. The minor includes 22 hours.

Requirements (22 credits)

Required Courses

| | | |
|----------|--|---|
| WOR 235 | Worship | 2 |
| WOR 235P | Worship Practicum | 1 |
| WOR 237 | Media for Ministry | 3 |
| | or | |
| WOR 238 | Ethnodoxology in Christian Ministry | 3 |
| WOR 322 | Worship Throughout the Christian Year | 3 |
| WOR 325 | Centuries of Song | 3 |
| BIL 333 | Biblical Foundations of Worship | 3 |
| WOR 333 | History and Philosophy of Worship | 3 |
| WOR 436 | Church Rituals | 1 |
| WOR 438 | Worship Capstone | 2 |
| WOR 438P | Worship Capstone Practicum | 1 |

Kern Ministry Education Program - B.S. to M.A.

Purpose

The Kern Ministry Education Program is designed to prepare persons for pastoral ministry in the church. Upon completion of the Bachelor of Science degree with a major in Christian Ministries, students begin the two-year Master of Arts degree, which includes advanced studies in theology, Bible, and church history as well as a year of full-time practical experience in an approved teaching church. (Requirements listed below.) Ministry practice domains are incorporated into the curriculum prior to the practical experience to prepare the student with depth and skills for pastoral work. Scholarships are also available for those students identified and accepted as Kern scholars who maintain a 3.5 GPA and will complete the entire program in five years.

Requirements (62 credits)

Advanced Ministerial Formation

| | |
|-------------------------------------|---|
| Hermeneutics for Ministry | 3 |
| Biblical Theology | 3 |
| Special Topics in Bible | 3 |
| American Christianity | 3 |
| Special Topics in Christian History | 3 |
| Special Topics in Theology/History | 3 |
| Practical Theology of Ministry | 3 |
| Philosophy of Ministry | 3 |
| Formation in Christian Practices | 1 |
| Formation in Ministerial Practices | 1 |

Supervised Practical Ministry

| | |
|---|---|
| Transition to Church | 3 |
| Pastoral Leadership | 3 |
| Mentoring and Spiritual Direction | 3 |
| Strategic Pastoral Care | 3 |
| Christian Education of Youth and Families | 3 |
| Creative Worship Planning | 3 |
| Congregational Study | 2 |
| Community Study | 1 |
| Mission and Church Health | 3 |
| Leadership Development | 2 |
| Advanced Homiletics | 3 |
| Multi-ethnic Ministry | 2 |
| Strategic Pastoral Counseling | 3 |
| Ministry Master's Capstone | 2 |

Sports Ministries Major

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, individual sport coach training, and para-church sports ministries. See the Health and Human Performance section of the catalog for Sports Ministries (p. 214) requirements.

Youth Ministries - B.S.

Purpose

The major in Youth Ministries is designed for those who desire specialized training in the area of youth ministry. Students who complete this program will fulfill all the requirements for ordination in The Wesleyan Church. Students who desire to be ordained youth pastors in other denominations should consider this degree as well. Although this major would equip persons to work with youth in a variety of ministry settings, it is primarily designed to train persons for youth ministry in a local church setting.

General Education Requirements

Students in the major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), REL-465, REL-466, REL-466P, INT-120, and INT-222.

Requirements (62 credits)

Biblical Foundations (12 credits)

| | | |
|---------|---------------------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Old Testament elective | 3 |
| BIL | Advanced New Testament elective | 3 |
| BIL | Advanced Bible Elective | 3 |

[Note: Biblical literature electives: BIL-103 or Introductory Greek or Hebrew courses do not meet the biblical literature requirements for the major.]

Theological/Historical Foundations (9 credits)

| | | |
|---------|---|---|
| THE 233 | Christian Theology I | 3 |
| REL 241 | Survey of Church History | 3 |
| THE 424 | Christian Theology II: Salvation /Holiness | 3 |

Professional Studies (38 credits)

| | | |
|----------|--|---|
| YTH 220 | Introduction to Youth Ministries | 2 |
| YTH 220P | Youth Ministry Observation | 1 |
| REL 465 | Homiletics I | 3 |
| WOR 235 | Worship | 2 |
| WOR 235P | Worship Practicum | 1 |
| WOR 436 | Church Rituals | 1 |
| CED 255 | Local Church Education | 3 |
| CED 255P | Local Church Education Practicum | 1 |
| REL 468 | Church Leadership | 3 |
| REL 468P | Church Leadership Practicum | 1 |
| YTH 370 | Youth Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| YTH 371 | Youth Evangelism and Discipleship | 3 |
| REL 266 | Ministry in Urban Settings | 3 |
| REL 266P | Ministry in Urban Settings Practicum | 1 |
| YTH 355 | Youth Programming and Management | 3 |
| YTH 355P | Youth Programming Practicum | 1 |
| YTH 240 | Camp and Retreat Ministries | 3 |
| YTH 480 | Senior Youth World Changing Seminar | 2 |

In addition to the courses listed above, Wesleyan students are required to take:

| | | |
|---------|------------------------------------|---|
| REL 431 | Wesleyan Church History/Discipline | 3 |
|---------|------------------------------------|---|

Non-Wesleyan students may study their own denominational heritage through independent learning or select:

| | | |
|----------|---|---|
| Elective | Theology, Church History or Philosophy | 3 |
|----------|---|---|

Youth Ministries Minor

A Youth Ministries minor consists of the following 22 credit hours of courses specifically relating to professional ministry in parish or para-church settings.

Requirements (22 credits)

Required Courses

| | | |
|----------|-------------------------------------|---|
| YTH 220 | Introduction to Youth Ministries | 2 |
| YTH 220P | Youth Ministry Observation | 1 |
| YTH 371 | Youth Evangelism and Discipleship | 3 |
| YTH 355 | Youth Programming and Management | 3 |
| YTH 355P | Youth Programming Practicum | 1 |
| YTH 370 | Youth Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| YTH 480 | Senior Youth World Changing Seminar | 2 |
| BIL 202 | Inductive Bible Study | 3 |
| REL 465 | Homiletics I | 3 |

Youth Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-hour concentration identical to the Youth Ministries minor (p. 257).

Intercultural Studies Programs

Global Ministries - A.B.

Global Ministries is an interdisciplinary program designed to prepare students to serve in cross-cultural professional ministry.

Requirements (47-60 credits)

Required Courses (40 credits)

| | | |
|----------|--|--------|
| REL 264 | Introduction to Pastoral Ministries | 2 |
| REL 264P | Pastoral Ministries Observation | 1 |
| REL 482 | Christian Ministries Capstone | 2 |
| BIL 202 | Inductive Bible Study | 3 |
| BIL | Advanced Bible elective 300 and 400 level | 3 |
| THE 233 | Christian Theology I | 3 |
| THE 424 | Christian Theology II: Salvation /Holiness | 3 |
| PHL 438 | Religions of the World | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| INT 220 | Intercultural Relationships | 3 |
| INT 222 | Intercultural Leadership for Transformation | 2 |
| INT 322 | Intercultural Internship | 3 to 9 |
| REL 380 | Global Christian History and Contextualization | 3 |

| | | |
|---------|----------------------------|---|
| INT 402 | Contemporary Global Issues | 3 |
| REL 465 | Homiletics I | 3 |

INT-322: Satisfactory completion of an approved and supervised intercultural internship abroad is required, involving at least a three-week service assignment in a significantly different cultural setting than one's home culture.

Electives (7-8 credits)

Choose one of the following options (3-4 credits):

Option 1

| | | |
|----------|--|---|
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |

Option 2

| | | |
|---------|-----------------------------------|---|
| YTH 371 | Youth Evangelism and Discipleship | 3 |
|---------|-----------------------------------|---|

Option 3

| | | |
|---------|----------------------------------|---|
| REL 345 | Sports Evangelism & Discipleship | 3 |
|---------|----------------------------------|---|

Choose one of the following four-hour combinations (4 credits):

Option 1

| | | |
|---------|-------------------------------------|---|
| WOR 238 | Ethnodoxology in Christian Ministry | 3 |
| WOR 436 | Church Rituals | 1 |

Option 2

| | | |
|----------|----------------------------------|---|
| CED 255 | Local Church Education | 3 |
| CED 255P | Local Church Education Practicum | 1 |

Option 3

| | | |
|----------|------------------------------|---|
| REL 469 | Pastoral Care and Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |

Option 4

| | | |
|----------|----------------------|---|
| REL 466 | Homiletics II | 2 |
| REL 466P | Homiletics Practicum | 1 |
| WOR 436 | Church Rituals | 1 |

Proficiency in a Foreign Language at the Intermediate Level (0-12 credits)

Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C", or by satisfactorily passing a language examination rated for the intermediate level of proficiency or above. Students who satisfy this requirement without coursework at IWU can complete this major with 47-48 hours.

Global Ministries Minor

A Global Ministries minor consists of the following courses designed to prepare students to serve in intentional cross-cultural ministry alongside a chosen major area of study.

Requirements (21-22 credits)

Required Courses (18 credits)

| | | |
|----------|-------------------------------------|---|
| REL 264 | Introduction to Pastoral Ministries | 2 |
| REL 264P | Pastoral Ministries Observation | 1 |
| THE 232 | Basic Christian Doctrine | 3 |
| | or | |
| THE 233 | Christian Theology I | 3 |
| PHL 438 | Religions of the World | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| INT 220 | Intercultural Relationships | 3 |

| | | |
|---------|--|---|
| REL 380 | Global Christian History and Contextualization | 3 |
|---------|--|---|

Choose one of the following options (3-4 credits):

Option 1

| | | |
|----------|--|---|
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |

Option 2

| | | |
|---------|-----------------------------------|---|
| YTH 371 | Youth Evangelism and Discipleship | 3 |
|---------|-----------------------------------|---|

Option 3

| | | |
|---------|----------------------------------|---|
| REL 345 | Sports Evangelism & Discipleship | 3 |
|---------|----------------------------------|---|

Ministry majors who have not established 15 unique hours may establish these hours by taking additional courses from the following list:

| | | |
|---------|---|---|
| INT 124 | Cross Cultural Exposure Trip | 2 |
| INT 222 | Intercultural Leadership for Transformation | 2 |
| INT 402 | Contemporary Global Issues | 3 |

Intercultural Studies - B.S.

Purpose

The Intercultural Studies major is designed to provide a core program of courses in intercultural issues, enabling students to pursue careers in business, church service, or government-related agencies in intercultural contexts in North America and abroad. Students may take the core courses as a related area or cognate to their primary major, or they may take the Intercultural Studies major as an academic program in itself. Graduates of the program can expect to have intercultural skills and insight that will be valuable in any cross-cultural context.

General Education Requirements

Students in this major meet the general education requirement by taking BIL-101, BIL-102, INT-120, INT-222 and SOC-225.

Language Proficiency

Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C," or by satisfactorily passing the language examination rated for the intermediate level of proficiency.

Requirements (43-56 credits)

Intercultural Studies (19 credits)

| | | |
|---------|-----------------------------|--------|
| ENG 170 | Introduction to Linguistics | 3 |
| INT 220 | Intercultural Relationships | 3 |
| INT 322 | Intercultural Internship | 3 to 9 |
| INT 402 | Contemporary Global Issues | 3 |
| INT 480 | Intercultural Capstone | 1 |
| PHL 438 | Religions of the World | 3 |
| | or | |
| PHL 334 | Philosophy of Religion | 3 |
| SOC 225 | Cultural Anthropology | 3 |

Christian Foundations (13 credits)

| | | |
|---------|-----------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
|---------|-----------------------|---|

| | | |
|----------|---|---|
| BIL | Old Testament or New Testament Elective | 3 |
| | or | |
| THE | Advanced Elective | 3 |
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |
| THE 232 | Basic Christian Doctrine | 3 |

Foreign Language (0-12 credits)

This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C" or by satisfactorily passing a language examination rated for the intermediate level of proficiency or above.

Cross-cultural exposure trip

Students are also required to participate in a cross-cultural exposure trip, subject to prior approval by department faculty.

Cognates (11-12 credits)

Choose one of the following:

Missiology (11 credits)

| | | |
|---------|---|---|
| INT 120 | Introduction to Cross-Cultural Engagement | 1 |
| INT 222 | Intercultural Leadership for Transformation | 2 |
| INT 315 | Cross-Cultural Communication of Faith | 3 |
| REL 380 | Global Christian History and Contextualization | 3 |
| REL 112 | Theological & Theoretical Foundations of Cross-Cultural Ldrship. Dev. | 2 |

Church Planting and Outreach (12 credits)

| | | |
|---------|---|---|
| INT 315 | Cross-Cultural Communication of Faith | 3 |
| REL 226 | Christian Spirituality: Experiencing God | 3 |
| REL 228 | Defending the Christian Faith | 3 |
| REL 481 | Ministry Expansion and Church Planting | 3 |

International and Community Development (12 credits)

| | | |
|---------|--|---|
| ICD 229 | Essentials of Non-Profit Management | 3 |
| ICD 210 | Introduction to Development | 3 |
| ICD 325 | Urban and Rural Development Practice | 3 |
| ICD 350 | Transformational Development Principles | 3 |

Urban Ministry (12 credits)

| | | |
|---------|--|---|
| ICD 240 | Urban Anthropology | 3 |
| ICD 229 | Essentials of Non-Profit Management | 3 |
| REL 276 | Models of Urban Ministry | 3 |
| ICD 350 | Transformational Development Principles | 3 |

Religious Studies (12 credits)

| | | |
|---------|---------------------------------------|---|
| INT 315 | Cross-Cultural Communication of Faith | 3 |
| INT 410 | Islam: Understanding and Dialogue | 3 |
| INT 225 | Folk Religion | 3 |
| PHL 438 | Religions of the World | 3 |
| | or | |
| PHL 334 | Philosophy of Religion | 3 |

Healthcare (11 credits)

| | | |
|---------|---|---|
| ICD 325 | Urban and Rural Development Practice | 3 |
| NUR 215 | Global Health | 2 |
| NUR 235 | Perspectives on Poverty and Health | 2 |
| NUR 237 | Complementary and Alternative Therapies | 2 |
| NUR 315 | Tropical Health | 2 |

TESOL (12 credits)

| | | |
|-----------|--|---|
| TSL 203 | TESOL Theoretical Foundations | 3 |
| TSL 305 | Second Language Acquisition | 3 |
| TSL 350 | TESOL Assessment and Testing | 3 |
| EDU 382TE | Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages | 3 |

Leadership (12 credits)

| | | |
|---------|------------------------------------|---|
| LDR 200 | Foundations of Leadership | 3 |
| LDR 350 | Leadership and Teams | 3 |
| LDR 400 | Leadership and Change | 3 |
| LDR | One additional at 300 or 400 level | 3 |

Business (12 credits)

| | | |
|---------|-----------------------------|---|
| BUS 100 | Foundations of Business | 3 |
| MNG 210 | Management Principles | 3 |
| MKG 210 | Marketing Principles | 3 |
| FIN 250 | Personal and Family Finance | 3 |

Interdisciplinary (12 credits)

11 - 12 upper division credits are to be chosen from outside the major in a discipline that supports the student's career objectives. Pre-approval is needed by the student's advisor.

Foreign Language (12 credits)

If high school work is used to satisfy the proficiency requirement, students may take an additional four semesters of college-level language to fulfill this concentration.

Intercultural Studies Minor**Requirements (18 credits)****Required Courses**

| | | |
|---------|---|---|
| INT 120 | Introduction to Cross-Cultural Engagement | 1 |
| INT 124 | Cross Cultural Exposure Trip | 2 |
| | or | |
| INT 222 | Intercultural Leadership for Transformation | 2 |

| | | |
|---------|-----------------------------|---|
| INT 220 | Intercultural Relationships | 3 |
| INT 402 | Contemporary Global Issues | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| ENG 170 | Introduction to Linguistics | 3 |
| PHL 438 | Religions of the World | 3 |
| | or | |
| PHL 334 | Philosophy of Religion | 3 |

Intercultural Studies - A.S.

Associate of Science

The Associate of Science degree in Intercultural Studies is a two-year program.

Requirements (24 credits)

Required Courses (18 credits)

| | | |
|---------|---|---|
| INT 120 | Introduction to Cross-Cultural Engagement | 1 |
| INT 124 | Cross Cultural Exposure Trip | 2 |
| | or | |
| INT 222 | Intercultural Leadership for Transformation | 2 |
| INT 220 | Intercultural Relationships | 3 |
| INT 402 | Contemporary Global Issues | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| ENG 170 | Introduction to Linguistics | 3 |
| PHL 438 | Religions of the World | 3 |
| | or | |
| PHL 334 | Philosophy of Religion | 3 |

Electives (6 credits)

| | | |
|-----|---------------|---|
| INT | INT electives | 6 |
|-----|---------------|---|

International and Community Development - B.S.

Purpose

This major seeks to prepare students spiritually and with intellectual breadth to serve God and humanity as true world changers by equipping them with professional knowledge and skills for careers and graduate studies in international and community development (ICD).

The curriculum presents ICD in alignment with the generally accepted understanding of the field and primes students for graduate studies and employments in national and international relief and development agencies as well as in local church-based and community development organizations.

The basic premise of this major is that context determines content, thus worldviews shape the manner in which God's created resources are acknowledged, tended and utilized. This principle guides the way in which development programs approach the analysis and critique of the stewardship responsibilities of God's created resources in the local, national and global communities. Our students are therefore prompted to the biblical understanding of the world as God's creation and the role of the church in fulfilling the scriptural call for justice, peace and prosperity for all humanity.

General Education Requirements

Students in this major meet the general education requirement in the social sciences by taking BIL-101, BIL-102, ECO-211 or ECO-212 and REL-275/REL-275P.

Language Proficiency

Proficiency in a foreign language at the intermediate level is strongly encouraged but not required for the major. This can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C," or by satisfactorily passing the language examination rated for the intermediate level of proficiency.

Requirements (47 credits)

Bible and Religion (6 credits)

| | | |
|---------|--------------------------|---|
| BIL 202 | Inductive Bible Study | 3 |
| THE 232 | Basic Christian Doctrine | 3 |

Development (28 credits)

| | | |
|---------|--|--------|
| ICD 210 | Introduction to Development | 3 |
| ECO 211 | Introduction to Economics | 3 |
| | or | |
| ECO 212 | Microeconomics | 3 |
| ICD 229 | Essentials of Non-Profit Management | 3 |
| REL 276 | Models of Urban Ministry | 3 |
| ICD 325 | Urban and Rural Development Practice | 3 |
| POL 230 | World Politics | 3 |
| ICD 350 | Transformational Development Principles | 3 |
| ICD 360 | Development Internship | 3 to 9 |
| ICD 450 | Community Development Workshop/Practicum | 3 |
| ICD 480 | Development Capstone | 1 |

ICD-360 Development Internship - ICD students are required to fulfill their program internship by serving with international development agencies outside of the United States subject to prior approval by ICD faculty. An Internship packet provides a detailed guide from the initial planning to the completion of the overseas internship.

Methodology (6 credits)

| | | |
|---------|--|---|
| MAT 112 | General Statistics | 3 |
| PSY 355 | Research Methods for the Behavioral Sciences | 3 |
| | or | |
| POL 322 | Research Design and Methods in Political Science and Economics | 3 |

Intercultural Studies (7 credits)

Choose seven hours from the following courses:

| | | |
|----------|---|---|
| INT 120 | Introduction to Cross-Cultural Engagement | 1 |
| INT 220 | Intercultural Relationships | 3 |
| ICD 240 | Urban Anthropology | 3 |
| REL 275 | Evangelism and Global Outreach | 3 |
| REL 275P | Evangelism and Global Outreach Practicum | 1 |

Area of Specialization - Due to the multidisciplinary nature of the major, students are strongly advised, but not required, to complete as electives 9-12 semester hours of coursework in the areas of their vocational interests.

International and Community Development Minor

Requirements (24 credits)

Required Courses (21 credits)

| | | |
|---------|--|---|
| ICD 210 | Introduction to Development | 3 |
| ECO 212 | Microeconomics | 3 |
| INT 220 | Intercultural Relationships | 3 |
| ICD 229 | Essentials of Non-Profit Management | 3 |
| POL 230 | World Politics | 3 |
| ICD 325 | Urban and Rural Development Practice | 3 |
| ICD 350 | Transformational Development Principles | 3 |

Electives (3 credits)

| | |
|----------------------------|---|
| as approved by ICD advisor | 3 |
|----------------------------|---|

Urban Ministries Minor

Requirements (24 credits)

Required Courses (21 credits)

| | | |
|---------|--|---|
| ECO 211 | Introduction to Economics | 3 |
| INT 220 | Intercultural Relationships | 3 |
| ICD 229 | Essentials of Non-Profit Management | 3 |
| POL 240 | Public Policy Processes | 3 |
| ICD 240 | Urban Anthropology | 3 |
| REL 276 | Models of Urban Ministry | 3 |
| ICD 350 | Transformational Development Principles | 3 |

Elective (3 credits)

| | |
|----------------------------|---|
| as approved by ICD advisor | 3 |
|----------------------------|---|

Latin American and Iberian Studies Minor

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies (p. 169).

College of Adult and Professional Studies (CAPS)

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University's desire to understand the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Educational Specialist, or Doctor of Education degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience.

CAPS - Policies and General Information (p. 267)

CAPS is made up of three schools:

School of Business and Leadership (p. 291)

School of Educational Leadership (p. 323)

School of Liberal Arts (p. 349)

Mission of CAPS

For wisdom will enter your heart, and knowledge will be pleasant to your soul. Proverbs 2:10.

The College of Adult and Professional Studies of Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing adult students in character, scholarship and leadership.

Objectives of CAPS

The College of Adult and Professional Studies will engage in its mission by:

- Providing educational opportunities in professional areas within the liberal arts tradition.
- Aiding students in extending the range and nature of careers available to them.
- Challenging students to develop leadership abilities.
- Encouraging students to develop in character.
- Providing students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
- Leading students in acquiring the skills required for effective critical thinking.
- Extending educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on campus.
- Helping students understand the importance of the application of Christian principles in a professional environment.
- Cultivating an appreciation for scholarship among students and faculty.

Foundations of CAPS

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University's desire to understand the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Educational Specialist, or Doctor of Education degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience.

CAPS - Policies and General Information

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The College of Adult and Professional Studies of Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing adult students in character, scholarship and leadership.

Objectives of CAPS

The College of Adult and Professional Studies will engage in its mission by:

CAPS programs offer a challenging educational experience for adult learners. The curricular format is often accelerated, interaction among participants is emphasized, and project teams play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. As working adults, CAPS students have significant skills and experience to draw from and to share.

To make the most of these unique programs, those enrolled should be aware of the foundational beliefs concerning the education of adult learners that administrators and the faculty of CAPS believe are crucial to the learning experience. The following elements make the CAPS programs work:

Adult students are motivated to learn. Adults who return to school after spending time in the work force are typically ready to give the effort needed to learn. Because of this, learning proceeds much more quickly, and faculty do not have to spend time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level of quality in their academic pursuits.

Adults have learned self-discipline. As a result of being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the CAPS Programs. Assignments can be completed—and completed well—within narrow time frames despite busy schedules and varied work, family, church, and community responsibilities.

Adults have broad life experiences. Learning theory indicates that students learn by relating abstractions to memories of past experiences. For this reason, a person who has experienced a work environment is better able to absorb theoretical concepts. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If students relate to a current task or contemporary problem, their ears “perk up” and brains “switch to high gear.” Because working adults encounter situations where their learning may be applied daily, they are more motivated and better able to learn.

Adults have developed skill in independent learning. To succeed in life, adults, by necessity, have learned to gather information on their own and process it independently. Thus, CAPS can rely on them to grasp more knowledge and skills on their own in the context of structured group and independent activities without having to rely on an instructor as a “fountain” from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role play, solve problems, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, CAPS seeks to create situations for active learning.

Adults have many insights of their own. As individuals go through life, they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds and work experiences come together, the accumulated knowledge and wisdom can be overwhelming. To rely solely on one instructor’s thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is highly valued in CAPS classes.

Adults can direct their learning to fill in gaps in their knowledge. Reading and research outside the classroom allow students to close the gaps between their current knowledge and the knowledge necessary to meet CAPS course objectives. Adults are able to recognize when there is still much to learn, and have the discipline and learning skills to focus on those areas where they need to concentrate most.

Adults learn well in groups. Group learning is widely recognized as an effective learning process. Peers tutor each other, there is emotional support, and friendships develop in groups, all of which results in a positive climate for learning. Ideas and

learning that would not have occurred individually occur in groups, resulting in the creation of synergy. Weaknesses in one student are offset by the strengths of others. Teamwork, cooperation, and leadership skills are fostered within groups.

Faculty - CAPS

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting candidates, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission congruence, academic qualification, professional experience, and the ability to facilitate adult learning.

CAPS recruits, trains, and schedules Christian professionals whose academic qualifications and workplace experiences equip them to provide adult learners with a stimulating classroom environment. In doing so, CAPS maintains a quality faculty for all its programs.

CAPS employs a core of full-time faculty who are responsible for instruction and curriculum development in core discipline areas. These individuals also mentor and develop adjunct faculty in their fields of study.

All adjunct faculty candidates are screened through a rigorous hiring process which includes a series of interviews and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

CAPS provides opportunities for its full-time and adjunct faculty to regularly network with one another through faculty meetings, development workshops, and focus groups.

Communication with CAPS

| | |
|---|---|
| Address | Indiana Wesleyan University College of Adult and Professional Studies 1900 West 50th St Marion IN 46953-9393 http://www.indwes.edu/Academics/CAPS http://myIWU.indwes.edu |
| Administration Vice President and Dean | 765-677-2352 |
| Office of Student Services | 765-677-2359 |
| Financial Aid Office | 765-677-2516 |
| Accounting | 765-677-3265 or 765-677-2878 |
| Resources | 765-677-2854 |
| Registrar's Office | 765-677-2131 |
| School of Business and Leadership | 765-677-2345 |
| School of Educational Leadership | 765-677-1635 |
| School of Liberal Arts | 765-677-2385 |

Policies and General Information - CAPS

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

CAPS - Academic Information (p. 268)

CAPS - Financial Information (p. 280)

CAPS - General Information (p. 287)

Academic Information - CAPS

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Onsite core groups generally meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the CAPS programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. Each school determines the passing grade required for the specific programs within that school. In general, no waivers are allowed for courses taken at other colleges/universities. Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Advising

The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Standing - CAPS

Academic Probation - Students enrolled in a CAPS program will be placed on probation if their **core** GPA at any time falls below:

- 2.00 for the associate programs
- 2.25 for baccalaureate programs
- 2.50 for the Biblical Studies program
- 3.00 for graduate programs
- 3.25 for the doctoral program

Students will be placed on probation if their **cumulative** GPA at any time falls below:

- 2.00 for the associate and baccalaureate programs
- 3.00 for graduate programs
- 3.25 for the doctoral program

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated. (Exception: students may take ENG-140/WRI-140 and ENG-141/WRI-141 as many times as necessary to achieve a passing grade.)

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Associate Dean of the specific school.

See the Graduate Studies in Leadership section (p. 313) for additional academic standing information of the doctoral program.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - CAPS

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

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Associate Dean of the specific school. Any student failing to remove the probationary status will be academically suspended from the program.
- **Provisional** - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours of undergraduate work or 12 hours of graduate work. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL)**. For undergraduate students, a score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS)**. For undergraduate students a score of at least 6.0 is required; for graduate students a score of at least 6.5 is required; for doctoral students a score of at least 7.0 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - CAPS

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for on-site class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed four absences in courses that are sixteen or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

On-site Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or four and one-half hours or more of classes that are six hours in length.
- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

See the Graduate Studies in Leadership section (p. 313) for the specific attendance requirements of the doctoral program.

Audit of Courses

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

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Computer Requirements - CAPS

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of the assignments. IWU will offer support to students on only these two offerings of office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures. In addition to these minimum expectations, participation in a CAPS course or program may entail additional computing and/or technology requirements.

Degree Requirements

Associate Degree

- Completion of core requirements.
- Cumulative GPA of 2.0 or higher.

Baccalaureate Degree

- Completion of 124 semester hours.
- Cumulative GPA of 2.0 or higher (2.5 for Social Work).
- Completion of core requirements with a GPA of 2.25 or higher (2.50 for Biblical Studies, 2.50 for Addictions Counseling, 2.70 for Social Work).
- Completion of 30 hours of general education requirements as specified.

Graduate Degree

- Completion of core requirements.
- Cumulative graduate GPA of 3.0 or higher.
- A grade of "C" or higher in each course. Some programs require a grade higher than a "C."

Doctorate Degree

- Completion of core requirements.
- Successful completion of the dissertation.
- Cumulative GPA of 3.25 or higher.
- A grade of "B-" or higher in each course.

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their diploma.

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core (p. 272) is required of all undergraduate students enrolled in an adult program. Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

Minors - Bachelor degree students may take a minor subject as noted in each department. Most minor programs require at least 18-24 hours in the subject area. Each department offering the minor may specify required courses. A grade point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours of credit may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

Second Majors - A second major may be declared with the Office of Student Services by any current student. A student must earn a minimum of 51 unique (unduplicated hours) between the two majors. No more than six hours of credit may be shared between a major and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no additional coursework in the proposed added major have been taken within 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major. Students adding a second major are not eligible to participate in graduation again.

Graduate students may add a second major by completing the requirements of the major subject as listed in the current catalog and completing a minimum of 15 additional credit hours past the first major. Students adding a second major are not eligible to participate in graduation again.

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

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

- All other program admission criteria met.
- At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
- There are no other holds on the student's record.

General Education Requirements and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all undergraduate students enrolled in non-residential education programs. This 30-credit general education core includes:

- Three semester credits in Biblical Literature.
- Three semester credits in Philosophy/Religion/Biblical Literature.
- Nine semester credits in English/Composition/Speech/Literature.
- Six semester credits in Social Sciences.
- Three semester credits in Math.
- Three semester credits in Science.
- Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

General Education Learning Outcomes -

- Christian knowledge and integration: Students can utilize a Christ-centered, biblical worldview to inform their vision for and mission in life.
- Global Awareness: Students can relate the diversity and universality in global history, culture, and society to God's divine design.

- **Critical Thinking:** Students can think creatively and effectively as part of making informed solutions.
- **Quantitative skills:** Students can apply theoretical frameworks to real world applications.
- **Communication:** Students can convey ideas and facts in ways that demonstrate their development as leaders and world changers.
- **Information Literacy:** Students can apply proficiencies needed by citizens of an information abundant society.

Grade Appeal and Academic Policy Grievance

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Associate Vice President for Academic Administration and Operations of the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

- The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
- If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Regional Dean/Program Director or Chair. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
- If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
- If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
- Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

- **Level 1** - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
- **Level 2** - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director or Chair by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director or Chair. If the complaint involves the Regional Dean/Program Director or Chair, the student may request that the Associate Dean of the relevant school review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that

gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director or Chair (or, if applicable, the Associate Dean of the relevant school) will notify the student of the decision.

- Level 3 - If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Associate Vice President for Academic Administration and Operations. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The Academic Appeals Committee will notify the student of its decision, which will be final.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further direction for this process can be found at Non-Academic Appeal Process (p. 30).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Quality Points (per credit) | Definition |
|---|--------------------------------|---|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | |
| W | | Passing work at time of official withdrawal |
| I | | Incomplete |
| CR | | Credit |
| NC | | No Credit |
| AU | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

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

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

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student’s transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) - Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

- A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. (NOTE: credit from ITT, International Business College, RETS College School of Nursing,

hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)

- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- For transfer students, all graded hours transferred and transcribed are counted.
- For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

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

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU’s Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians’ statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Project Teams

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to five individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

Transfer of Credit Policy - CAPS

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy and credits earned are not counted toward the honors GPA:

- Credits from International Business College and ITT Technical Institute are transferable into undergraduate programs only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours may be accepted through this process from these two institutions.
- Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.
- Courses from nonaccredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Ways to Earn University Credit toward a Degree

Students have several options for completing general education/elective requirements for a baccalaureate degree.

CLEP/DSST Examinations

Indiana Wesleyan University offers CLEP and DSST tests as an option for students needing to fulfill general education and elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The

College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DSST (DANTES Subject Standardized Tests) examinations, originally developed for military personnel, are offered by Prometric.

Students may take both CLEP and DSST examinations at Indiana Wesleyan University at all regional education centers. Upon receipt of the official test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DSST tests are assessed an IWU transcription fee of \$25 per credit hour satisfactorily completed. This applies to all CLEP/DSST credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DSST test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Undergraduate Elective Offerings

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are “enrollment driven,” which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or <http://www.indwes.edu/Adult-Graduate/Undergraduate-Electives/>.

Prior Learning Assessment Portfolio

Indiana Wesleyan University assesses students’ non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared Prior Learning Assessment portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student’s academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

- The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student’s university-level learning. No grades are assigned; only credit awarded.
- The portfolio represents a learning plan which helps integrate prior learning experience with the student’s educational and professional objectives.

The student is responsible to develop the portfolio independently, following guidelines provided by the Coordinator of Prior Learning Assessment. The PLA Portfolio Instructions include all information necessary to prepare and submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful “learning autobiography.” The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the PLA Portfolio Instructions.

The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 30) also applies to the Prior Learning Assessment Portfolio.

Undergraduate students accepted to or enrolled in the General Studies associate degree program or any of the baccalaureate degree completion programs are eligible to complete a Prior Learning Assessment portfolio. Graduate students may not apply for prior learning credits. Credit hours awarded may be counted toward general education or elective requirements as applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio; General Studies associate degree students may earn a maximum of 18 hours. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum.

The student must be in good standing at the university, both financially and academically, when a portfolio is submitted. Applicants denied entry into a degree program or students who are suspended are not eligible to complete the portfolio process.

Credit by Transfer

Students may transfer credit from another university to fulfill general education and elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of “C” or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See “Transfer of Credit Policy” for limitations on transfer work.

Financial Information - CAPS

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Fee Structure - Elective Courses

Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses

If a student withdraws before the course begins, all tuition payments may be refunded.

Students who withdraw after the first class session will be assessed 10% of the course tuition and the book fee. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - CAPS

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of 6 school years. Recipients must complete the Free Application for Federal Student Aid

(FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration if all other criteria are met. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period. The maximum award amount for the 2013-2014 award year is \$5,645.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a federal grant that does not require repayment and is available to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is determined by answers provided on the FAFSA form with priority to Federal Pell Grant recipients. The maximum award amount for the 2013-2014 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Federal TEACH (Teacher Education Assistance for College and Higher Education) Grant – is a federal grant that, when all service obligations are met, does not have to be repaid. The grant provides up to \$3,760 per academic year to students in one of IWU's Masters of Education programs who intend to teach in a high-need field at a public or private elementary or secondary school that serves students from low-income families. Grant recipients must teach for at least four academic years within eight calendar years of completing the program of study for which the grant was received. For students who fail to complete the service obligation, all amounts of TEACH grant funds received are converted to an unsubsidized Federal Direct Loan, which carries a 6.8% interest rate, that must be repaid. Interest is charged from the date the grant(s) disbursed.

Indiana State Aid – consists of the Frank O'Bannon Award and the 21st Century Scholars Award. For the Frank O'Bannon Award, eligible students must be Indiana residents in an undergraduate program and attending full-time, eligible for federal student financial aid, whose FAFSA was received by the federal processor on or before the March 10th state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Any required corrections to the student's FAFSA must be received by the federal processor by May 15th. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award. Funds are awarded in one payment per term. Please refer to the state website at <http://www.in.gov/ssaci/2345.htm> for eligibility requirements for the 21st Century Scholars Award.

Students first entering college in the 2013-2014 academic year (7/1/13 and after) will be required to meet certain completion requirements to renew state awards in 2014-2015. Students must complete at least 30 credit hours during their first year of college to remain eligible for the maximum award. Students who complete at least 24 credit hours during their first year will remain eligible for state aid but will receive an amount less than a student who completes 30 credit hours. Students who entered college prior to 7/1/13 must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term) to receive an award but are not subject to completion requirements.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal student financial aid. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an undergraduate program, eligible for federal student financial aid, and whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Ohio may count toward the credit hour requirement. Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependent students are \$5500 for freshmen, \$6500 for sophomores and \$7500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9500 for freshmen, \$10,500 for sophomores, \$12,500 for juniors and seniors, and \$20,500 for graduate students.

Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 3.86% for subsidized and unsubsidized Direct Loans.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to parents of dependent undergraduate students who have remaining cost of attendance not met by unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & Clergy Development and is available to undergraduate and graduate students in an approved ministry program. The loan only becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or cancelled through service. General eligibility requirements include, but are not limited to: local church membership, district approval, and enrollment form submission. For each year (September 1 through August 31) of full-time district appointment in The Wesleyan Church following studies, 20% of the loan is cancelled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds.

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.

- No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
- Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

Loan Repayment Chart

| Interest Rate | 5% | 6.5% | 8% |
|-----------------|------------------------|-------|-------|
| Amount Borrowed | Monthly Payment Amount | | |
| \$5,500 | \$58 | \$62 | \$67 |
| \$8,500 | \$90 | \$97 | \$103 |
| \$15,000 | \$159 | \$170 | \$182 |
| \$20,000 | \$212 | \$227 | \$243 |
| \$30,000 | \$318 | \$341 | \$364 |
| \$40,000 | \$424 | \$454 | \$485 |
| \$50,000 | \$530 | \$568 | \$607 |
| \$60,000 | \$636 | \$681 | \$728 |
| \$70,000 | \$742 | \$795 | \$850 |

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per award period.

Federal TEACH Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

Indiana State Aid is disbursed as a credit to the IWU student account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the IWU student account in one payment per term.

Ohio State Aid is disbursed as a credit to the IWU student account in one payment per term. Ohio state grants can only be applied toward tuition costs.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such

students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.

- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Funds will be returned to the federal student financial aid programs in the following order: Unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

Student's Rights and Responsibilities

A student has the right to know:

- What financial assistance is available, including information on all federal and state programs.
- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.

- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, CAPS, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - CAPS

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree,

someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Non-Academic Appeal - CAPS

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic appeals will be reported to the Human Resources Coordinator for the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the CAPS HR Coordinator for a review by the Non-Academic Appeals Committee, which is comprised of the Associate Vice Presidents from the College of Adult and Professional Studies. The request from the student should include thorough documentation supporting the student's claims. The CAPS HR Coordinator will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the CAPS HR Coordinator for a review by the EVP and CEO of Non-residential Education. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The EVP will consider the situation and will inform the student of the decision, which will be final.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.

- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

School of Business and Leadership

The School of Business and Leadership supports the university mission to be a Christ-centered institution of higher education and challenges our students to develop character, strengthen their scholarship, and enhance their leadership abilities. The School offers dynamic programs that adapt to the changing nature of knowledge, such as the impact of globalization and technology on the Business and Leadership fields. Through extensive curriculum development and program assessment processes, our intensive curriculum builds on the knowledge our students bring to the classroom and helps shape them into lifelong learners. The School provides degree-oriented education opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. With many of our alumni choosing to continue to reside in the communities we serve, our programs and graduates are a key component in workforce development.

Undergraduate Business Programs Division - offers associate and bachelor degree programs in various business disciplines.

Graduate Studies in Business Division - offers graduate degree programs in various business disciplines.

Graduate Studies in Leadership Division - offers a master's and doctoral degree program in organizational leadership.

Undergraduate Business Programs Division

The Undergraduate Business Programs Division offers the following degree programs:

Associate of Science degree with majors in:

- Accounting
- Business
- Computer Information Technology

Bachelor of Science degree with majors in:

- Accounting
- Business Administration
- Business Information Systems
- Management
- Marketing

Management and Business Administration majors may also select a Specialization in Human Resource Management (HR). The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates.

Additionally, the following minors are available for bachelor degree students.

- Accounting
- Information Technology
- Management

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

Associate Degree Programs

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Business and Leadership may be granted as follows:

- Credit must have been earned at a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education with a minimum grade of "C."
- Courses must be approved by the School of Business and Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University

Graduation Requirements

To graduate with an associate degree with majors in Accounting, Business, or Computer Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of "C" (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a "C" in any of these courses will require repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Accounting

The Associate of Science degree with a major in Accounting consists of 62 credits of coursework, which includes both accounting and general education courses. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

This degree will provide students with the fundamental skills needed for entry level accounting positions. Students learn the basic knowledge needed to become professional accountants. This program will provide an excellent foundation for those who anticipate pursuing a bachelor's degree with a major in Accounting or Business.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 291)

Accounting (AS) - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

| | | |
|----------|-------------------------------------|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| BUS 105 | Introduction to American Business | 3 |
| PHE 140 | Concepts of Wellness | 2 |
| BIL 102 | New Testament Survey | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| HST 160 | Western Civilization | 3 |
| ECO 205 | Basic Economics | 3 |
| PSY 155 | Personal Adjustment | 3 |
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |

| | | |
|---------|----------------------------------|---|
| MAT 109 | Foundations of College Math | 3 |
| BUS 150 | Personal Finance | 3 |
| MAT 116 | Contemporary College Algebra | 3 |
| ACC 220 | Payroll Accounting and Taxation | 3 |
| ACC 210 | Using Spreadsheets in Accounting | 3 |
| BUS 225 | Legal Environment of Business | 3 |
| ACC 230 | Business Taxation | 3 |

AS - Business

The Associate of Science degree with a major in Business consists of 62 credits of specified coursework, which includes both business and general education courses. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

The major in Business at Indiana Wesleyan University is designed to be a degree in general business and to provide a foundation for completion of a baccalaureate degree in a business-related field.

The courses in the program relate theory to practice. Instructional methods include lectures, seminars, workshop activities, and business case studies. Project teams are formed as specified to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 291)

Business - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

| | | |
|----------|--|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| PSY 155 | Personal Adjustment | 3 |
| BUS 150 | Personal Finance | 3 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| BUS 105 | Introduction to American Business | 3 |
| PHE 140 | Concepts of Wellness | 2 |
| BIL 102 | New Testament Survey | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| HST 160 | Western Civilization | 3 |
| ECO 205 | Basic Economics | 3 |
| BUS 215 | Introduction to Human Resources | 3 |
| BUS 220 | Accounting for Business | 3 |
| MAT 109 | Foundations of College Math | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| MAT 116 | Contemporary College Algebra | 3 |
| BIO 203 | Environmental Conservation | 3 |
| BUS 230 | Global Issues | 3 |
| BUS 225 | Legal Environment of Business | 3 |
| BUS 274 | Business Case Study | 3 |

Business (Ohio Onsite Students) - Program of Study

Core Courses

ENG-140 and ENG-141 must be passed with "C" or higher.

| | | |
|----------|---|---|
| PSY 155 | Personal Adjustment | 3 |
| GEN 111 | Foundations of Lifelong Learning | 3 |
| BUS 150 | Personal Finance | 3 |
| BIS 222 | Business Software Tools | 1 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| BUS 105 | Introduction to American Business | 3 |
| BIL 102 | New Testament Survey | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| BUS 230 | Global Issues | 3 |
| HST 160 | Western Civilization | 3 |
| ECO 205 | Basic Economics | 3 |
| BIO 102 | Human Biology | 4 |
| BIO 102L | Human Biology Laboratory | |
| BUS 215 | Introduction to Human Resources | 3 |
| BUS 220 | Accounting for Business | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| BIO 203 | Environmental Conservation | 3 |
| MAT 100B | Statistics for Business Research and Data Analysis | 3 |
| BUS 225 | Legal Environment of Business | 3 |
| BUS 274 | Business Case Study | 3 |

AS - Computer Information Technology

The Associate of Science degree with a major in Computer Information Technology consists of 63 credits of coursework, which includes both computer and general education courses.

The major in Computer Information Technology at Indiana Wesleyan University is designed to provide the graduate with a foundation for success at an entry-level position in the Information Technology field and to provide the basis for completion of a bachelor's degree.

The courses in the program relate theory to practice, but practical knowledge of the computer field is the primary objective of the computer courses in the core. Instructional methods include lectures, seminars, workshop activities, simulations, and physical manipulation of computer equipment. Each core group forms project teams to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 291)

Computer Information Technology - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

| | | |
|---------|----------------------------------|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| PSY 155 | Personal Adjustment | 3 |
| CIT 220 | Desktop Applications | 4 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| CIT 112 | Computer Information Technology | 3 |
| PHE 140 | Concepts of Wellness | 2 |
| BIL 102 | New Testament Survey | 3 |

| | | |
|----------|---|---|
| COM 115 | Introduction to Human Communication | 3 |
| HST 160 | Western Civilization | 3 |
| CIT 140 | Operating Systems Concepts | 3 |
| CIT 120 | Introduction to Programming Concepts | 3 |
| CIT 262 | Network Communications | 3 |
| MAT 109 | Foundations of College Math | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| MAT 116 | Contemporary College Algebra | 3 |
| CIT 260 | Database Concepts | 3 |
| CIT 270 | Basic Web Design and Development | 3 |
| CIT 272 | Hardware and Software Troubleshooting | 3 |
| CIT 280 | Project Management and Integration - Capstone | 3 |

Bachelor Degree Programs

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Business and Leadership may be granted as follows:

- Credit must have been earned at a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education with a minimum grade of "C."
- Courses must be approved by the School of Business and Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Accounting, Business Administration, Business Information Systems, Management, or Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 272)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Accounting

The Bachelor of Science degree with a major in Accounting is an academic program designed for working professionals employed in public or private organizations interested in completing a baccalaureate degree focusing on accounting theory, taxation, and auditing.

The first two courses, ACC-201 (Accounting Principles I) and ACC-202 (Accounting Principles II), are provided to those who wish to meet minimum entrance requirements and as optional refresher courses for those entering the program. The core program focuses on accounting theory emphasizing analytical skills, practical application, and problem solving. Accounting, taxation, and auditing issues faced by managers in a variety of business organizations are also addressed. In all, the accounting curriculum is designed to provide working business professionals with the skills and knowledge necessary to transition into or advance within the general field of accounting.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Note: This degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in this program give broad coverage of all the major areas of competency needed to sit for the CPA exam. However, students will need to check with their state licensing board of accountancy for the specific requirements needed to make application to take the CPA examination. Different states require different application credentials and specifications, and Indiana Wesleyan University makes no promises, express or implied, that this degree alone will qualify graduates to sit for the CPA examination in any state.

Additionally, students will likely need to take a CPA review course (at their own expense) once they have completed the degree at Indiana Wesleyan University. Students cannot realistically expect to complete this degree at Indiana Wesleyan and immediately pass the CPA examination without first taking a CPA review course that prepares them for the intricate and specific questions that might appear on the CPA exam. It is up to each student to make arrangements to enroll in a CPA review course in his or her state if he or she plans to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the Accounting BS program.

The minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Additional admission requirements for the Accounting program:

To be admitted to this program, students must give evidence of knowledge equivalent to one semester of coursework in mathematics or statistics by meeting one of the following options:

- Transferring in a mathematics or statistics course from another institution.
- Taking a mathematics or statistics course from Indiana Wesleyan University.

Admission and Graduation Requirements for the Business Programs (p. 295)

Accounting Minor (p. 301)

Accounting (BS) - Program of Study

Prerequisite Courses

(must be completed before starting the core program)

| | | |
|---------|--------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |

Core Courses

| | | |
|---------|--|---|
| MGT 302 | Management and Leadership | 3 |
| FIN 210 | Managerial Finance | 3 |
| ACC 311 | Intermediate Financial Accounting I | 3 |
| ACC 312 | Intermediate Financial Accounting II | 3 |
| ECO 330 | Applied Microeconomics for Business | 3 |
| ADM 447 | Business Law | 3 |
| ACC 341 | Managerial Cost Accounting I | 3 |

| | | |
|---------|-----------------------|---|
| ACC 430 | Accounting Ethics | 3 |
| ACC 423 | Auditing | 3 |
| ADM 448 | Strategic Planning | 3 |
| ACC 451 | Advanced Accounting | 3 |
| ACC 371 | Federal Income Tax I | 3 |
| ACC 372 | Federal Income Tax II | 3 |
| ACC 491 | Accounting Seminar | 3 |

BS - Business Administration

Students in the Bachelor of Science with major in Business Administration program will evaluate strategic solutions to organizational issues within diverse business and economic situations applying critical thinking, financial and managerial knowledge. Multiple communication media and technologies will be evaluated to design appropriate business strategies for organizational and global business conditions. Students will integrate biblical principles, and generate ethical solutions to business challenges.

Upon completion of the program, students will be able to:

- Evaluate an organization's current situation and formulate an appropriate strategy in response to organizational challenges.
- Integrate appropriate financial and quantitative methods to provide solutions within diverse global business and economic environments.
- Design appropriate strategies using multiple communication media to meet organizational goals.
- Apply appropriate technologies to meet changing business conditions.
- Develop ethical solutions for business opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Human Resource Management Specialization Option:

Business Administration students also have the option of adding a specialization of Human Resource Management (HR) by taking 12 additional hours and pursuing an HR oriented project in ADM-495. The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates. Upon successful completion of this specialization, students should be equipped to:

- Fill the role of an educated HR professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for Human Resources Professionals.
- Complete the SHRM certification exam (per SHRM certification qualifications, i.e., work experience).

Admission and Graduation Requirements for the Business Programs (p. 295)

Business Administration - Program of Study

Core Courses

Students may transfer credit in from another institution for ACC-201 and ACC-202.

| | | |
|---------|---|---|
| MGT 302 | Management and Leadership | 3 |
| COM 325 | Communication in Business | 3 |
| ADM 310 | Applied Technology for Managers | 3 |
| MGT 445 | Ethical and Legal Business Concepts | 3 |
| MGT 421 | Strategies in Marketing Management | 3 |
| MGT 460 | International Issues in Business | 3 |
| MGT 451 | Quality and Project Decision-Making for Managers | 3 |
| ADM 320 | Business Statistics | 3 |

| | | |
|---------|-------------------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| ECO 330 | Applied Microeconomics for Business | 3 |
| ECO 331 | Applied Macroeconomics for Business | 3 |
| FIN 210 | Managerial Finance | 3 |
| ADM 495 | Seminar in Business | 3 |

Additional Courses for Human Resource Management Specialization

NOTE: Students must take these additional Human Resources courses prior to taking ADM-495 and beginning their capstone Human Resources project.

| | | |
|--------------|-------------------------------|---|
| MGT 435 | Human Resources Management | 3 |
| MGT 490 | Human Resources Development | 3 |
| MGT 470 | Total Rewards | 3 |
| MGT 494 | Comprehensive Overview of HRM | 3 |
| Subtotal: 54 | | |

BS - Business Information Systems

The Bachelor of Science degree with a major in Business Information Systems is an academic program designed for the working professional employed in a business or public organization.

The curriculum is designed to enable graduates to assist and lead organizations in the planning, development, and operation of information systems. Such systems are used to streamline and automate processes, to solve problems, and to provide communication channels. The program stresses skill development in the areas of analytical thinking, communication, object-oriented programming, database management systems, networking, security, and Web development, in addition to finance and marketing. The emphasis in this program is in developing the skills necessary to be successful in implementing and supporting computers and information systems. The program also helps develop skills necessary to serve as a liaison between management and information technology departments.

Students in this program must maintain a personal Internet Service Provider, and must own or have access to a personal computer throughout the program.

Also, it is **strongly recommended** that students have a working knowledge of the Windows operating system as well as word processing and spreadsheet applications.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Admission and Graduation Requirements for the Business Programs (p. 295)

Information Technology Minor (p. 301)

Business Information Systems - Program of Study

Core Courses

| | | |
|---------|--|---|
| ADM 201 | Principles of Self-Management | 2 |
| BIS 216 | Information Systems and Project Management | 3 |
| MGT 205 | Professional Communication | 3 |
| BIS 220 | Analytical Thinking and Problem Solving | 3 |
| BIS 344 | Visual Basic .Net Programming | 4 |
| BIS 346 | Java Programming | 4 |

| | | |
|---------|--|---|
| MGT 421 | Strategies in Marketing Management | 3 |
| ADM 372 | Accounting for Managers | 4 |
| BIS 324 | Networking, Systems & Security | 4 |
| BIS 320 | Managerial Relational Database Systems | 3 |
| BIS 353 | Web Application Development | 4 |
| BIS 460 | Business Systems Analysis and Design Seminar | 4 |

BS - Management

The Bachelor of Science degree with a major in Management stresses skill development in business management. This includes analysis and problem solving, the application of global perspectives, the identification of appropriate methods of communication, the application of relevant technologies, and developing ethical solutions using critical thinking. All skills are examined within a biblical framework.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving skills in planning, organizing, controlling, and leading as they relate to business management.
- Apply global management perspectives to critical business decisions.
- Identify appropriate business management communication methods to reach diverse audiences in business environments.
- Apply relevant technologies to manage changing business conditions.
- Develop ethical solutions for business management opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Human Resource Management Specialization Option:

Management students have the option of adding a specialization of Human Resource Management by completing the Management core requirements (the specialization includes six hours of management core courses: MGT-435 and MGT-490), satisfying the foundational business course requirements, completing an additional six hours of Human Resource courses (MGT-470 and MGT-494), and pursuing an HR oriented project in ADM-495. The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates. Upon successful completion of this specialization, students should be equipped to:

- Fill the role of an educated and credentialed HR professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for Human Resources Professionals.
- Complete the SHRM certification exam (per SHRM certification qualifications, i.e., work experience).

Management students wishing to complete the Human Resource Management specialization also need to complete the following 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.

The minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Admission and Graduation Requirements for the Business Programs (p. 295)

Management Minor (p. 302)

Management - Program of Study

Core Courses

| | | |
|---------|---|---|
| MGT 302 | Management and Leadership | 3 |
| COM 325 | Communication in Business | 3 |
| ADM 310 | Applied Technology for Managers | 3 |
| MGT 445 | Ethical and Legal Business Concepts | 3 |
| MGT 421 | Strategies in Marketing Management | 3 |
| MGT 460 | International Issues in Business | 3 |
| MGT 451 | Quality and Project Decision-Making for Managers | 3 |
| MGT 450 | Negotiation/Conflict Resolution | 3 |
| ECO 310 | Economics Principles for Managers | 3 |
| FIN 310 | Financial Decisions for Managers | 3 |
| MGT 432 | Organizational Behavior | 3 |
| ACC 310 | Accounting Decisions for Managers | 3 |
| MGT 435 | Human Resources Management | 3 |
| MGT 496 | Applied Management Project | 3 |

Additional Courses for Human Resource Management Specialization

Students completing the specialization will take ADM-495 instead of MGT-496.

Students completing the specialization must also complete a statistics course (100 level or equivalent) to satisfy the foundational business course requirements in order to comply with SHRM guidelines.

MGT-470 and MGT-494 must be completed prior to taking ADM-495.

| | | |
|---------|-------------------------------|---|
| MGT 490 | Human Resources Development | 3 |
| MGT 470 | Total Rewards | 3 |
| MGT 494 | Comprehensive Overview of HRM | 3 |
| ADM 495 | Seminar in Business | 3 |

BS - Marketing

The Bachelor of Science degree with a major in Marketing is an academic program designed for working professionals in a marketing or sales department, or for those desiring to move into these areas.

This major is designed to prepare students to become more effective within a competitive marketing arena. It is centered around the core marketing function and includes marketing of products and services, sales, and sales management issues, marketing communications, and applied marketing research.

While marketing is the core, the major also equips students with general business skills and a working understanding of fundamental economic, financial, and general management principles.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum or locations offered as necessary.

Admission and Graduation Requirements for the Business Programs (p. 295)

Marketing - Program of Study

Core Courses

| | | |
|---------|--|---|
| ADM 201 | Principles of Self-Management | 2 |
| MGT 302 | Management and Leadership | 3 |
| MGT 421 | Strategies in Marketing Management | 3 |
| MKG 346 | Consumer Behavior | 3 |
| MKG 348 | Service Marketing | 3 |
| ECO 330 | Applied Microeconomics for Business | 3 |

| | | |
|---------|-------------------------------------|---|
| ADM 448 | Strategic Planning | 3 |
| MGT 445 | Ethical and Legal Business Concepts | 3 |
| MKG 357 | Advertising and Promotion | 3 |
| ADM 372 | Accounting for Managers | 4 |
| MKG 353 | Selling and Relationship Management | 3 |
| MGT 460 | International Issues in Business | 3 |
| MKG 398 | Marketing Research | 3 |
| MKG 496 | Marketing Seminar | 3 |

Minors

Minor - Accounting

The minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Accounting Minor - Program of Study

Required Courses

| | | |
|---------|--------------------------------------|---|
| ACC 201 | Accounting Principles I | 3 |
| ACC 202 | Accounting Principles II | 3 |
| BUS 105 | Introduction to American Business | 3 |
| BUS 150 | Personal Finance | 3 |
| ACC 220 | Payroll Accounting and Taxation | 3 |
| ACC 230 | Business Taxation | 3 |
| ACC 311 | Intermediate Financial Accounting I | 3 |
| ACC 312 | Intermediate Financial Accounting II | 3 |

Minor - Information Technology

The minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Information Technology Minor - Program of Study

Required Courses

| | | |
|---------|---------------------------------|---|
| CIT 112 | Computer Information Technology | 3 |
| CIT 140 | Operating Systems Concepts | 3 |

Four classes from the following:

| | | |
|---------|---------------------------------------|---|
| CIT 120 | Introduction to Programming Concepts | 3 |
| CIT 220 | Desktop Applications | 4 |
| CIT 260 | Database Concepts | 3 |
| CIT 262 | Network Communications | 3 |
| CIT 270 | Basic Web Design and Development | 3 |
| CIT 272 | Hardware and Software Troubleshooting | 3 |

Minor - Management

The minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Management Minor - Program of Study

Required Courses

| | | |
|---------|-----------------------------------|---|
| BUS 105 | Introduction to American Business | 3 |
| MGT 302 | Management and Leadership | 3 |
| MGT 450 | Negotiation/Conflict Resolution | 3 |
| MGT 432 | Organizational Behavior | 3 |
| MGT 441 | Philosophy of Corporate Culture | 3 |

Business Administration majors will replace MGT-302 with BUS-175 Personnel Supervision

One class from the following:

| | | |
|---------|----------------------------|---|
| ECO 205 | Basic Economics | 3 |
| BUS 220 | Accounting for Business | 3 |
| BUS 230 | Global Issues | 3 |
| MGT 496 | Applied Management Project | 3 |

Graduate Studies in Business Division

The following programs are offered through the Graduate Studies in Business Division:

- Graduate Business Certificate Programs with concentrations in Accounting, Healthcare Management, and Human Resource Management
- Master of Business Administration (MBA) with majors in Business Administration, Healthcare Administration, Executive Management (Virtual MBA), International Business (Virtual MBA), and a dual degree and major with the School of Nursing (MSN/MBA)
- Master of Science Degree with majors in Management, Human Resource Management, and Accounting

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

With departmental approval, credit may be transferred in from a regionally accredited institution (maximum of six hours).

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Students must complete the first course of their core program with a grade of "C" or higher. If a grade of "C-" or lower is earned in the first course, the course must be repeated satisfactorily before going on with a different cohort.

Graduate Business Certificate Programs

The Graduate Studies in Business Division offers 12-credit hour graduate certificates with concentrations in the following areas:

- Accounting
- Healthcare Management
- Human Resource Management

Admission Requirements

- Baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.
- Cumulative GPA of 3.0 from the degree-granting institution (baccalaureate or masters).
- Accounting Certificate requires accounting pre-requisites listed above.
- Students may be accepted as an unclassified student; official transcripts are required for verification of appropriate degree.

Completion Requirements

- Completion of 12 hours required for certificate. Courses must be taken at IWU.
- Minimum grade of "B" or higher in each course.

Certificate Programs - Graduate

In order to provide graduate students opportunities to focus on specific career-oriented areas, the School of Business and Leadership offers graduate certificates in the areas of Accounting, Healthcare Management, and Human Resource Management.

Graduate certificates are available to students who have a baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. Non-degree seeking students may be accepted with an unclassified status. Official transcripts must be submitted for verification of the appropriate degree.

The graduate certificate programs utilize both individual and project teams approaches.

Graduate Business Certificates - Requirements

Accounting

| | | |
|---------|--|---|
| ACC 549 | Financial Statement Preparation and Analysis | 3 |
| ACC 552 | Auditing and Fraud Detection | 3 |
| ACC 554 | Business Structure and Taxes | 3 |
| ACC 556 | Accounting Information Systems and Control | 3 |

Healthcare Management

| | | |
|---------|---------------------|---|
| HCM 549 | Health Care Systems | 3 |
| HCM 552 | Health Care Policy | 3 |
| HCM 554 | Health Care Finance | 3 |
| HCM 556 | Health Care Issues | 3 |

Human Resource Management

| | | |
|---------|---|---|
| HRM 549 | Human Resources Management: An Overview | 3 |
| HRM 552 | Compensation and Benefits | 3 |
| HRM 554 | Employment Law | 3 |
| HRM 556 | Motivation and Training | 3 |

Master of Science Degree Programs

The Graduate Studies in Business Division offers a Master of Science Degree with majors in the following areas:

- Accounting
- Management
- Human Resource Management

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MS - Accounting

Students in the Master of Science in with a major in Accounting program will learn to integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services, financial reporting, and tax preparation and advisory services. Students will design appropriate communication strategies to achieve organizational goals and an ethical, legal, and biblical framework that guides interactions within the business environment and addresses the legal implications of business transactions and how they relate to accounting, auditing, and financial reporting.

It is highly recommended that students have successfully passed the following courses:

- Taxation I (300 level or better)
- Intermediate Accounting II (300 level or better)
- Auditing (400 level)
- Statistics

Upon completion of the program, students will be able to:

- Integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services.
- Develop financial reports in accordance with accounting principles, ethical standards, and legal requirements.
- Synthesize knowledge of accounting theory and practice in providing tax preparation and advisory services.
- Create an ethical and legal framework that uses professional ethics to address the legal implications of business transactions, and how they relate to accounting, auditing, and financial reporting.
- Design appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Accounting (MS) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| ACCT 511 | Ethics and Business Law for Accountants | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| ACCT 512 | Financial Accounting Theory and Issues | 3 |
| ACCT 513 | Accounting Information Systems and Control | 3 |
| ACCT 514 | Advanced Accounting | 3 |
| ACCT 515 | Advanced Tax Theory and Research | 3 |
| ACCT 516 | Forensic Accounting and Fraud Examination | 3 |
| ACCT 517 | Corporate Taxation | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MS - Human Resource Management

Students in the Master of Science with a major in Human Resource Management program utilize a biblical framework that guides interactions within the workplace to enhance the realization of human potential, analyze internal and external business environments, and formulate relevant human resource and communication strategies and solutions to ethically fulfill organizational mission, vision, values, and goals. Students will demonstrate a disposition for lifelong learning and continuous improvement.

Upon completion of the program, students will be able to:

- Enhance the realization of human potential in order to fulfill strategic organizational mission, vision, values, and goals.
- Demonstrate a disposition for lifelong learning and continuous growth.
- Analyze internal and external business environments and formulate relevant human resource strategies and solutions.
- Formulate ethical policies and procedures for use in human resource management.
- Develop appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Human Resource Management (MS) - Program of Study

Core Courses

| | | |
|----------|---|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| HRMT 535 | Human Resources Management | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| HRMT 536 | Evidence Based Tools for HR Decision- Making | 3 |
| HRMT 537 | Staffing, Performance Management, and Training | 3 |
| HRMT 538 | Total Rewards Management | 3 |
| HRMT 539 | Labor Management Relations in the Global HR Environment | 3 |
| HRMT 541 | Strategic Risk Assessment | 3 |
| HRMT 542 | Organizational Renewal and Development | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MS - Management

The Master of Science degree with a major in Management is a 36-hour graduate program designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on gaining the knowledge and skills needed in working with and leading people in an organizational environment. The program features the following themes: IWU Mission Outcomes (Character, Scholarship, and Leadership), business decision-making and contemporary communication skills, critical thinking, managing in a competitive global environment, and technological competence.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills
- Analyze the internal and external environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organization
- Develop personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Management (MS) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| HRMT 535 | Human Resources Management | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 510 | Economic Analysis for Managers | 3 |
| MKTG 530 | Marketing Management | 3 |
| MGMT 520 | Organizational Behavior | 3 |
| MGMT 528 | Global Management | 3 |
| MGMT 532 | Leadership and Organizational Change | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA Programs

The Graduate Studies in Business Division offers the MBA degree with the following majors:

- Business Administration
- Healthcare Administration
- Executive Management (Virtual Learning)
- International Business (Virtual Learning)
- Dual degree/major of MSN/MBA and Nursing Administration/Business Administration

Admission Requirements

Requirements for admission to the MBA programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.
- In addition, applicants to the dual degree program (MSN/MBA) must also meet the admission requirements established by the School of Nursing. See the MSN/MBA section (p. 310).

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Business Administration Major

Students in the Master of Business Administration with a major in Business Administration program design solutions and strategies for complex business problems and opportunities, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal management capabilities and design a plan for continual growth
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals
- Integrate a biblical framework that guides interactions within the business.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Business Administration - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| MKTG 530 | Marketing Management | 3 |
| MGMT 528 | Global Management | 3 |
| ACCT 510 | Managerial Accounting | 3 |
| FINC 530 | Applied Managerial Finance | 3 |
| MGMT 532 | Leadership and Organizational Change | 3 |
| STAT 535 | Statistics for Business Decision-Making | 3 |
| ECON 512 | Managerial Economics | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA - Healthcare Administration Major

Students in the Master of Business Administration with a major in Healthcare Administration program design solutions and strategies for complex business problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the healthcare environment and workplace.

Upon completion of the program, in addition to accomplishing missional learning outcomes, graduates will be able to:

- Design solutions and strategies for complex business problems and opportunities within the healthcare industry.

- Evaluate personal management capabilities and design a plan for continual growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Healthcare Administration - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| HRMT 535 | Human Resources Management | 3 |
| STAT 535 | Statistics for Business Decision-Making | 3 |
| HCAD 511 | Healthcare Governance and Organizational Structure | 3 |
| HCAD 513 | Healthcare Principles and Policies | 3 |
| HCAD 512 | Healthcare Finance | 3 |
| HCAD 514 | Healthcare Technology and Information Management | 3 |
| HCAD 510 | Healthcare Issues | 3 |
| HCAD 515 | Healthcare Strategic Development | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA - Executive Management Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Executive Management (Virtual Learning) - Program of Study

Core Courses

| | | |
|---------|-------------------------------|---|
| ADM 580 | History of Management Thought | 1 |
| ADM 583 | Management for Results | 3 |
| ADM 585 | Management of Human Resources | 3 |
| ADM 584 | Marketing for Results | 3 |
| ADM 582 | Financial Accountability | 3 |
| ADM 586 | International Business | 3 |
| ADM 587 | International Finance | 3 |
| ADM 589 | Leadership in Organizations | 3 |

| | | |
|---------|------------------------------------|---|
| ADM 565 | MIS and E-Business | 3 |
| ADM 555 | Decision Analysis in Organizations | 3 |
| ADM 588 | Organizational Strategy | 3 |
| ADM 560 | Applied Management Capstone | 3 |
| ADM 561 | Comprehensive Review & Exam | 2 |

MBA - International Business Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - International Business (Virtual Learning) - Program of Study

Core Courses

| | | |
|---------|--------------------------------|---|
| ADM 581 | History of International Trade | 1 |
| ADM 583 | Management for Results | 3 |
| ADM 585 | Management of Human Resources | 3 |
| ADM 584 | Marketing for Results | 3 |
| ADM 582 | Financial Accountability | 3 |
| ADM 586 | International Business | 3 |
| ADM 587 | International Finance | 3 |
| ADM 589 | Leadership in Organizations | 3 |
| ADM 567 | Business and Culture | 3 |
| ADM 569 | Import and Export | 3 |
| ADM 588 | Organizational Strategy | 3 |
| ADM 560 | Applied Management Capstone | 3 |
| ADM 561 | Comprehensive Review & Exam | 2 |

MBA - Dual Degree and Major Program - MSN and MBA

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of healthcare settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Admission and Graduation requirements for the Graduate Business Programs (p. 307).

Additional Admission Requirements for students applying to the MSN/MBA dual degree program:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Students with a non-nursing major who have a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials

- An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- Test of English as a Foreign Language (TOEFL) if English is not first language. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR 513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

MSN and MBA Dual Degree - Program of Study

Nursing Administration Courses

| | | |
|-----------|---|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| NRA 670 | Interdisciplinary Professional | 3 |

| | | |
|-----------|--|---|
| | Development | |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Business Administration Courses

| | | |
|--------------|---|---|
| MGMT 500 | Applied Management Theory | 3 |
| HCM 552 | Health Care Policy | 3 |
| ADM 550 | Ethics, Law and Leadership | 3 |
| ADM 554 | Operations and Strategy | 3 |
| ADM 545 | Organizational Development and Change | 3 |
| ADM 537N | Managerial Finance for Nurse Administrators | 3 |
| ADM 524 | Managerial Economics | 3 |
| ADM 534 | Applied Economics | 3 |
| ADM 514N | Managerial Accounting for Nurse Administrators | 3 |
| MGT 541 | Applied Marketing Management | 3 |
| Subtotal: 60 | | |

Total Credit Hours: 60

Graduate Studies in Leadership Division

The Graduate Studies in Leadership Division offers the following programs:

Master of Arts Degree (MA) with a major in Organizational Leadership

Doctor of Education Degree (Ed.D.) with a major in Organizational Leadership

Organizational Leadership - Ed.D.

The Doctor of Education degree with a major in Organizational Leadership (Ed.D.) provides an advanced graduate education for students seeking academic positions in research and teaching at leading universities, and for those seeking leadership opportunities in corporations, entrepreneurial businesses, health care, faith-based institutions, government, and non-profit organizations. This program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, and who desire to master the discipline of organizational leadership.

Admission Requirements

This is a selective program and there is no guaranteed admittance even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

- A master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University; or
- An Education Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The Ed.S. program completed by the applicant must be nationally recognized by the Educational Leadership Constituents Council (ELCC) to be eligible for admission to the DOL program at Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.
- A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances.

Application Process

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

- Submit a formal application with the non-refundable application fee of \$50. Send all application process materials to the attention of Graduate Admissions.
- Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.
- Send at least three recommendation forms from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), an academic in higher education, and someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay according to the requirements and outline in the application packet.
- Arrange to have your undergraduate transcript and graduate transcript sent from the accredited institution granting the respective degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.

- NOTE: Ed.S. graduates making application to the program must submit a transcript showing the degree was conferred from a regionally accredited institution. Ed.S. applicants who completed their program from another institution must provide evidence that the Ed.S. program completed was nationally recognized by the Educational Leadership Constituents Council (ELCC).
- Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) may be substituted at the discretion of the Admissions Selection Committee.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ed.D. program. Please follow the guidelines carefully addressing each question. The essay will be assessed in regard to:

- Typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.
- Clear and convincing response to the questions.
- Organization and presentation (i.e., readability and formatting).
- Evidence of critical thinking that is clearly expressed.
- It should be carefully proof read and use convincing language and phrasing.
- Evidence of scholarly (academic) writing skills that evidences an ability to analyze and integrate literature from the leadership field.

Essay Questions

All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

- How will the attainment of the Ed.D. with a major in Organizational Leadership enhance your ability to fulfill your life purpose?
- How will your leadership experience prepare you to excel in a doctoral leadership program?
- How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?
- What is your understanding of the concept of leadership and of the need for it in your professional field?
- What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?
- Do you have convincing evidence of sufficient computer skills to engage in online discussion forums, access online library resources, engage in online videoconferencing, word processing, spreadsheet, and presentation software?

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and forms to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.
- The Admissions Selection Committee will recommend admissions approval to the Chair.
- A letter of approval will be sent to the student by the Chair.
- Students will then confirm their intent to commence the program and send a \$200 deposit that can hold a position in the program for the student and be applied to the first tuition and fee statement.

Mission

The mission of the program is to provide a Christ-centered, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in seven domains of knowledge represented in the conceptual model that guides the program design. These domains include servant leadership, personal authenticity, governance and ethics, globalization and multiculturalism, change, innovation and entrepreneurship, organizational theory and research, and organizational learning. A foundational expertise integrated into each domain is the mastery of critical thinking, research, and problem solving.

The College of Adult and Professional Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial businesses, health care institutions, higher education, faith-based institutions, government, and nonprofit organizations. The program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, who desire to master the discipline of organizational leadership, and those who purpose to contribute to Indiana Wesleyan University's mission to raise up leaders as World Changers.

The College of Adult and Professional Studies offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice and leading organizational learning, change, and innovation. Our advanced graduate faculty is committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the Division of Graduate Studies in Leadership in particular is to present a Doctor of Education (Ed.D.) degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ. The faculty values the integration of Christian principles of faith and practice into both academic and work settings. We have developed our university mission statement to reflect this desire and this value, and the mission of the College of Adult and Professional Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration will be the beginning of personal growth and spiritual development by each student in the program.

Program Requirements

Transfer Credits for Ed.S. Applicants

Students who have graduated with an Educational Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body and from a program nationally recognized by the Educational Leadership Constituents Council (ELCC) may transfer up to 30 credit hours of post-master's credit. Transferable credits include those credits for which a grade of "B" or higher was earned in a post-master's course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.

Transfer Credits for non-Ed.S. Applicants

Students may transfer up to nine hours of post-master's credit from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education provided a grade of "B" or higher was earned in a post-masters course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.

Advanced Degree Appeals for Transferring Additional Hours

Students who have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program under the same conditions as non-Ed.S. applicants with post-master's credit.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours (e.g., Educational Administration, Counseling, Psychology, and so forth) may appeal in writing, to the Chair, Division of Graduate Studies in Leadership, for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment with the course of studies and having met the criteria set forth in the policy and items one through five above.

Prerequisites for Ed.S. Graduates

Ed.S. graduates entering the doctoral program must satisfactorily complete EDL-770A, EDL-770B, and EDL-770C before beginning the Ed.D. coursework.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions (Ed-U-Flex). Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- **Live Class Sessions** - Live classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the first, fourth, and eighth Saturdays of the September, January, and April terms. Students are expected to be in attendance when class begins, and remain the entire session. A student may be allowed one absence per course. These are only to be used when absolutely necessary and require approval from the faculty member teaching the course. (Bad weather, work and family emergencies, and illness are the primary reason for which students should reserve their option of missing one class meeting per term.) Students need to contact the faculty member regarding make-up work. The criteria for full participation attendance points will be determined by the faculty member.
- **Online Attendance** - Attendance is determined by participating in weekly discussions. Failure to participate in each weekly discussion forum will constitute an absence for that workshop. Participating in discussion does not guarantee full participation attendance points. The criteria for full participation attendance points will be determined by the course professor. A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."
- **Students are expected to take courses in the predetermined sequence.** Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by living on campus during three Summer Residency Institutes. These institutes are seven days in length and begin on a Saturday and go through the following Friday. (The exception is for those students participating in their first Summer Institute that must attend from Friday to Friday for 7½ days.) Students are expected to be in attendance every day of each institute and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the Institute. The Summer Residency Institutes are normally attended during three consecutive years. However, in unusual circumstances a student may be given permission by the Division Chair to skip a year and attend the Institute another year. In no circumstances will a student be allowed more than four years to complete their residency. Students are expected to follow the community lifestyle statement of the university while living on campus. This includes refraining from the use of alcohol and tobacco.

Withdrawal from a Course

A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- No refund after the 21st day from the start date of the course.

Student withdrawing from the summer residency will be assessed a fee to cover the costs of room and meals.

Satisfactory Academic Progress

Students enrolled in the Ed.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

The student must achieve a GPA of 3.0 by the end of the third term in order to continue in the program and cannot have a grade of less than a "B-" in any course. Students will become academically ineligible to continue enrollment when any of the following are received in coursework of the Ed. D. program of study:

- Grade point average (GPA) drops below 3.0 after the first three terms of the program.
- The required 3.25 GPA for graduation is not achieved within the first 27 credit hours of the program.

A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two terms or the equivalent, but only upon the recommendation of the Division Chair and with the approval of the Associate Dean of the School of Business and Leadership.

Students who fall below the required 3.25 GPA at any point in their program of study will be placed on academic probation and given a determined amount of time to raise the GPA to the required level. The amount of time given will be decided by a committee consisting of the student's advisor and the Division Chair.

Students that have a grade of incomplete in two or more courses are subject to suspension from the program for a time that is to be designated by the Division Chair in consultation with faculty members that have taught the courses in which the student has received the incomplete grade.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising before being allowed to register for another course. The student's advisor will submit the reenrollment form to the Division Chair for approval. The student may then be registered for another course by Student Services.

IWU reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Comprehensive Exam

At the end of coursework, a comprehensive examination will be administered to each student in the Ed.D. program. This exam will be designed to:

- Determine the student's grasp of leadership understanding across the curriculum;
- Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;
- Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Graduate Studies in Leadership. The Comprehensive Examination Policy Guide is published annually before Comprehensive Examinations. All policies and guidelines published annually in the Guide become official academic policy of the Division and take precedent over any policies published in the catalog.

The Dissertation

The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other

leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format. The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

The Organizational Leadership major is a 60 semester hour program. The dissertation courses include a minimum of 12 hours beyond the 48 hours of designated courses.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of studies emphasizes the development of theory-in-use research and skills with a practitioner focus. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as an organizational improvement study, a culture evaluation study, a governance and policy analysis study, or a problem resolution study. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document.

Three credit hours of a dissertation seminar are required. The seminar may be taken when the student successfully completes the courses offered during the term in which the student participates in their third summer residency. This enables the graduate students to integrate coursework, field-based action learning, and organizational improvement initiatives into the research design of their dissertation. Nine credit hours of dissertation credit are required during year three. Graduate students not defending their dissertation during the summer following the third year will be expected to maintain continuous enrollment and pay a dissertation continuation one hour tuition fee for each subsequent term until the dissertation is defended and approved.

A Dissertation Policy Manual will be issued by the Division of Graduate Studies in Leadership and published annually. Students are expected to follow all policies, procedures, and guidelines contained in the most recent manual. A student that is unable to complete their dissertation within one year must follow the guidelines issued for the following year. For example, a student that completes their 700 and 800 level coursework in 2010 will be given a Dissertation Policy Manual issued at the Summer Residency Institute in 2010, but if the student's dissertation is not completed by June 30, 2011, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued in July, 2011.

Degree Completion Limits

The Ed.D. program is designed as a lock-step curriculum, which is to be completed in 27 months, plus the dissertation. The time limit for completing the dissertation is four years from the point of completing the DL-915 course. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Division Chair.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the July term of the fourth year will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended. Students will pay the one hour tuition fee and a \$25 per term resource fee to maintain continuous enrollment.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all course work.
- Written and oral defense of the Comprehensive Exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).

EdD - Organizational Leadership

Organizational Leadership (Ed.D.) - Program of Study

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. Permission is normally granted for students that want to pursue a four-year as opposed to the normal three-year course of study. The three-year course of study is detailed below.

Year One

July Term

| | | |
|---------|-------------------------------------|---|
| DOL 715 | Leadership and Personal Development | 3 |
| DOL 720 | Critical Inquiry | 3 |

September Term

| | | |
|----------|--|---|
| DOL 735 | Advanced Leadership Theory | 3 |
| DOL 760A | Seminars and Praxis in Organizational Leadership-A | 2 |

January Term

| | | |
|----------|--|---|
| DOL 740 | Organization Theory and Design | 3 |
| DOL 760B | Seminars and Praxis in Organizational Leadership-B | 2 |

April Term

| | | |
|----------|--|---|
| DOL 810 | Statistical Research Design | 3 |
| DOL 760C | Seminars and Praxis in Organizational Leadership-C | 2 |

Year Two

July Term

| | | |
|---------|--|---|
| DOL 750 | Change, Innovation, and Entrepreneurship | 3 |
| DOL 830 | Global Perspectives on Leadership | 3 |

September Term

| | | |
|----------|--|---|
| DOL 840 | Ethics and Leadership | 3 |
| DOL 860A | Advanced Seminars and Praxis in Organizational Leadership-A | 2 |
| | or | |
| DOL 865A | Advanced Global Seminars and Praxis in Organizational Leadership-A | 2 |

January Term

| | | |
|----------|--|---|
| DOL 820 | Advanced Research Design Learning | 3 |
| DOL 860B | Advanced Seminars and Praxis in Organizational Leadership-B | 2 |
| | or | |
| DOL 865B | Advanced Global Seminars and Praxis in Organizational Leadership-B | 2 |

April Term

| | | |
|----------|---|---|
| DOL 800 | Organizational and Adult Learning | 3 |
| DOL 860C | Advanced Seminars and Praxis in Organizational Leadership-C | 2 |
| | or | |

| | | |
|----------|---|---|
| DOL 865C | Advanced Global Seminars and Praxis in Organizational Leadership- C | 2 |
|----------|---|---|

Year Three**July Term**

| | | |
|---------|---------------------------------|---|
| DOL 855 | Stewardship | 3 |
| DOL 880 | Application of Research Methods | 3 |

September Term

| | | |
|---------|----------------------|---|
| DOL 915 | Dissertation Seminar | 3 |
|---------|----------------------|---|

Students on the four year plan may substitute DOL-910, DOL-900A, and DOL-900B for DOL-915

January Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

April Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

July Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Students will continue to register for DOL-922 Dissertation Continuation all subsequent terms until dissertation is completed.

Organizational Leadership (Ed.D.) - Program of Study for Ed.S. Admitted Students

A student is expected to take courses in a specific sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. The program of study for students transferring from a completed Ed.S. program is based on the transfer of 30 credit hours from a qualified and completed Ed.S. program to the DOL program of study. Students transferring from an approved Ed.S. program will begin the DOL coursework in the July term, and must complete EDL-770A, EDL-770B, and EDL-770C before matriculation. The two-year course of study is detailed below.

Transferable Credits from Ed.S. (30)**Prerequisite Courses**

| | | |
|----------|---|---|
| EDL 770A | Advanced Leadership Seminar and Praxis for Educators | 3 |
| EDL 770B | Advanced Leadership Seminar and Praxis For Educators | 3 |
| EDL 770C | Advanced Leadership Seminar and Praxis For Educators | 3 |

Year One**July Term**

| | | |
|---------|------------------|---|
| DOL 720 | Critical Inquiry | 3 |
|---------|------------------|---|

September Term

| | | |
|---------|----------------------------|---|
| DOL 735 | Advanced Leadership Theory | 3 |
|---------|----------------------------|---|

January Term

| | | |
|---------|-----------------------------------|---|
| DOL 820 | Advanced Research Design Learning | 3 |
|---------|-----------------------------------|---|

April Term

| | | |
|---------|-----------------------------|---|
| DOL 810 | Statistical Research Design | 3 |
|---------|-----------------------------|---|

Year Two**July Term**

| | | |
|---------|---------------------------------|---|
| DOL 855 | Stewardship | 3 |
| DOL 880 | Application of Research Methods | 3 |

September Term

| | | |
|---------|----------------------|---|
| DOL 915 | Dissertation Seminar | 3 |
|---------|----------------------|---|

January Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

April Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Year Three

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Organizational Leadership - MA**Admission Requirements**

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum GPA of 3.0 in all undergraduate work (or 2.75 with approval from Department chair).
- A minimum of three years of significant experience in the workplace.
- Must currently be in a leadership position or demonstrate aspirations to attain a leadership position.

Graduation Requirements

- All 36 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MA - Organizational Leadership

The Master of Arts degree with a major in Organizational Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in organizations. The program is targeted at students from all organizations (including business), but the focus will be on recruiting individuals from nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Describe leadership theories and explain how they guide the practice of organizational leadership.
- Understand and practice authenticity and integrity as a part of their character and leadership.
- Synthesize knowledge about the foundational concepts of wisdom, followership, and stewardship as it applies to leadership.
- Evaluate ethical dilemmas that face leaders and implement the appropriate response.
- Analyze organizational problems and determine how the behavior of leaders and followers within an organization will be impacted.
- Evaluate the change and learning needs of an organization and implement appropriate strategies for redirecting the organization toward its goals.
- Develop and implement a strategic plan for an organization that emphasizes governance and stewardship principles.
- Practice scholarship by identifying organizational problems, researching the problem, and reporting the results of the research.

Organizational Leadership (MA) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MOL 500 | Leadership Theory | 3 |
| MOL 505 | Wisdom and Leadership | 3 |
| MOL 510A | Leadership Praxis | 1 |
| MOL 515 | Followership | 3 |
| MOL 520 | Ethical Challenges of Leadership | 3 |
| MOL 510B | Leadership Praxis | 1 |
| MOL 525 | Organizational Behavior and Communication | 3 |
| MOL 530 | Organizational Learning and Change | 3 |
| MOL 510C | Leadership Praxis | 1 |
| MOL 535 | Stewardship and Strategic Planning | 3 |
| MOL 540 | Research and Evaluation Methods for Leaders | 3 |
| MOL 510D | Leadership Praxis | 1 |
| MOL 565 | Leadership Thesis | 6 |
| MOL 511 | Leadership Praxis Seminar | 2 |

School of Educational Leadership

The IWU School of Educational Leadership offers dynamic programs that serve to apply the mission of IWU by drawing teachers, administrators, and other school personnel into an integrated experience of intellectual challenge, spiritual growth, and leadership development. These programs call candidates to Christian character and academic excellence, equip them for success in their disciplines, mentor them in leadership, and prepare them for service.

Through the IWU School of Educational Leadership, a variety of Adult Education Programs are offered to help students meet personal and professional goals:

- **Adult Teacher Licensure Programs Department** - offers a graduate level, non-degree initial licensure program.
- **Advanced Studies for Teacher Leaders Department** - offers a graduate level, advanced degree program (Master of Education).
- **Educational Administration Department** - offers a post-master's, non-degree licensure program leading to the P-12 Building Level Administrator's License as well as the Education Specialist degree leading to the P-12 District Level Administrator's License.
- **Office of Professional Development and Educational Licensing** - offers graduate level, non degree programs resulting in additional licensure and continuing studies for license renewal as well as assistance to educators seeking to renew or professionalize a teaching license.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Academic Policies - School of Educational Leadership

Attendance Policy - CAPS

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for on-site class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed four absences in courses that are sixteen or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal re-admittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

On-site Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or four and one-half hours or more of classes that are six hours in length.

- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

See the Graduate Studies in Leadership section (p. 313) for the specific attendance requirements of the doctoral program.

Certificate/Degree Requirements - School of Educational Leadership

Certificate/degree requirements for programs within the School of Educational Leadership:

- Completion of core requirements
- Cumulative GPA of 3.0 or higher
- A grade of "B-" or higher in each course

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their certificate or diploma.

Clinical Experience Requirements

For majors and teaching certificate programs requiring clinical experiences, candidates will identify and recommend a supervising teacher (i.e., a peer teacher in the field), approved by the Department Director. All clinical experience assignments will require that the candidate submit a completed clinical placement form and satisfy all assignments with a satisfactory score.

The M.Ed. International program does not require a clinical or field experience; however, most assignments and activities within the program's courses will require teachers to practice the application of course content within their classrooms among actual students.

Computer Requirements - CAPS

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of the assignments. IWU will offer support to students on only these two offerings of office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures. In addition to these minimum expectations, participation in a CAPS course or program may entail additional computing and/or technology requirements.

Grading and Evaluation - School of Educational Leadership

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Percentages | Quality Points (per credit) | Definition |
|-------|-------------|--------------------------------|---------------|
| A | 97 - 100% | 4.0 | Superior |
| A- | 94 - 96.9% | 3.7 | |
| B+ | 92 - 93.9% | 3.3 | |
| B | 89 - 91.9% | 3.0 | Above Average |
| B- | 86 - 88.9% | 2.7 | |
| C+ | 84 - 85.9% | 2.3 | |

| | | | |
|--|------------|-----|---|
| C | 80 - 83.9% | 2.0 | Average |
| F | 0 - 79.9% | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | | |
| W | | | Passing work at time of official withdrawal |
| I | | | Incomplete |
| CR | | | Credit |
| NC | | | No Credit |
| AU | | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below “B-” (“C+,” “C,” or “F”) was previously earned. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

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

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

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student’s transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Honesty, Cheating, Plagiarism, and Forgery

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

Coursework

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

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

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

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

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.

5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.

Sanctions

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

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

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

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

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

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

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

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

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

Matriculation - School of Educational Leadership

The School of Educational Leadership requires that all candidates admitted to graduate certificate and graduate degree programs complete prescribed course work per the program calendar provided at program orientation.

All programs in the School of Educational Leadership are designed as a lock-step curriculum, which is to be completed in the time specified by the program calendar for each graduate certificate or graduate degree program.

All candidates in the School of Educational Leadership are expected to complete program requirements associated with their graduate certificate or graduate degree in four years from the point of admission. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Associate Dean of the School or his/her designee.

Any candidate who withdraws from the program for a period of six consecutive months must be readmitted under the most current university catalog and is subject to adhering to program requirements as listed in the catalog at the time of readmission.

Program Gateways Requirement - School of Educational Leadership

All graduate certificate and graduate degree programs in the School of Educational Leadership are part of a larger Professional Education Unit within the University that is accredited by the National Council for the Accreditation of Teacher Education. Subsequently, all programs must adhere to the Unit Assessment System established by the University's Professional Education Unit.

The Unit Assessment System requires that candidate data be collected, evaluated, and reported at four program gateways. These gateways are as follows:

- Admission
- Mid-Program Review
- Program Completion
- Post-Program (non-evaluative)

Candidates are required to satisfactorily pass the admission, mid-program review, and program completion gateways based upon established criteria set forth by each graduate certificate and/or graduate degree program. Program gateway requirements and decision rules determining successful program gateway completion are published as a part of the candidate's program orientation materials and are referenced throughout the program via course syllabi.

Candidates will be evaluated by School faculty and a determination of pass, pass with conditions, or fail will be issued for the admission, mid-program review, and program completion gateways. In the event a candidate fails the admission, mid-program review, or program completion gateway, the appropriate program director will petition to have the candidate administratively withdrawn from all remaining course work. Candidates will not be able to reenroll in their program until such time as a formal remediation plan is successfully completed and the appropriate program director issues a second petition to reinstate the candidate.

Program Readmission Requirement - School of Educational Leadership

Candidates who have previously withdrawn from a program of study in the School of Educational Leadership and who wish to be readmitted to the program are welcome to return. The following conditions for readmission will be applied by the School:

- Program directors reserve the right to require that candidates audit some courses that may have already been completed if the Director determines that the material is significantly different than when the candidate first took the course.
- In the event the candidate has been withdrawn for a period of six months or more, the candidate must satisfy all program and clinical experience requirements as published in the IWU catalog at the time of their readmission to the program.

Adult Teacher Licensure Programs Department

The Adult Teacher Licensure Programs Department offers the Transition to Teaching (TTT) initial licensure program.

Initial Licensure Program

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree initial licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

- **Subject Knowledge:** The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.
- **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
- **Student Teaching:** Candidates will be in a K-12 classroom in their area of licensure for a seventeen week student teaching experience. The student teaching experience for elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission of TTT Program

The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

- Content/Subject Matter Expertise: Demonstration of a liberal arts education which provides a foundation for future professional growth.
- Personal Development (Morals and Ethics): Internalization of an individual set of moral and ethical behaviors.
- Professional Development: Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.
- Rights and Responsibilities: Application of decision-making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.
- Methodology: Integration of instruction which permits the teacher to plan, implement and evaluate master learning.
- Management of Time, Classroom, and Behavior: Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.
- Communication: The ability to communicate effectively with students and peers in written and verbal forms.
- Global and Multicultural Perspectives: Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All applicants must have:

- Baccalaureate degree from a regionally accredited university or college with a grade point average of at least 3.00 related to the content area in which an initial teaching license is sought; or
- Both a baccalaureate degree from a regionally accredited university or college with a grade point average of at least 2.50 and five years of professional experience (i.e., professional experience related to the content area in which the applicant seeks licensure) related to the content area in which an initial teaching license is sought; or
- A graduate degree related to the content area in which an initial teaching license is sought (does not apply to TTT Elementary Education applicants).
- Passing Praxis I or CASA scores or Approved Alternative Praxis I scores (as established by the Indiana Department of Education) for reading, writing, and math. Alternative Praxis I scores options include:
 - Total Praxis I composite score of at least 527
 - ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
 - SAT with a score of at least 1100 based on Critical Reading and Math
 - GRE with a score of at least 1100 based on Verbal and Quantitative
 - Anyone with a Master's Degree from a regionally accredited institution is exempt
- A state approved criminal history.
- Minimum scores of "3" or higher on a required Candidate Disposition Admission Survey (based on a four point scale).

Completion Requirements

The Transition to Teaching program can recommend candidates for licensure in the following areas:

- Elementary Generalist K-6
- Grades 5-12 - Life Science, Chemistry, Economics, Government and Citizenship, Psychology, Historical Perspectives, Sociology, Language Arts, mathematics, Health Education, and Spanish.
- Grades P-12 - Physical Education, Vocal and General Music, Instrumental and General Music, and Visual Arts. (Those seeking P-12 licensure in these areas should enroll as a TTT secondary teaching candidate).

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Pass all clinical experiences with a grade of "Credit."
- Provide passing scores for all required state licensure examinations.
- Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Program Requirements

To complete the Transition to Teaching program, all elementary and secondary candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All TTT candidates in both the elementary and secondary programs must complete four, 10-hour field experience assignments embedded in four core courses.
- All assignments for field experiences will be arranged by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own field experience assignment at any time.
- All core course work prior to either EDUT-590 or EDUT-595 must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.

Student Teaching:

- All TTT candidates in both the elementary and secondary programs must complete nine weeks of full-time student teaching.
- Any candidate absences must be made up within the time frame of the student teaching course. Should a candidate not be able to meet the required hours and weeks associated with the student teaching placement, the candidate may petition the TTT Program Director for an extension of time.
- All placements for student teaching will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Once a student teaching placement has been finalized, it can only be changed by approval of the Office of Clinical Experiences. The candidate must supply sufficient evidence to warrant such change.
- At the request of the cooperating P-12 school's administration, the University faculty, or University administration, a candidate can be removed from a student teaching assignment at any time for immoral or inappropriate conduct.
- The TTT Program Director may remove a candidate from a student teaching experience for the candidate's failure to satisfactorily perform the requirements of the student teaching experience. Input from the university faculty and administration and the cooperating teacher will be sought before removing the candidate.
- Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.

- If a candidate repeating a student teaching course does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.
- Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

Certificate - Transition to Teaching Program

TTT - Program of Study

Core Courses - Elementary Education

| | | |
|----------|---|---|
| EDUT ORE | Orientation to Transition to Teaching | |
| EDUT 540 | Introduction to 21st Century Education For Elementary Teachers | 3 |
| EDUT 541 | Innovative Teaching for the 21st Century for Elementary Classrooms | 3 |
| EDUT 545 | Assessment and Learning in the Elementary Classroom | 3 |
| EDUT 520 | Foundations in Phonics and Language Structure | 3 |
| EDUT 521 | Diagnostics in Reading and Language Arts in the Elementary Classroom | 3 |
| EDUT 550 | Methods of Teaching the Elementary School Curriculum | 3 |
| EDUT 548 | Researched-Based Behavior Interventions And Elementary Classroom Management | 3 |
| EDUT 590 | Student Teaching: Elementary Education | 3 |

Core Courses - Secondary Education

| | | |
|----------|--|---|
| EDUT ORE | Orientation to Transition to Teaching | |
| EDUT 570 | Introduction to 21st Century Education For Secondary Teachers | 2 |
| EDUT 571 | Innovative Teaching for the 21st Century For Secondary Classrooms | 3 |
| EDUT 575 | Assessment and Learning in the Secondary Classroom | 3 |
| EDUT 560 | Content Reading and Literacy for Adolescents | 2 |
| EDUT 578 | Secondary Teaching Methods and Resources | 3 |
| EDUT 580 | Researched-Based Behavior Interventions And Classroom Management for Adolescents | 2 |
| EDUT 595 | Student Teaching: Secondary Education | 3 |

Minimum Computer Requirements - School of Educational Leadership

Office of Professional Development and Educational Licensing

The Office of Professional Development and Educational Licensing offers graduate level coursework designed to provide educational opportunities for school teachers and administrators.

Graduate courses offered through this office are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Courses are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. The courses are offered as credit for possible license renewal and are not eligible to apply toward any degree or professional preparation program at IWU. These courses (offered by Performance Learning Systems [PLS]) are not applicable toward the completion requirements of any School of Educational Leadership degree or professional preparation program.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Those new to Indiana Wesleyan University may register in courses offered through the Office of Professional Development and Educational Licensing as a non-degree seeking student based on submission of the following:

- Course registration form.
- A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework offered through the Office of Professional Development and Educational Licensing does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through the Office of Professional Development and Educational Licensing may be applied toward an IWU graduate education degree.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

ACSI Credentialing Program

The ACSI Credentialing Program at Indiana Wesleyan University is a non-degree, non-certificate program that provides graduate level course work to individuals seeking to obtain an Association for Christian Schools International (ACSI) teaching credential. The program consists of seven (7) credit hours for individuals seeking to teach in a domestic ACSI member school and ten (10) credit hours for individuals seeking to teach in an international ACSI member school. Upon completion of the required coursework, it is the individual's responsibility to make application to ACSI for their teaching credential. The required coursework satisfies all criteria established for an ACSI teaching credential. There is no field experience required for this program.

The mission of the Association of Christian Schools International (ACSI) Credentialing program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning in private Christian schools.

The purpose of the program is to provide a course of study leading to an ACSI teaching credential that meets the professional needs of practicing Christian school teachers. Outcomes and expectations associated with this credentialing program are:

- **Providing influence for positive individual growth and school change.** Candidates are proficient in teacher leadership to help individual peers, to influence professional learning communities, to improve building-level instruction, to impact school culture, and to cause meaningful school change and improvement.
- **Understanding and Interacting with Individual Learners as Individual Learners.** Candidates are proficient in providing differentiated instruction to individual learners, regardless of unique academic need across the ability spectrum from special education to gifted education.

- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.
- **Complying with legal obligations.** Candidates fulfill all legal requirements in the performance of their teaching duties.

Admission Requirements

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.

ACSI - Program of Study

Required Courses - Domestic

| | | |
|----------|---|---|
| ACSI ORE | Orientation to the ACSI Credentialing Program | |
| EDCS 546 | Christian Philosophy of Education | 1 |
| BIB 501 | Introduction to the Old Testament | 3 |
| BIB 502 | Introduction to the New Testament | 3 |

Required Courses - International

| | | |
|----------|---|---|
| ACSI ORE | Orientation to the ACSI Credentialing Program | |
| EDCS 546 | Christian Philosophy of Education | 1 |
| BIB 501 | Introduction to the Old Testament | 3 |
| BIB 502 | Introduction to the New Testament | 3 |
| EDCS 512 | Integration of Faith and Learning in P-12 Christian School Classrooms | 3 |

Minimum Computer Requirements - School of Educational Leadership

Educational Licensing

The Office of Professional Development and Educational Licensing offers the following options:

License Renewal

Courses offered through the School of Educational Leadership are designed to further develop the skills of school teachers, administrators, and school services personnel. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses have been approved by the Indiana Department of Education's Office of Educator Licensing and Development (OELD) and may be used to renew an Indiana instructional, administration, or school services license. Renewal requires the accumulation of ninety (90) Professional Growth Points and submission of Professional Growth Plan for verification.

Professional Growth Points must be earned between the point when the license is issued and the point when renewal of the license takes place. These points can be earned through a variety of means, including the completion of coursework from an accredited institution with each semester hour equaling fifteen Professional Growth Points.

Professional License

The requirements for professionalizing an educator license vary according to academic discipline. ALL professionalization applications, regardless of academic discipline, will require completion of an advanced degree (i.e. Master's degree or higher). Applicants seeking professionalizing of an instructional license will also be required provide proof of two years of teaching experience in accredited schools as well as have held a Proficient Practitioner/Standard/Provisional license for five years. Applicants seeking a professional administrator license will be required to provide proof of completing sixty hours of graduate coursework from accredited institutions in Administration and related areas (advanced degree work can count towards these hours), and five years of administrative experience in the content area of the license in an accredited school or public school district. Those seeking licensure in School Counseling will be required to prove two years of experience as a school counselor in an accredited school and hold a Proficient Practitioner/Standard/Provisional license for five years.

Recertification Requirements

- Applicants must have a valid Rules 2002, Rules 46-47, Bulletin 400, or earlier rules Proficient Practitioner/Standard/Provisional license from the State of Indiana. Applicants must have obtained ninety Professional Growth Points and received verification of completed Professional Growth Plan from School Administrator (if employed in a school system) or Department of Education (if not employed in a school system).
- Applicants are advised to complete the online application for renewal of their Indiana Instructional, Administration, or School Services License. Instructions for this process are provided in the licensing section of the IWU web site or on the Indiana Department of Education's web site.
- The Indiana Department of Education advises license holders to NOT begin a renewal process until at least sixty days prior to the license expiration date.

Advanced Studies for Teacher Leaders Department

The Advanced Studies for Teacher Leaders Department offers:

- A 33 hour Master of Education (M.Ed.) degree program with six majors:
 - Teacher Leadership with two specializations - Elementary Education and Secondary Education
 - Curriculum and Instruction
 - Special Education
 - High Ability
 - English Language Learners
 - School Administration
- A 30 hour Master of Education (M.Ed.) International degree program
- Teaching Certificate Programs (18 credit hours each) for the following content areas:
 - Exceptional Learners - Mild Intervention
 - High Ability Learners
 - English Language Learners

MEd Programs

The M.Ed. degree program is designed for practicing classroom teachers seeking an advanced degree. The program is 33 semester hours and awards six different majors: Teacher Leadership with two different Specializations (Elementary Education and Secondary Education), Special Education, High Ability, Curriculum and Instruction, English Language Learners, and School Administration.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- Leading curricular change. Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- Implementing instructional effectiveness . Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- Managing classroom learning. Candidates manage the classroom learning environment to create success for all students.
- Practicing reflective assessment. Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- Building learning networks . Candidates create professional partnerships to create learning opportunities for themselves and their students.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

The admission requirements for the M.Ed. program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Note: M.Ed. International applicants who have not graduated from a university or college accredited by a North American regional accrediting agency but have a four-year degree or diploma issued outside of North America must have a course-by-course evaluation of their transcript sent directly to IWU by World Educational Services, Educational Credentials Evaluation, or another agency approved by IWU.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Public school candidates need:
 - A valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.
- ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
 - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license or certificate.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
- International candidates need:
 - A valid, (but not necessarily current) government-issued teacher's license or a valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
 - Native speakers of languages other than English who are applicants for entrance into this program must achieve required English language scores on approved assessments.

Graduation Requirements

To graduate, from the M.Ed. or M.Ed. International program, candidates must have completed the following:

- Successful completion of the M.Ed. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Master of Education program, all candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.

- Successfully pass all Clinical Experience requirements associated with their program.

MEd - Curriculum and Instruction Major

MEd - Curriculum and Instruction - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 515 | Leading an Inquiry-Based and Student- Engaging Classroom | 3 |
| EDTL 525 | Curriculum Leadership for Rigor and Relevance | 3 |
| EDTL 535 | Leading for Differentiated Instruction | 3 |
| EDTL 545 | Diagnostic Assessment for Learning | 3 |
| EDTL 555 | Applied Educational Research | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - English Language Learners Major

MEd - English Language Learners - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDEL 510 | Language Acquisition in Classroom Instruction | 3 |
| EDEL 520 | The Impact of Culture in the Classroom for the CLD-ELL Teacher | 3 |
| EDEL 530 | Instructional Strategies for the CLD-ELL Student | 3 |
| EDEL 540 | Classroom Assessments for the CLD-ELL Student | 3 |
| EDEL 550 | Developing Vital Partnerships and | 3 |

Advocacy in a CLD-ELL Program

*Minimum Computer Requirements - School of Educational Leadership**Clinical Experience Requirements (p. 271)***MEd - High Ability Major**

MEd - High Ability - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDHA 510 | Foundations for High Ability Learning | 3 |
| EDHA 520 | Cognitive and Affective Development of High Ability Learners | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDHA 550 | Collaboration in High Ability Program Development and Implementation | 3 |

*Minimum Computer Requirements - School of Educational Leadership (p. 324)**Clinical Experience Requirements (p. 324)***MEd - School Administration Major**

MEd - School Administration - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDL 657 | Instructional Leadership Through Effective Management of Human Capital | 3 |

| | | |
|---------|---|---|
| EDL 618 | Professional, Ethical, and Legal Leadership | 3 |
| EDL 616 | Organizational, Operational, and Resource Management | 3 |
| EDL 610 | The Principalship: Building Relationships in a Culture of Achievement | 3 |
| EDL 612 | Prin Intern: Experiential Application of Building Level School Leader Standards | 3 |
| EDL 625 | Applied Principal's Portfolio Practicum | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Special Education Major

MEd - Special Education - Program of Study

Core Courses

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520 Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDSE 510 | Classroom Responses to Individual Differences in Language and Culture | 3 |
| EDSE 520 | Individualized Assessment and Data-Based Interventions | 3 |
| EDSE 530 | Research-Based Behavior Interventions | 3 |
| EDSE 540 | Strategies and Interventions for Students With Autism Spectrum Disorders | 3 |
| EDSE 550 | Collaboration With Families and Professionals | 3 |
| EDSE 560 | Seminar: Professional Issues in Disability Services | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Teacher Leadership Major - Elementary Education Specialization

MEd - Teacher Leadership - Program of Study for Elementary Specialization

Core Courses

| | | |
|----------|---|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDUT 540 | Introduction to 21st Century Education For Elementary Teachers | 3 |
| EDUT 541 | Innovative Teaching for the 21st Century for Elementary Classrooms | 3 |
| EDUT 545 | Assessment and Learning in the Elementary Classroom | 3 |
| EDUT 550 | Methods of Teaching the Elementary School Curriculum | 3 |
| EDUT 548 | Researched-Based Behavior Interventions And Elementary Classroom Management | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Teacher Leadership Major - Secondary Education Specialization

MEd - Teacher Leadership - Program of Study for Secondary Specialization

Core Courses

| | | |
|----------|---|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDUT 570 | Introduction to 21st Century Education For Secondary Teachers | 2 |
| EDUT 571 | Innovative Teaching for the 21st Century For Secondary Classrooms | 3 |
| EDUT 575 | Assessment and Learning in the | 3 |

| | | |
|----------|--|---|
| EDUT 560 | Secondary Classroom Content Reading and Literacy for Adolescents | 2 |
| EDUT 578 | Secondary Teaching Methods and Resources | 3 |
| EDUT 580 | Researched-Based Behavior Interventions And Classroom Management for Adolescents | 2 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - International

The Master of Education program is designed for practicing international classroom teachers seeking an advanced degree. The International M.Ed. degree program is 30 semester hours and awards a major in Teacher Leadership. The IWU M.Ed. International program is available ONLY to teachers in countries outside North America.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

M.Ed. - Admission and Graduation Requirements (p. 324)

MEd - International - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 515 | Leading an Inquiry-Based and Student- Engaging Classroom | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDTL 525 | Curriculum Leadership for Rigor and Relevance | 3 |
| EDTL 535 | Leading for Differentiated Instruction | 3 |
| EDTL 545 | Diagnostic Assessment for Learning | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 555 | Applied Educational Research | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

M.Ed. (International)- Clinical Experience Requirements

There is no clinical or field experience required in the M.Ed. International program; however, most assignments and activities within these courses will require teachers to practice the application of course content within their classrooms among actual students.

Total Credit Hours: 30

Teaching Certificate Programs

The Teaching Certificate Programs provide an 18 credit hour post-baccalaureate program for teachers seeking additional content areas with respect to teaching licensure. Candidates completing the 18 credit hour program gain content and pedagogical content knowledge related to professional teaching standards for the content area in which they are seeking additional licensure. Prior to applying to the program, candidates are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

The mission of the Teaching Certificate Program is to prepare teacher leaders to provide advanced knowledge in a specific content area leading to additional licensure that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The Teaching Certificate Program provides advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the Teaching Certificate Programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or hire from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
- Supporting documentation demonstrating access to a P-12 classroom.

Completion Requirements

To successfully complete the Teaching Certificate Program candidates must have completed the following:

- Successful completion of the 18 credit hour curriculum associated with the content area for which they are seeking licensure.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements required.
- Payment of all tuition and fees is required to receive a certificate.

Certificate - Teaching Certificate Programs

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Teaching Certificate - Program of Study

English Language Learners

| | | |
|----------|---|---|
| TC ORE | Orientation to the Teacher Certificate Programs | |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDEL 510 | Language Acquisition in Classroom Instruction | 3 |
| EDEL 520 | The Impact of Culture in the Classroom for the CLD-ELL Teacher | 3 |
| EDEL 530 | Instructional Strategies for the CLD-ELL Student | 3 |
| EDEL 540 | Classroom Assessments for the CLD-ELL Student | 3 |
| EDEL 550 | Developing Vital Partnerships and Advocacy in a CLD-ELL Program | 3 |

High Ability

| | | |
|----------|--|---|
| TC ORE | Orientation to the Teacher Certificate Programs | |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDHA 510 | Foundations for High Ability Learning | 3 |
| EDHA 520 | Cognitive and Affective Development of High Ability Learners | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDHA 550 | Collaboration in High Ability Program Development and Implementation | 3 |

Exceptional Learners (Mild Intervention)

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520, Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

| | | |
|----------|--|---|
| EDSE 510 | Classroom Responses to Individual Differences in Language and Culture | 3 |
| EDSE 520 | Individualized Assessment and Data-Based Interventions | 3 |
| EDSE 530 | Research-Based Behavior Interventions | 3 |
| EDSE 540 | Strategies and Interventions for Students With Autism Spectrum Disorders | 3 |
| EDSE 550 | Collaboration With Families and Professionals | 3 |
| EDSE 560 | Seminar: Professional Issues in Disability Services | 3 |

Educational Administration Department

The Educational Administration Department offers the following two programs:

Principal Licensure Program (PLP) - post-master's non-degree licensure program leading to Indiana's P-12 Building Level Administrator's License

Education Specialist (Ed.S.) - an advanced degree program leading to Indiana's P-12 District Level Administrator's License

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to Indiana's P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for building administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass Indiana's building level administrator exam. The program curriculum is 18 credit hours.

The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults.

The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 Building Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.
- **Standard 4: Building Relationships** - School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All candidates will:

- Have completed a master's degree in education from a college or university accredited by a regional accrediting body. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.

- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana with at least one content area established.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Cumulative GPA of 3.00 or better in graduate level courses

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the Indiana Department of Education's Office of Educational Licensing and Development (OELD) an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Completion Requirements

To complete the Principal Licensure Program, receive the certificate, and be recommended for licensure, candidates must have completed the following:

- A minimum grade of "B-" in all courses.
- Cumulative GPA of at least 3.0.
- Satisfactory completion, presentation, and defense of the Applied Principal's Portfolio

Program Requirements

To complete the Principal Licensure program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.0.
- Successfully complete the Applied Principal's Portfolio defense requirement.
- Successfully pass Indiana's P-12 Building Level Administrator exam.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All PLP candidates must complete a three credit hour Internship and a three credit hour Practicum.
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internship and Practicum.
- Principal-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Principal-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

Certificate - Principal Licensure Program

Principal Licensure Program - Program of Study

Core Courses

| | | |
|---------|---|---|
| EDL ORE | Orientation to Educational Leadership Programs | |
| EDL 657 | Instructional Leadership Through Effective Management of Human Capital | 3 |
| EDL 618 | Professional, Ethical, and Legal Leadership | 3 |
| EDL 616 | Organizational, Operational, and Resource Management | 3 |
| EDL 610 | The Principalship: Building Relationships in a Culture of Achievement | 3 |
| EDL 612 | Prin Intern: Experiential Application of Building Level School Leader Standards | 3 |
| EDL 625 | Applied Principal's Portfolio Practicum | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Education Specialist Program

The Education Specialist Degree (Ed.S.) is a degree and licensure program leading to Indiana's P-12 district level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for district administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating research-based thesis and district administrator internship reflects a standards-based emphasis and will prepare candidates to pass Indiana's district level administrator exam. The program curriculum consists of 30 foundational hours (transferred in from a master's degree) and 30 hours taken at IWU.

The Education Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults. The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 District Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- **Standard 4: Building Relationships** - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

- **Standard 5: Culture of Achievement** - School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Admission Requirements

Candidates will:

- Have completed a master's degree in education from a regionally accredited body.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with an appropriate central office administrator will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana.
- Have a minimum of three years teaching experience.
- Present at least three letters of recommendation; at least one must be a sitting central office administrator.
- Cumulative GPA of 3.0 or higher in graduate level courses.

Graduation Requirements

To graduate, candidates must have completed the following:

- A minimum grade of "B-" or higher in all courses.
- Cumulative GPA of at least 3.25.
- Successful completion and oral presentation of the portfolio and defense of the thesis.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Education Specialist Program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.25.
- Successfully complete the Standards Research-Based Thesis defense requirement.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All Ed.S. candidates must complete a three credit hour Internship.
- All candidates must secure a Superintendent-Mentor at the school in which they are currently teaching.
- The Superintendent-Mentor will work with the candidates throughout the course of the Internship.
- Superintendent-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Superintendent-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

EdS - Education Specialist

Education Specialist - Program of Study

Foundation Courses

| | |
|---------------------------------------|----|
| Foundation Graduate Education Courses | 30 |
|---------------------------------------|----|

Core Courses

| | | |
|----------|--|---|
| EDL ORE | Orientation to Educational Leadership Programs | |
| EDL 600 | District Curriculum Leadership | 3 |
| EDL 602 | Leading Schools to Be Culturally Responsive | 3 |
| EDL 605 | District Personnel Management and Supervision | 3 |
| EDL 620 | Advanced School Finance | 3 |
| EDL 615 | District Facilities Management and Leadership | 3 |
| EDL 705 | ISLLC/IDOE Standards Based Research Thesis | 3 |
| EDL 700 | Applied Superintendent's Internship Practicum | 3 |
| EDL 770A | Advanced Leadership Seminar and Praxis for Educators | 3 |
| EDL 770B | Advanced Leadership Seminar and Praxis For Educators | 3 |
| EDL 770C | Advanced Leadership Seminar and Praxis For Educators | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

School of Liberal Arts

The School of Liberal Arts offers a variety of adult education programs to help students meet their personal and professional goals.

- Behavioral and Social Sciences Department - offers a Bachelor of Science degree with majors in Addictions Counseling, Human Services, and Social Work.
- Liberal Studies Department - offers Associate of Science and Bachelor of Science degrees with a major in General Studies, undergraduate certificates, and course offerings in general education and electives to assist students in completing degree requirements.
- Public Services and Applied Sciences Department - offers Associate of Science and Bachelor of Science degrees with a major in Criminal Justice, an undergraduate certificate, and a Master of Public Affairs.
- Religion Department - offers an Associate of Science degree with a major in Christian Ministries, a Bachelor of Science degree with a major in Biblical Studies, and an undergraduate certificate.

Behavioral and Social Sciences Department

The Behavioral and Social Sciences Department offers the following programs:

- Bachelor of Science Degree with a major in Addictions Counseling.
- Bachelor of Science Degree with a major in Human Services.
- Bachelor of Science Degree with a major in Social Work.

Programs within this department utilize project teams and team projects in the curriculum.

Addictions Counseling

The Bachelor of Science degree with a major in Addictions Counseling program is a 22-month course of study that provides an in-depth education from a Christian perspective for persons who desire to understand and/or serve addicted persons and their families. Most coursework is completed online with practicums offered at mutually agreed-upon sites.

Graduates from this major should be able to:

- Explain the biopsychosocial-spiritual dimension of addictions.
- Demonstrate an understanding of sin and God's transformative power and grace using helpers and helping systems across the biopsychosocial and spiritual dimensions of addiction/recovery.
- Synthesize assessment and enhancement of client motivation within a broader context of assessment, treatment planning, and client/system change.
- Differentiate among and evaluate the theories underlying addictions counseling and apply them in practice.
- Discuss the pharmacological properties of major drugs and their impact on the brain and behavior.
- Demonstrate an understanding of ethical practice with diverse populations.
- Facilitate group therapy for addicted individuals effectively.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.

- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Addictions Counseling from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.50 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 272)).
- Payment of all tuition and fees is required to receive a diploma.

Practicum Requirements

As part of the Bachelor of Science degree with a major Addictions Counseling program at IWU, each student will be required to complete a practicum experience whereby students will engage in on-site learning via an agency or center focused on addictions practice. Sites are secured through a collaborative effort between the Coordinator of Practicums and Field Experiences and each individual student. Students will be required to complete a total of 350 hours of practicum experience which is spread over the span of 20 weeks. These hours will coincide with the final four courses of the program (ADC-461, ADC-462, ADC-463 and ADC-464). This averages out to about 17.5 hours each week where students will participate in a practicum experience. This practicum is key to the student's learning experience as it provides opportunity for students to receive constructive feedback and continual supervision while gaining experience in a professional counseling setting.

BS - Addictions Counseling

Addictions Counseling - Program of Study

Prerequisite Course

(must be completed prior to starting the core program)

| | | |
|---------|--------------------|---|
| PSY 150 | General Psychology | 3 |
|---------|--------------------|---|

Core Courses

Before beginning any practicum class (ADC-461, ADC-462, ADC-463, ADC-464), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458.

| | | |
|---------|--|---|
| ADC 202 | Principles of Addictions Counseling | 4 |
| ADC 210 | Addictions Theory | 3 |
| PSY 250 | Developmental Psychology | 3 |
| SOC 210 | Minority Group Relations | 3 |
| PSY 322 | Physiological Psychology | 3 |
| ADC 212 | Psychopharmacology | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |
| ADC 310 | Addictions Counseling Skills | 3 |
| PSY 370 | Theories of Personality | 3 |
| ADC 320 | Theory and Practice of Group Counseling | 3 |
| ADC 330 | Counseling Addicted and Dysfunctional Family Systems | 3 |
| ADC 458 | Addiction Programs and Professional Development | 3 |
| ADC 461 | Addictions Counseling Practicum I | 2 |
| ADC 462 | Addictions Counseling Practicum II | 2 |

| | | |
|---------|-------------------------------------|---|
| ADC 463 | Addictions Counseling Practicum III | 2 |
| ADC 464 | Addictions Counseling Practicum IV | 2 |

Human Services

The Bachelor of Science with a major in Human Services educates students from a biblical understanding of advocacy, to enhance service delivery, management, and social change through their work in human service organizations.

Upon completion of the program, students will be able to:

- Integrate biblical perspectives on providing care to oppressed or disadvantaged people.
- Assess services to identified constituencies in social service agencies.
- Advocate for positive, social change at the micro and macro levels.
- Evaluate the effectiveness and need for services rendered by social service agencies.
- Articulate a management plan for resources of the social service agency for the benefit of the community.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

- Completion of 124 credit hours.
- Completion of all required core courses with a GPA of 2.25 or higher.
- Overall cumulative GPA of 2.0 or higher.
- A total of 30 credit hours must be completed at the 300 and 400 level.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 272)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Human Services

Human Services - Program of Study

Prerequisites

(must be completed prior to starting the core program)

| | | |
|----------|------------------------------------|---|
| PSY 150 | General Psychology | 3 |
| HMSR 220 | Interview Skills in Human Services | 3 |

Core Courses

| | | |
|---------|-----------------------------|---|
| UNV 181 | Leading Change in the World | 3 |
| CRJ 309 | Youth and Crime | 3 |
| SOC 210 | Minority Group Relations | 3 |

| | | |
|----------|--|---|
| PSY 250 | Developmental Psychology | 3 |
| ADC 310 | Addictions Counseling Skills | 3 |
| ADC 320 | Theory and Practice of Group Counseling | 3 |
| PSY 370 | Theories of Personality | 3 |
| PSY 366 | Psychology of Abnormal Behavior | 3 |
| CRJ 268 | Crisis Intervention | 3 |
| MAT 112 | General Statistics | 3 |
| HMSR 340 | Advocacy in Human Services | 3 |
| HMSR 350 | Systems of Social Change | 3 |
| HMSR 420 | Program Planning and Evaluation in Human Services | 3 |
| HMSR 430 | Administration in Human Services | 3 |
| HMSR 490 | Capstone in Human Services | 3 |

Social Work

The mission of the Social Work program is to prepare students for generalist entry level social work practice and provide opportunities for students to become world changers by integrating their personal faith with their academic learning in order to maximize their service to their fellow human beings.

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.
- Identify as a professional Social Worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and deliver effective social work services
- Respond to context that shapes practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The IWU Social Work program is accredited by the Council on Social Work Education (CSWE); phone 703-638-8080. Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of Social Work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and National Association of Christian Social Workers (NACSW).

Throughout the curriculum, theory and practice are integrated through a variety of educational experiences and agency settings. Students are required to become active within the community in a variety of capacities throughout the program. Students are required to complete approximately 15.5 hours of field work per week with a total of 400 hours over a 26 week period. According to CSWE the field placement is the signature pedagogy of Social Work program professional development.

Admission Requirements

Requirements for admission to the Bachelor of Science with a major in Social Work are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.

- Prior completion of at least 45 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 45.
- A minimum of two years of significant volunteer work or full-time work experience beyond high school.

Admission to the Social Work Program

The admission of students to the Social Work program is a formal process separate from the initial declaration of social work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade point average of 2.5 at the time of application to the program. Each student must submit to the Social Work program an initial portfolio after completing the Introduction of Social Work course. The student will then present their portfolio along with being interviewed by the Social Work Admissions Committee. Based on the portfolio presentation, interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Transfer of Credit

Students may transfer in credit for the following core courses: MAT-305, SWK-335, SWK-336, SWK-342, SWK-343, and SOC-482.

- The institution at which the courses were taken must be accredited by the Council on Social Work Education (CSWE).
- Only courses in which a "C" was earned will transfer.
- The student must complete at least 30 semester hours of the core courses through IWU.

Admission to Field Placement Internships

During the second year of the program, each student is required to complete a Field Placement, or Practicum in a social service agency. This placement site will be arranged by the Coordinator of Practicum and Field Experience in collaboration with each individual student, aiming to align with the student's professional goals and development needs. As such, each student will complete a Social Work Field Practicum Application along with an updated portfolio. Students will present their portfolio and subsequently be interviewed by the Coordinator of Practicums and Field Experiences and committee. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

Continuation in the Social Work Major

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade point average of 2.5 and a 2.7 in the major. To graduate, a student must present a grade point average of 2.7 in the field placement experience and a cumulative grade point average of 2.5 in order to graduate. Students who fall below this grade-point average will be placed on probation per the CAPS catalog. Failure to raise the grade point average to 2.5 could then result in dismissal from the program.

Graduation Requirements

To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University with a major of Social Work, the following requirements must be met:

- Maintain an overall grade-point average of 2.5.
- Achieve a 2.7 grade-point average in the Social Work major.
- Achieve a grade-point average of 2.7 in the Field Placements.
- Pass the final Portfolio Presentation in the Social Work Program.
- Complete 124 credit hours.
- Complete 30 hours of general education as specified General Education Requirements (p. 272).

- Payment of all tuition and fees is required to receive a diploma.

BS - Social Work

Social Work - Program of Study

Prerequisites

(must be completed with a grade of "C" or higher before starting the core program)

| | | |
|---------|--|---|
| PSY 150 | General Psychology | 3 |
| SOC 150 | Principles of Sociology | 3 |
| SOC 210 | Minority Group Relations | 3 |
| MAT 112 | General Statistics | 3 |
| SOC 152 | Social Problems | 3 |
| BIO 106 | Environment and Society | 4 |
| POL 200 | State and Local Government and Politics | 3 |
| ECO 205 | Basic Economics | 3 |

Core Courses

All courses must be completed with a grade of "C" or higher.

| | | |
|---------|---|---|
| UNV 181 | Leading Change in the World | 3 |
| SWK 170 | Introduction to Social Work | 3 |
| SWK 342 | Human Behavior and the Social Environment I | 3 |
| SWK 343 | Human Behavior and the Social Environment II | 3 |
| MAT 305 | Statistics for Social Sciences | 3 |
| SOC 482 | Social Research | 3 |
| SWK 335 | Social Welfare Organization | 3 |
| SWK 336 | Social Policy | 3 |
| SWK 355 | Social Work Practice I | 3 |
| SWK 356 | Social Work Practice II | 3 |
| SWK 357 | Social Work Practice III | 3 |
| SWK 366 | Social Work Field Placement I | 3 |
| SWK 370 | Social Work Field Placement Seminar I | 3 |
| SWK 466 | Social Work Field Placement II | 9 |
| SWK 470 | Social Work Field Placement Seminar II | 3 |

Liberal Studies Department

The following programs are offered through the Liberal Studies Department:

- Undergraduate Certificate Programs - certificates are available in Criminal Justice, Communications, General Studies, Human Services, Parish Nursing, Pastoral Counseling, and Religious Studies.
- General Studies - Associate of Science Degree
- General Studies - Bachelor of Science Degree
- Undergraduate Electives - these course offerings enable students to complete general education and elective credit requirements.

Undergraduate Certificate Programs

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in several broad career areas. For a current listing of courses and information, please see <http://www.indwes.edu/Academics/CAPS/School-of-Liberal-Arts/>.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

The Indiana Wesleyan University's Pastoral Care and Counseling Certificate program affords students the opportunity to acquire theoretical and practical application of the practice of pastoral care and counseling. The certificate itself serves as documentation of this accomplishment, as does the transcript notation. This program provides valuable personal spiritual development and professional development for those in church or para-church ministries and careers. Students completing the Pastoral Care and Counseling Certificate acquire added knowledge and skills for more effective ministry.

Certificate Programs - Undergraduate

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

The Parish Nursing Certificate has specific admission requirements as follows:

- Current unencumbered RN license
- Associate degree/Diploma in Nursing or higher nursing degree
- Two years full-time work experience as an RN

The Pastoral Care Certificate has specific admission requirements as follows:

- Currently enrolled in the Bachelor of Science with a major in Biblical Studies program; OR
- Licensed or ordained minister (current copy of credentials required)

Completion Requirements

- 15-16 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified and Parish Nursing students
- Minimum grade of "C" in each course

Undergraduate Certificate Programs - Program of Study

Human Services

Choose 15 credits from the following:

| | | |
|---------|---------------------------|---|
| SOC 150 | Principles of Sociology | 3 |
| SOC 152 | Social Problems | 3 |
| SOC 200 | Marriage and Family | 3 |
| SOC 225 | Cultural Anthropology | 3 |
| PSY 365 | Psychology of Personality | 3 |
| CRJ 268 | Crisis Intervention | 3 |

Criminal Justice

Choose 15 credits from the following:

Any Criminal Justice (CRJ) Course

(For the purpose of fulfilling the Criminal Justice certificate requirements, the following courses are accepted as CRJ courses: ADC-210, SOC-246, PSY-250, PHE-365)

Communications

| | | |
|---------|-------------------------------------|---|
| COM 110 | Speech Communication | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| WRI 235 | Creative Writing | 3 |
| ENG 121 | English Composition II | 3 |
| COM 211 | Introduction to Mass Communication | 3 |
| MGT 205 | Professional Communication | 3 |

Religious Studies

Choose 15 credits from the following:

Any Biblical Literature (BIL) Course, Religion (REL) Course, or Philosophy (PHL) Course 15

General Studies

| | | |
|----------|-------------------------------------|---|
| ENG 140 | College Writing | 3 |
| MAT 108 | Modern Concepts of Mathematics | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PSY 155 | Personal Adjustment | 3 |
| COM 115 | Introduction to Human Communication | 3 |

Parish Nursing

| | | |
|---------|---|---|
| NUR 312 | Parish Nursing | 3 |
| CNS 310 | Counseling Theories for the Faith Community | 3 |
| CNS 312 | Counseling Interventions for the Faith Community | 3 |
| REL 355 | Theological Issues in Health, Healing and Care Ministry | 3 |
| REL 455 | The Practice of Spiritual Care Across the Lifespan | 3 |

Pastoral Care and Counseling

| | | |
|----------|---|---|
| REL 469 | Pastoral Care and Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| | In addition, students choose four courses from among the following: | |
| CNS 310 | Counseling Theories for the Faith Community | 3 |
| CNS 312 | Counseling Interventions for the Faith Community | 3 |
| REL 355 | Theological Issues in Health, Healing and Care Ministry | 3 |
| REL 455 | The Practice of Spiritual Care Across the Lifespan | 3 |
| CRJ 268 | Crisis Intervention | 3 |

General Studies - AS

The Associate of Science degree with a major in General Studies consists of 62 credits of coursework, which includes both general education requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally accredited institutions or those accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

The General Studies major may not be taken as an additional major or degree. This major is not available for students who are in or have completed other IWU programs.

The purpose for the Associate Degree with a major in General Studies encompasses the intention for students to:

- Communicate a Christian worldview as it relates to the liberal arts in education.
- Be prepared to achieve personal academic enrichment as lifelong learners who are effective world changers in daily behavior and pursuits.

AS - General Studies

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Concentration Requirements

- Minimum GPA of 2.0 in concentration area.
- Nine hours of the concentration must be completed at IWU (15 hours for the Social Service concentration).
- Concentrations include those listed above.
- The General Studies Faculty Committee must approve individualized concentrations.
- Students planning to pursue the BS with a major in Social Work should complete the concentration in Social Service. For those students, all courses must be completed with a grade of "C" or higher.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.

- Cumulative GPA of 2.0 or higher.
- A minimum of “C” (2.0) must be achieved in both of the communications courses (ENG-140 and ENG-141). Failure to achieve a “C” in either course will require repeating the course until a “C” is achieved before the student may continue with the core. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

General Studies (AS) - Program of Study

General Education Requirements

23 Hours Required

| | |
|---------------------|---|
| Humanities | Choose from ENG-242, HST-160, FINA-180, PHL-283 |
| Biblical Literature | Any BIL course |
| English | One course in English Composition |
| Social Science | Choose from ECO, HST, POL, PSY, SOC courses |
| Physical Education | Any PHE course |
| Science or Math | Choose from BIO, EAR, SCI, or MAT courses |

Required Electives

4 Hours Required

GEN-111 and UNV-201

Concentration

15 Hours (Minimum) Required from one of the following concentration options:

| | |
|------------------------------|--|
| Business | Courses with ACC, ADM, BUS, ECO, or MGT prefixes, except ADM-400 |
| Communications | Courses with ENG, WRI, and COM prefixes, as well as MGT-205 |
| Criminal Justice | Courses with CRJ prefixes as well as SOC-246, PSY-365, and PHE-366 |
| Computer Info Technology | Courses with CIT and BIS prefixes |
| Entrepreneurship | ECO-300; two or more courses in accounting; one or more courses in human resources; one or more non-human resources MGT course; courses with ADM or BUS prefixes |
| Fine Arts | Courses with ART, MUS, and FINA prefixes and foreign language courses |
| History | Courses with HST prefixes, as well as REL-225 |
| Human Services | Courses with SOC and PSY prefixes, as well as CRJ-268 |
| Liberal Arts | Courses with Liberal Arts prefixes beyond those required for the "general education" component |
| Life Sciences | Courses with BIO, CHI, EAR, and SCI prefixes, as well as PHE-140, PHE-141, PHE-362, PHE-366; coursework from at least two separate areas required |
| Marketing | Courses with MKG prefixes as well as MGT-421 |
| Mathematics | Courses with MAT prefixes as well as ADM-320 |
| Religious Studies | Courses with REL, PHL, and BIL prefixes |
| Social Service | BIO-111, ECO-205, MAT-112, POL-200, PSY-150, SOC-152, SOC-210 |
| Individualized Concentration | Permits customized concentration with approval of General Studies Faculty Committee |

Note: the Social Service concentration meets the prerequisite requirements for the Bachelor of Science degree Social Work Major. For that major, these prerequisites must be completed with a grade of "C" or higher.

Electives

10 - 20 Hours Required depending on number of hours in concentration area

General Studies - BS

The Bachelor of Science degree with a major in General Studies provides a general college education for persons to build a strong academic platform for problem solving and from which to make future career and educational decisions. Individuality and flexibility describe this program of studies. Students will find maximum freedom of choice while building on a stable general education foundation.

This program consists of 124 credits of coursework, which includes both general education requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 124 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally accredited institutions or institutions accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

The General Studies major may not be taken as an additional major or degree. This major is not available for students who are in or have completed other IWU programs.

The purpose for the Bachelor of Science degree with a major in General Studies encompasses the intention for students to:

- Communicate a Christian worldview as it relates to the liberal arts in education.
- Be prepared to achieve personal academic enrichment as lifelong learners who are effective world changers in daily behavior and pursuits.

BS - General Studies

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Concentration Requirements

- Twenty credit hours with a GPA of 2.25.
- Nine of the twenty hours must be completed at IWU.
- Concentrations are listed below.
- Individualized concentrations must be approved by the General Studies Faculty Committee

Graduation Requirements

To graduate with a baccalaureate degree with a major in Accounting, Business Administration, Business Information Systems, Management, or Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.

- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 272)).
- Payment of all tuition and fees is required to receive a diploma.

General Studies (BS) - Program of Study

General Education Requirements

30 Hours Required

| | |
|---|---|
| Religion/Philosophy/Biblical Literature | 6 hours; 3 must be in Biblical Literature |
| English/Composition/Literature/Speech | 9 hours |
| Social Sciences | 6 hours |
| Mathematics | 3 hours |
| Science | 3 hours |
| Fine Arts/Foreign Language | 3 hours |

Required Electives

4 Hours Required

GEN-111 and UNV-401

Concentration

20 Hours (Minimum) Required from one of the following concentration options:

| | |
|------------------------------|--|
| Business | Courses with ACC, ADM, BUS, ECO, or MGT prefixes, except ADM-400 |
| Communications | Courses with ENG, WRI, and COM prefixes, as well as MGT-205 |
| Criminal Justice | Courses with CRJ prefixes as well as SOC-246, PSY-365, and PHE-366 |
| Computer Info Technology | Courses with CIT and BIS prefixes |
| Entrepreneurship | ECO-300; two or more courses in accounting; one or more courses in human resources; one or more non-human resources MGT course; courses with ADM or BUS prefixes |
| Fine Arts | Courses with ART, MUS, and FINA prefixes and foreign language courses |
| History | Courses with HST prefixes, as well as REL-225 |
| Human Services | Courses with SOC and PSY prefixes, as well as CRJ-268 |
| Liberal Arts | Courses with Liberal Arts prefixes beyond those required for the "general education" component |
| Life Sciences | Courses with BIO, CHI, EAR, and SCI prefixes, as well as PHE-140, PHE-141, PHE-362, PHE-366; coursework from at least two separate areas required |
| Marketing | Courses with MKG prefixes as well as MGT-421 |
| Mathematics | Courses with MAT prefixes as well as ADM-320 |
| Religious Studies | Courses with REL, PHL, and BIL prefixes |
| Individualized Concentration | Permits customized concentration with approval of General Studies Faculty Committee |

Electives

70 Hours Required

30 hours must be upper-level (300-400 level courses).

CAPS Undergraduate Electives

The electives program within the Liberal Studies Department enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. Elective classes are offered in key locations or online and are scheduled to match the credit needs of our students in the various locations. Most elective classes are “enrollment driven,” which means there must be at least six students registered for the class to meet.

A complete listing of electives and other pertinent information is distributed in November and June. The schedule is also available by accessing <http://www.indwes.edu/Adult-Graduate/Electives>. It is updated regularly. Elective courses can also be accessed through the IWU portal at <http://myIWU.indwes.edu> under the "Search for Classes" link.

Tuition and Fees - Tuition for on-site, online, and self-study elective courses is listed in the General Information section of the Electives Schedule. Book/material fees are listed in the course description section of the Electives Schedule. A late registration fee of \$50 will be assessed if the registration is received after the registration deadline date. Tuition must be paid by the deadline date to ensure a seat in the class. The student will be withdrawn from the class if tuition is not received by the deadline date. **Class registration closes two weeks prior to the start date.**

Books and Materials - Textbooks and class materials will be shipped approximately one week before the class start date. A student who wishes to have materials sent to an address other than the home address should indicate the same on the electives registration form. If a student has not received the books a few days before the class start, he/she should contact Textbook Distribution.

Registration - Class size is limited. Students should register early. Registration information can be found online at <http://www.indwes.edu/Adult-Graduate/Electives/>. Registration closes two weeks prior to the start date. Registrations submitted for on-site overlapping classes that meet on the same day will not be accepted.

Add-On Classes - Add-on classes may be arranged at on-site locations if a class is requested by at least six students. These classes are subject to enrollment, faculty, and site availability. To request an add-on elective class, complete the request form found in the Electives Schedule, at the Electives Web site, or contact the Electives Office at 765-677-2343 or 765-677-2507.

Class Meeting Times - Monday through Thursday classes meet from 6:00 PM until 10:00 PM. Saturday classes meet from 9:00 AM until 1:00 PM. Those groups adding on a class may specify a preferred meeting time other than those listed above.

Online Classes - Because Indiana Wesleyan University is dedicated to meeting the needs of the adult learner in today's society, Indiana Wesleyan University offers courses and programs via the Internet that are accessible from virtually any computer.

These online courses from Indiana Wesleyan University provide student access to a virtual classroom at any time, allow interactivity among participants and instructors, and provide schedule flexibility and timely completion of electives.

Students will complete one workshop (class session) per week, but may do so in asynchronous time (not necessarily at the same time as others). The courses are contained within the accelerated format, with specific beginning and ending dates, thereby allowing students to complete their electives in a timely fashion. Each course contains a complete syllabus and standardized assignments/activities for each workshop.

Within the Blackboard delivery system, navigation buttons provide ease of maneuvering throughout the course sections. E-mail allows students to communicate with the instructor, while electronic bulletin board capabilities allow students and instructor to post, share, and read threaded discussions, questions, and comments. Students must use Microsoft Word documents when submitting assignments.

Active links within the course material enable students to do additional research on the concepts presented. Built-in quizzes help students assess their understanding of the concepts being presented. Students are encouraged to complete an anonymous end-of-course evaluation form.

The schedule, course specifications, and other important information are available by accessing the Web page at <http://www.indwes.edu/Adult-Graduate/Electives/>. Answers to frequently asked questions are also provided. Registration

procedures and requirements for online courses are generally the same as those for onsite courses. Information may also be obtained by calling 1-800-621-8667 extension 2343.

Withdrawal/Refund - Official withdrawal from a course must be completed in order to avoid earning a failing grade and to receive a refund. The student must contact the Office of Student Services by e-mailing registration.change@indwes.edu to withdraw before the last class workshop. Notifying the instructor or other students, or simply not attending class does not withdraw the student from the class.

If a student withdraws two weeks before the course begins, all payments may be refunded.

If a student withdraws less than two weeks before the course begins, a \$50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a \$50 processing fee, 10% of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Public Services and Applied Sciences Department

The Public Services and Applied Sciences Department offers the following programs:

- Criminal Justice - Certificate
- Criminal Justice - Associate of Science Degree
- Criminal Justice - Bachelor of Science Degree
- Master of Public Affairs (MPA)

Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in several broad career areas. For a current listing of courses and information, please see <http://www.indwes.edu/Academics/CAPS/School-of-Liberal-Arts/>.

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students
- Minimum grade of "C" in each course

Certificate - Criminal Justice

Criminal Justice - Certificate Requirements

Criminal Justice

Choose 15 credits from the following:
Any Criminal Justice (CRJ) Course

(For the purpose of fulfilling the Criminal Justice certificate requirements, the following courses are accepted as CRJ courses: ADC-210, SOC-246, PSY-250, PHE-365)

Associate Degree

The Associate of Science degree with a major in Criminal Justice consists of 62 credits of coursework, which includes both criminal justice and liberal arts curricula. The program design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option at the associate level.

This degree is designed specifically to prepare working adults to enter or to advance in the fields of criminal justice and homeland security.

The courses in the program relate theory to practice. Most courses are three credit hours each. Each course is a required component of the program (core).

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

The mission of the Criminal Justice Associate degree program is to prepare students for an entry-level position or increased responsibility in law enforcement, court services, corrections, or private security. In addition, the program will prepare students wishing to pursue a bachelor degree in criminal justice.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Criminal Justice degree should be able to:

- Demonstrate an understanding of decision-making from a Christian worldview;
- Have an academic foundation for the completion of a criminal justice-related baccalaureate degree;
- Develop a knowledge base that demonstrates exposure to liberal arts instruction;
- Possess a solid cognitive understanding of the criminal justice field and a grasp of the practical, career-oriented applications of such knowledge.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of “C” (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a “C” in any of these courses will require repeating the course until a “C” is achieved before the student may continue with the core. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Criminal Justice

Criminal Justice (AS) - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

| | | |
|---------|---|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| CRJ 181 | Introduction to Criminal Justice | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| CRJ 268 | Crisis Intervention | 3 |
| PSY 150 | General Psychology | 3 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| BIL 102 | New Testament Survey | 3 |
| MAT 109 | Foundations of College Math | 3 |
| PHE 212 | Health, Wellness & Individual Performance Assessment w/Lab | 3 |
| MAT 116 | Contemporary College Algebra | 3 |
| HST 160 | Western Civilization | 3 |
| CRJ 202 | Introduction to Corrections | 3 |
| ENG 242 | Literature and Ideas | 3 |
| CRJ 246 | Criminology | 3 |
| CRJ 242 | Modern Police Problems | 3 |

| | | |
|----------|----------------------------------|---|
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| CRJ 270 | Homeland Security | 3 |
| CRJ 318 | Criminal Procedures | 3 |
| CRJ 290 | Colloquium in Criminal Justice | 3 |

Core Courses - Ohio Onsite Students

ENG-140 and ENG-141 must be passed with "C" or higher.

| | | |
|----------|---|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| CRJ 181 | Introduction to Criminal Justice | 3 |
| BIO 102 | Human Biology | 4 |
| BIO 102L | Human Biology Laboratory | |
| BIL 102 | New Testament Survey | 3 |
| MAT 100B | Statistics for Business Research and Data Analysis | 3 |
| COM 115 | Introduction to Human Communication | 3 |
| HST 160 | Western Civilization | 3 |
| CRJ 202 | Introduction to Corrections | 3 |
| PSY 150 | General Psychology | 3 |
| ENG 242 | Literature and Ideas | 3 |
| CRJ 246 | Criminology | 3 |
| CRJ 242 | Modern Police Problems | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| CRJ 268 | Crisis Intervention | 3 |
| BIO 203 | Environmental Conservation | 3 |
| CRJ 270 | Homeland Security | 3 |
| CRJ 318 | Criminal Procedures | 3 |
| CRJ 290 | Colloquium in Criminal Justice | 3 |

Bachelor Degree

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 43 credits in 15 core courses and a total of 124 credits of coursework. Within the core, there is a concentration in Homeland Security.

With over 1200 occupational specialties available in law enforcement and homeland security, graduates with criminal justice degrees enjoy a wide range of career choices with great opportunities for lifelong advancement. As the world is increasingly beset by crime and terrorism, the need for highly trained leaders in the fields of criminal justice and homeland security has never been greater. This program is designed to open opportunities and positions of leadership to those desiring to make this world a safer and more secure place for their fellow citizens. This need is not likely to diminish in the foreseeable future, and undoubtedly will be a growing and secure employment market for decades to come.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

The mission of the Criminal Justice BS degree program is to prepare those who desire to make this world a safer and more secure place for their fellow citizens for positions of leadership within the wide-ranging field of criminal justice.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Criminal Justice degree should be able to:

- Demonstrate an understanding of decision-making from a Christian worldview;

- Be compassionate toward others, exhibit a caring attitude, and generally have an ability to understand the emotional needs of others;
- Understand the cultural diversity of American society and the impact of such diversity on the larger culture;
- Have a solid cognitive understanding of the enforcement field and a feel for the practical, career-oriented applications of such knowledge;
- Grasp the advantages of using technology and be able to apply such training;
- Communicate professionally and effectively in oral, written, and electronic modalities;
- Conduct oneself in an ethical and professional manner;
- Demonstrate critical thinking and creative problem-solving skills.

Admission Requirements

The admission requirements for bachelor degree programs are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Criminal Justice from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 272)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Criminal Justice

Criminal Justice (BS) - Program of Study

Core Courses

| | | |
|---------|---|---|
| CRJ 281 | Principles of Criminal Justice | 3 |
| CRJ 309 | Youth and Crime | 3 |
| ADC 210 | Addictions Theory | 3 |
| CRJ 320 | Diversity in Criminal Justice | 3 |
| CRJ 358 | Criminal Law | 3 |
| CRJ 472 | Court Procedures | 3 |
| CRJ 461 | Ethics in Criminal Justice | 3 |
| CRJ 463 | Forensics | 3 |
| CRJ 465 | Constitutional Law/Civil Liberties | 3 |
| CRJ 467 | Research Methods and Analysis in Criminal Justice | 3 |
| CRJ 322 | Terrorism and Counter-Terrorism | 3 |

| | | |
|---------|--|---|
| CRJ 324 | Risk Analysis and Security | 3 |
| CRJ 422 | Disaster Preparedness | 3 |
| CRJ 424 | Command and Control/Emergency Leadership | 3 |
| CRJ 486 | Capstone in Criminal Justice and Homeland Security | 1 |

MPA Degree

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.) .

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.
- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Program Requirements

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.

- Students must successfully complete all core courses except the capstone before starting the specialization courses.
- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MPA - Public Affairs

MPA - Program of Study

Core Courses

| | | |
|---------|-----------------------------------|---|
| POL 526 | Foundations of Public Policy | 3 |
| POL 527 | Scholarship | 3 |
| POL 528 | Economics and Policy | 3 |
| POL 522 | Research Design and Methods | 3 |
| POL 542 | Policy Analysis | 3 |
| POL 565 | Public Administration and Finance | 3 |
| POL 515 | Urban Economics and Policy | 3 |

Specialization Courses - Criminal Justice

| | | |
|---------|---------------------------------|---|
| CRJ 526 | Criminal Justice Policy | 3 |
| CRJ 534 | Criminal Justice Administration | 3 |
| CRJ 542 | Economic Analysis of Crime | 3 |
| CRJ 586 | Criminal Justice Leadership | 3 |

Capstone Experience

| | | |
|---------|---------------------------------------|---|
| POL 586 | Capstone in Public Policy and Affairs | 3 |
|---------|---------------------------------------|---|

Religion Department

The following programs are offered through the Religion Department:

- Certificate in Religious Studies
- Certificate in Pastoral Care and Counseling
- Christian Ministries - Associate of Science Degree
- Biblical Studies - Bachelor of Science Degree

Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers a certificate in the career area of Religious Studies. For a current listing of courses and information, please see <http://www.indwes.edu/Adult-Graduate/Certificate-Religious-Studies/>.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

The Indiana Wesleyan University's Pastoral Care and Counseling Certificate program affords students the opportunity to acquire theoretical and practical application of the practice of pastoral care and counseling. The certificate itself serves as documentation of this accomplishment, as does the transcript notation. This program provides valuable, personal spiritual growth as well as professional development for those in church or para-church ministries and careers. Students completing the Pastoral Care and Counseling Certificate acquire added knowledge and skills for more effective ministry.

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

The Pastoral Care Certificate has specific admission requirements as follows:

- Currently enrolled in or a graduate of the Bachelor of Science with a major in Biblical Studies program; OR
- Licensed or ordained minister (copy of current credentials required)

Completion Requirements

- 15-16 credit hours from the selected courses in the specific certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course

Certificate - Religion Programs

Pastoral Care - Program of Study

Pastoral Care and Counseling

| | | |
|----------|---|---|
| REL 469 | Pastoral Care and Counseling | 3 |
| REL 469P | Pastoral Care Practicum | 1 |
| | In addition, students choose four courses from among the following: | |
| CNS 310 | Counseling Theories for the Faith Community | 3 |

| | | |
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| CNS 312 | Counseling Interventions for the Faith Community | 3 |
| REL 355 | Theological Issues in Health, Healing and Care Ministry | 3 |
| REL 455 | The Practice of Spiritual Care Across the Lifespan | 3 |
| CRJ 268 | Crisis Intervention | 3 |

Religious Studies - Program of Study

Religious Studies

Choose 15 credits from the following:
 Any Biblical Literature (BIL) Course, 15
 Religion (REL) Course, or
 Philosophy (PHL) Course

Associate Degree

The Associate of Science degree with a major in Christian Ministries prepares students for service in Christian churches and para-church organizations. This degree meets many academic and practicum requirements for licensing and/or ordination in many churches. Particularly, this degree fulfills four of six academic requirements for District License in The Wesleyan Church. Additionally, it prepares the student for bachelor-level work in Ministry or Biblical Studies. Over half of the academic requirements for ordination in The Wesleyan Church are satisfied within this program.

The same courses offered in the classroom setting are also offered online.

Upon completion of the Associate of Science degree with a major in Christian Ministries, students will be able to:

- Understand and be able to communicate a Christian worldview and biblical morality from a Wesleyan-Arminian perspective.
- Be prepared to undertake entry-level ministry positions in Christian churches and para-church organizations.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of “C” (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a “C” in either any of these courses will require repeating the course until a “C” is achieved before the student may continue with the core. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Christian Ministries

Christian Ministries - Program of Study

Required Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

| | | |
|----------|--|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| BIL 101 | Old Testament Survey | 3 |
| ENG 140 | College Writing | 3 |
| BIL 102 | New Testament Survey | 3 |
| ENG 141 | Research and Writing | 3 |
| BIO 203 | Environmental Conservation | 3 |
| REL 232 | Basic Christian Doctrine | 3 |
| HST 160 | Western Civilization | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| REL 280 | Preaching and Teaching the Bible | 3 |
| PSY 150 | General Psychology | 3 |
| ENG 242 | Literature and Ideas | 3 |
| BIL 235 | Life and Letters of Paul | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| MAT 109 | Foundations of College Math | 3 |
| PHL 283 | Philosophy and Christian Thought | 3 |
| MAT 116 | Contemporary College Algebra | 3 |
| REL 236 | Worship in the Local Church | 3 |
| REL 265 | Pastoral Ministry in the Local Church | 3 |
| CED 256 | Christian Education in the Local Church | 3 |
| REL 277 | Evangelism and Global Outreach of the Local Church | 3 |

Required Courses - Ohio Onsite Students

ENG-140 and ENG-141 must be passed with "C" or higher.

| | | |
|----------|--|---|
| GEN 111 | Foundations of Lifelong Learning | 3 |
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| ENG 140 | College Writing | 3 |
| ENG 141 | Research and Writing | 3 |
| BIO 203 | Environmental Conservation | 3 |
| REL 232 | Basic Christian Doctrine | 3 |
| HST 160 | Western Civilization | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| REL 280 | Preaching and Teaching the Bible | 3 |
| PSY 150 | General Psychology | 3 |
| ENG 242 | Literature and Ideas | 3 |
| BIL 235 | Life and Letters of Paul | 3 |
| FINA 180 | Humanities Fine Arts | 3 |
| BIO 102 | Human Biology | 4 |
| BIO 102L | Human Biology Laboratory | |
| PHL 283 | Philosophy and Christian Thought | 3 |
| MAT 100B | Statistics for Business Research and Data Analysis | 3 |
| REL 236 | Worship in the Local Church | 3 |
| REL 265 | Pastoral Ministry in the Local Church | 3 |
| CED 256 | Christian Education in the Local Church | 3 |
| REL 277 | Evangelism and Global Outreach of the Local Church | 3 |

Bachelor Degree

The Bachelor of Science degree with a major in Biblical Studies provides an in-depth education from a Wesleyan-Arminian perspective for persons who desire to understand the Christian faith and its foundational issues. Graduates will be prepared to undertake more advanced ministry positions in Christian churches and para-church organizations, or to proceed on to master's level work in Divinity or Ministry. The program meets many academic requirements for licensing and/or ordination in many denominations including The Wesleyan Church.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

Biblical Studies graduates will:

- Understand and be able to communicate a Christian worldview and biblical morality.
- Have a solid grasp of the biblical principles associated with the Wesleyan-Arminian tradition.
- Develop significant understanding of major segments and books of the Bible.
- Be able to compare and contrast the various schools of biblical interpretation and assess the strengths and weaknesses of each school.
- Apply principles and techniques for fruitful biblical study and biblical communication.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

- To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:
 - Completion of 124 semester hours.
 - Completion of the required core courses with a GPA of 2.50 or higher.
 - Cumulative GPA of 2.0 or higher.
 - Completion of 30 hours of general education as specified (General Education Requirements (p. 272)).
 - Payment of all tuition and fees is required to receive a diploma.

BS - Biblical Studies

Biblical Studies - Program of Study

Prerequisite Courses

(must be completed before starting the core program; for students lacking the prerequisites required for entrance into the Biblical Studies major, these courses are offered at the inception of the program and qualify for financial aid for eligible students)

| | | |
|---------------------|---|---|
| BIL 101 | Old Testament Survey | 3 |
| BIL 102 | New Testament Survey | 3 |
| REL 232 | Basic Christian Doctrine | 3 |
| BIL 202 | Inductive Bible Study | 3 |
| Core Courses | | |
| UNV 181 | Leading Change in the World | 3 |
| BIL 203 | Advanced Inductive Bible Study | 3 |
| BIL 303 | Synoptic Gospels | 3 |
| BIL 301 | Pentateuch | 3 |
| BIL 302 | Historical Books | 3 |
| BIL 304 | Johannine Literature | 3 |
| REL 424 | Christian Theology II: Salvation /Holiness | 3 |
| BIL 410 | Wisdom Literature | 3 |
| BIL 404 | Acts of the Apostles | 3 |
| BIL 402 | Major Prophets | 3 |
| REL 241 | Survey of Church History | 3 |
| BIL 412 | Romans and Galatians | 3 |
| REL 410 | World Faith Systems | 3 |
| REL 483 | Biblical Studies Colloquium | 3 |

School of Nursing

The IWU School of Nursing has a great history in nursing education, graduating the first class in 1975. All of the programs are accredited by the Commission on Collegiate Nursing Education. Membership is held in the American Association of Colleges of Nursing. Eta Chi Chapter of Sigma Theta Tau International (Honor Society of Nursing) is chartered at Indiana Wesleyan University.

The School of Nursing has three divisions.

Pre-licensure Program Division which offers:

- **BSN degree for post-high school students.** The Pre-licensure BSN (undergraduate program) is focused on the discipline of nursing and is supported by courses from the humanities and the natural and social sciences. Post high school students are admitted to the university and apply for admission to the nursing major during the second semester of their freshman year. Students are admitted to the nursing major as first semester sophomores. It is a traditional four-year program of study.
- **BSN degree for students with a previous bachelor's degree in an area other than nursing.** The Transition to Nursing program, a Pre-licensure program, is designed as a 14-month accelerated, second-degree program. It was developed to provide an expedited method for second career seekers to become nurses.

Upon graduation, Pre-licensure students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Post-licensure Program Division which offers:

- **BSN degree for registered nurses.** The Post-licensure (RNBSN) program is for the practicing Registered Nurse. The program operates year round and classes are offered in either the day or evening, online or on-site or blended, to permit enrollment of working students. The Pre-licensure and Post-licensure programs are aligned in mission, philosophy, outcomes, and curriculum.
- **Parish Nursing certification.** Offered in conjunction with the School of Adult and Professional Studies, this certificate program allows nurses to offer their skills and gifts in a congregational setting.

Graduate Studies in Nursing Division which offers:

- **MSN degree with majors in Primary Care Nursing, Nursing Administration, and Nursing Education.** The Graduate nursing program was initiated in 1982 and offers a major in Primary Care to prepare nurse practitioners and in Nursing Education and Nursing Administration. Also offered is a dual degree program in which the student earns a Master of Science degree with a major in Nursing Administration as well as an MBA degree with a major in Business Administration. The graduate program operates year around. Classes are offered online to accommodate working professionals. Primary Care students will have one onsite evening course.
- **DNP (Doctor of Nursing Practice).** The Doctor of Nursing Practice program launched in 2013 and offers the doctoral student an extensive focus on developing leadership skills within healthcare systems and includes a two-week global academic experience. The 71-week program is delivered using the cohort model, offering the convenience of online learning and the cultivation of genuine relationship building through week-long residencies at three intervals during the program of study.

Mission of the School of Nursing

Nursing education at IWU prepares each student to become a world-changing nurse. This is accomplished by drawing students into an integrated experience of intellectual challenge, professional growth, and leadership development.

Therefore we will:

- Call students to Christian character.
- Expect academic excellence.
- Equip students for success for in the profession.
- Mentor students in leadership.
- Prepare students for service.

Communication with the School of Nursing

| | |
|--|--|
| Address | Indiana Wesleyan University School of Nursing 4201 South Washington St Marion IN 46953-4974 http://indwes.edu/nursing http://myIWU.indwes.edu |
| Dean, School of Nursing | 765-677-1578 |
| Division of Pre-licensure Programs | 765-677-2812 |
| Division of Post-licensure Program | 765-677-2898 |
| Division of Graduate Studies in Nursing | 765-677-2148 |
| Registrar's Office | 765-677-2131 |
| Office of Student Services | 765-677-2359 |
| Financial Aid Office - Division of Pre-licensure Programs | 765-677-2116 |
| Financial Aid Office - Divisions of Post-licensure Programs and Graduate Studies in Nursing | 765-677-2516 |
| Accounting - Division of Pre-licensure Programs | 765-677-2411 |
| Accounting - Divisions of Post-licensure Programs and Graduate Studies in Nursing | 765-677-3265 or 765-677-2878 |
| Resources - Divisions of Post-licensure Programs and Graduate Studies in Nursing | 765-677-2854 |
| Other Offices - Division of Pre-licensure Programs | Communication with College of Arts and Sciences (p. 381) |

Transcripts

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

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

Petitions, Appeals, and Grievances - School of Nursing

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is used to request an exception to an academic policy.
- An appeal is used either to request a change in grade or to appeal the decision of a petition.

- An academic policy and non-academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic or non-academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

Students taking courses outside of the School of Nursing are expected to follow the guidelines established by the Principal Academic Unit (School of Nursing, College of Arts and Sciences, College of Adult and Professional Studies) from which the course is taken for matters pertaining to courses/classes/policies.

Appeals

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grade appeals, with all documents, recommendations, and decisions, will be reported to the Dean of the School of Nursing (or designee). Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

Informal Process

- The student should contact the professor for a full explanation of the grade given and the basis for making the grade within ten days of the posting of the grade.
- The informal process may be ended at any time and the complainant may begin the formal procedure by submitting a written grade appeal form within 20 days of the posting of the grade. Grade appeal forms are available from the office of the Division Chair.

Formal Process

Step 1

- If there is no resolution during the informal process, the student may file a grade appeal request form, which can be obtained from the Office of the Division Chair. If a properly completed grade appeal request form is not received by the university within 20 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
- If the matter involves the Chairperson as faculty, the student may request that the Dean of the School of Nursing (or designee) review the matter.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form. The chairperson will notify the faculty member of the appeal and its nature and seek to mediate the dispute through the following steps:
 - Discussion of the facts of the case seeking resolution within ten days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson will insist that it be followed. The role of the chairperson or dean is not to re-grade the assignment(s).

Step 2

- If the instructor agrees that the grade should be changed, the faculty will be instructed to change the grade and the student academic record will be updated.
- If the instructor does not agree that the grade should be changed, the Chair will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Chair within ten days.
- The grade appeal form, faculty response form, and the evaluation of the specific paper or examination will be submitted to the School of Nursing Student Life Council.

- Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Nursing Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from the student, additional graders, or the instructor). If the matter involves a member of the council, then that individual will recuse himself/herself from deciding the appeal.
- The Council will notify the student of its decision, which will be final.
- The complainant will be notified of results at each step of the grade appeal process. All grade appeals, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the Dean of the School of Nursing (or designee).
- Depending on the situation, the timeline may be expedited.

Academic and Non-Academic Policy Appeal

An academic policy appeal involves only those situations in which a student is seeking recourse from (a) an university academic petition decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc. Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy appeals will be reported to the Chair of the School of Nursing Student Life Council. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person or the department responsible for the policy to request an exception to the policy to resolve the question informally. Such contact must occur within ten days of the incident that generates the request for exception.
- Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within ten days of the level one decision to the Division Chair for a review by the Student Life Council, which is comprised of the personnel and students from the School of Nursing. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Nursing Student Life Council will communicate the committee's findings and decision to the student.
- Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within ten days of the level 2 decision to the Chair of the School of Nursing Student Life Council for a review by the Dean of the School of Nursing (or designee). Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean (or designee) will consider the situation and will inform the student of the decision, which will be final.

Grievances

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

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

All academic policy grievances will be reported to the Chair of the School of Nursing Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person whom the student believes did not follow published policies, within ten days for a full explanation of the policy and how the policy was followed.

- Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the Regional Dean/Divisional Chair review the matter by filing a form requesting such a review. This form may be obtained from the Regional Dean/ Divisional Chair. If the complaint involves the Regional Dean/ Divisional Chair, the student may request that the Dean of the School of Nursing (or designee) review the matter. If a properly completed form is not received by the university within 20 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/ Divisional Chair or, if applicable, the Dean of the School of Nursing (or designee) will notify the student of the decision.
- Level 3 - If the matter is not satisfactorily resolved, then the student may request that the School of Nursing Student Life Council review the matter by filing a form requesting a committee review. This form may be obtained from the Office of the Dean of the School of Nursing. If the university does not receive a properly completed form within ten days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The School of Nursing Student Life Council will notify the student of its decision, which will be final.

Non-Academic Policy Grievance

A non-academic grievance involves only those situations in which a student (a) believes that the university has not followed published policies regarding a non-academic decision or program, policy, or (b) alleges discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic policy grievances will be reported to the Chair of the School of Nursing Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person or the department concerned whom the student believes did not follow published policies for a full explanation of the policy and how the policy was followed to resolve the dispute informally. Such contact must occur within ten days of the incident that generates the dispute.
- Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within ten days of the level one decision to the Divisional Chair/Dean of the School of Nursing (or designee) for a review by the Student Life Council, which is comprised of the personnel and students from the School of Nursing. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Nursing Student Life Council will communicate the committee's findings and decision to the student.
- Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within ten days of the level two decision to the Chair of the School of Nursing Student Life Council for a review by the Dean of the School of Nursing (or designee). Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean (or designee) will consider the situation and will inform the student of the decision, which will be final.

Pre-licensure Nursing Division

Pre-licensure Nursing programs lead to a Bachelor of Science Nursing (B.S.N.) degree. There are two programs of study available to students: nursing (p. 385) traditional format (four year) and Transition to Nursing (p. 386) (accelerated second degree). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations.

The Pre-licensure Nursing programs are accredited by the Indiana State Board of Nursing and the Commission on Collegiate Nursing Education (CCNE).

The Pre-licensure Nursing programs are committed to educating professional nurses prepared to change their world of influence through nursing practices grounded in the Christian ethos. The mission of the division is to provide quality nursing education within a Christian liberal arts university that equips professional nurse generalists for practice in diverse environments.

The nurse is perceived as a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

General Education Competencies

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

Outcomes of the Pre-licensure Nursing Program

The outcomes of the Pre-licensure Nursing program are to:

1. Call students to Christian character.
2. Expect students to develop academic excellence.
3. Equip students for success in the profession.
4. Mentor students in leadership.
5. Prepare students for service.

Pre-licensure Nursing Entrance Requirements

High school courses that provide a foundation for nursing are biology, chemistry, English, mathematics, speech, algebra, social studies, and writing. Students should submit the university application to the director of admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare pre-nursing as the choice of major when applying for admission.

Admission and Progression in the Pre-licensure Nursing Major

The Admission and Progression Committee approves admission to the Pre-licensure Nursing major. The following criteria must be met for admission to the major at the sophomore level:

1. Completion of 29 credits.
2. Minimum GPA of 2.75.
3. Minimum grade of "C" in all supporting courses, (A & P I, A & P II, IOBC, Micro; wet labs required, speech, and psychology).
4. Completion of health clearance form.
5. CPR certification.
6. Certified criminal background check.
7. Completion of math requirement - MAT-107.
8. Test of Essential Academic Skills with a score of 65% or higher.

Application forms for admission to the nursing major may be obtained from the office of the Division of Pre-licensure Nursing. All admission requirements must be completed by May 31 for September admission into the nursing major or December 22 for January admission.

Once a student is admitted to the nursing program, he or she must complete all coursework within 4 1/2 years (9 semesters). Progression through the major requires a minimum cumulative and major GPA of 2.75, a minimum grade of "C" in all nursing courses, health clearance, and current CPR certification. Progression is monitored by the Admission and Progression Committee.

Fees

Assessment testing fees, as well as clinical and lab fees, will be assessed every semester.

Probation

Probation in the Division of Pre-licensure Nursing applies to students having a cumulative and/or major GPA less than 2.75 and/or who are repeating a nursing course. See details in the Pre-licensure Nursing Student Handbook.

Advanced Standing in Nursing

Transfer Students

Admission with prior credit is granted to those who meet the university requirements and who have a cumulative GPA of 2.75 on a 4.0 scale from the transferring institution. It is recommended that transfer into the program be made no later than the first semester of the sophomore year. Students contemplating transfer into the program from another college or university must contact the School of Nursing for the transfer policy and:

1. Be admitted to the university.
2. Must have their nursing course syllabi and science course syllabi approved by the School of Nursing and the Division of Natural Sciences and Mathematics (wet labs required).
3. To be considered for full admission into the nursing major, all admission criteria and credit transfers must be completed by May 31 for September admission, or December 22 for January admission.
4. Must complete three semesters of clinical nursing courses in the IWU School of Nursing program (minimum of 1 1/2 years residency requirement).
5. Transfer of clinical courses requires successful completion of appropriate skills proficiency exams. See Orientation, Registration and Credit Options (p. 41).

All criteria for acceptance will be successfully completed before any nursing coursework is attempted.

College of Arts and Sciences (p. 39)

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 \(p. 41\)](#)

[Schedule Changes and Withdraws \(p. 42\)](#)

[Study Abroad \(p. 45\)](#)

[Academic Policies \(p. 48\)](#)

[Academic Requirements \(p. 57\)](#)

[Competency and Proficiency Requirements - Bachelor's Degree \(p. 63\)](#)

[General Education Requirements - Bachelor's Degree \(p. 64\)](#)

[Graduation Requirements and Procedures \(p. 409\)](#)

[Student Development \(p. 66\)](#)

[Financial Information \(p. 72\)](#)

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. 375) |
| School of Health Sciences: | 765-677-2035 School of Health Sciences - contact information (p. 437) |

Grievance and Appeal Policy (Academic)

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

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

Protest of Grade

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

A. Protest of a Grade - Informal Procedure

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade.

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

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.
2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely mis-evaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

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

Protest of Policy

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

A. Informal Procedure

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

B. Formal Procedure

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

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

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

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

Grievance and Appeal Policy (Non-academic)

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

A. Informal Procedure

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

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.
2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.
4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.
5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

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

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

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

Honesty, Cheating, Plagiarism, and Forgery

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

Coursework

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

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

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

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindley, 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 | |
| NUR 232 | Advanced Principles of Intervention | 2 |
| NUR 232L | Advanced Principles of Intervention Lab | |
| 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 | |
| NUR 330 | Gerontological Nursing | 4 |
| NUR 337 | Pathophysiology | 3 |
| NUR 345 | Adult Health II | 5 |
| NUR 371 | Mental Health Nursing | 3 |
| NUR 400 | Transcultural Nursing | 2 |
| NUR 400L | Transcultural Nursing-Practicum | 1 |
| NUR 436 | Research | 3 |
| NUR 445 | Adult Nursing III | 5 |
| NUR 470 | Community Health Nursing | 5 |
| NUR 473 | Nursing Leadership and Management | 5 |

Required Supporting Courses (21 hours)

| | | |
|---------|---------------------------|---|
| BIO 111 | Anatomy and Physiology I | 4 |
| BIO 112 | Anatomy and Physiology II | 4 |

| | | |
|---------|---|---|
| BIO 113 | Introductory Microbiology | 4 |
| CHE 120 | Introduction to Organic and Biological Chemistry | 4 |
| COM 110 | Speech Communication | 3 |
| PSY 150 | General Psychology | 3 |

Transition to Nursing - B.S.N.

If you currently hold a bachelor's degree in another field from any accredited institution of higher learning and are interested in becoming a nurse, this is the program for you. Transition to Nursing offers you the opportunity to become a nurse in 14 months. This full time program requires 63 credit hours of nursing coursework and leads to a BSN degree in nursing. The coursework is designed to provide a sound foundation in nursing skills and dispositions, and includes leadership and nursing research in the clinical setting. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations. This program also provides the foundation for the pursuit of graduate education.

The Transition to Nursing program takes advantage of your academic track record and builds upon your past experiences. It provides a realistic transition to the nursing profession in an expedited manner. Due to the rigorous nature of the program, students are strongly encouraged not to have outside employment during the program.

Fees

Assessment testing fees, as well as clinical and lab fees, will be assessed every semester.

Prerequisites

1. Previous baccalaureate degree with GPA of 2.75 or above.
2. Anatomy and Physiology I.
3. Anatomy and Physiology II.
4. Microbiology.
5. Chemistry.
6. CPR Certification.
7. Health clearance.
8. Certified criminal background check.
9. University math requirement met - MAT-107.
10. Test of Essential Academic Skills with a score of 65% or higher.

Transition to Nursing - B.S.N. – Program of Study

Required Courses (63 hours)

| | | |
|----------|--|---|
| NUR 145 | Foundations of Nursing | 3 |
| NUR 221 | Principles of Intervention | 2 |
| NUR 221L | Principles of Intervention - Lab | |
| NUR 232 | Advanced Principles of Intervention | 2 |
| NUR 232L | Advanced Principles of Intervention Lab | |
| 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 | |
| NUR 330 | Gerontological Nursing | 4 |
| NUR 337 | Pathophysiology | 3 |

| | | |
|----------|---|---|
| NUR 345 | Adult Health II | 5 |
| NUR 371 | Mental Health Nursing | 3 |
| NUR 400 | Transcultural Nursing | 2 |
| NUR 400L | Transcultural Nursing-Practicum | 1 |
| NUR 436 | Research | 3 |
| NUR 445 | Adult Nursing III | 5 |
| NUR 450 | Capstone-Nursing From a Christian World View | 2 |
| NUR 470 | Community Health Nursing | 5 |
| NUR 473 | Nursing Leadership and Management | 5 |

Post-licensure Nursing Division

The School of Nursing offers a Post-licensure (RNBSN) Program (p. 407) leading to a Bachelor of Science in Nursing (B.S.N.). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

Also, in conjunction with the College of Adult and Professional Studies, a certificate in Parish Nursing (p. 355) is offered. (p. 388)

Policies and General Information - Post-licensure (RNBSN)

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

Academic Information - Post-licensure (RNBSN)

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules. RNBSN students may not overlap more than two Post-licensure (RNBSN) core courses at the same time without administrative approval by the Chair, Post-licensure (RNBSN) Program and only then in the case of extenuating circumstances such as military deployment.

Academic Advising

The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Standing - Post-licensure (RNBSN)

Placement on Probation - Students enrolled in a Post-licensure program will be placed on probation if their **core** GPA or their **cumulative** GPA at any time falls below 2.75.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Post-licensure (RNBSN)

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

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (2.75). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the School of Nursing. Any student failing to remove the probationary status will be academically suspended from the program.
- **Provisional** - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL)**. For undergraduate students, a score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS)**. For undergraduate students a score of at least 6.0 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Post-licensure (RNBSN)

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or six hours or more of classes that are eight hours in length.
- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Audit of Courses

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

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Computer Requirements - Post-licensure (RNBSN)

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) Company. Students should be able to produce, send, and receive documents that are compatible within the two most recent

offerings of Microsoft Office to complete most of their assignments. IWU will offer support to students on only these two offerings of Microsoft Office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

- All other program admission criteria met.
- At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
- There are no other holds on the student's record.

General Education Requirements and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all undergraduate students enrolled in an adult program. This 30-credit general education core includes:

- Three semester credits in Biblical Literature.
- Three semester credits in Philosophy/Religion/Biblical Literature.
- Nine semester credits in English/Composition/Speech/Literature.
- Six semester credits in Social Sciences.
- Three semester credits in Math.
- Three semester credits in Science.
- Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

General Education Learning Outcomes -

- Christian knowledge and integration: Students can utilize a Christ-centered, biblical worldview to inform their vision for and mission in life.
- Global Awareness: Students can relate the diversity and universality in global history, culture, and society to God's divine design.
- Critical Thinking: Students can think creatively and effectively as part of making informed solutions.
- Quantitative skills: Students can apply theoretical frameworks to real world applications.
- Communication: Students can convey ideas and facts in ways that demonstrate their development as leaders and world changers.
- Information Literacy: Students can apply proficiencies needed by citizens of an information abundant society.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Quality Points (per credit) | Definition |
|---|--------------------------------|---|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | |
| W | | Passing work at time of official withdrawal |
| I | | Incomplete |
| CR | | Credit |
| NC | | No Credit |
| AU | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

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

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

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) - Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

- A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. (NOTE: credit from ITT, International Business College, RETS College School of Nursing, hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)
- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- For transfer students, all graded hours transferred and transcribed are counted.
- For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

- GPA of 3.5 or higher - "cum laude" (with honors).
- GPA of 3.7 or higher - "magna cum laude" (with high honors).
- GPA of 3.9 or higher - "summa cum laude" (with highest honors).

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Project Teams

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to five individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

Transfer of Credit Policy - Post-licensure (RNBSN)

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy:

1. Credits from International Business College and ITT Technical Institute are transferable only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours (of which no more than 40 may be in Nursing) may be accepted through this process from these two institutions. (Credit earned in this way is not counted toward the honors GPA.)
2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extrainstitutional learning providers.
3. Courses from nonaccredited colleges and universities, and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.
4. The following pertain to applicants to the Post-licensure Nursing program:

- Applicants with a diploma from a State Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 semester hours may be awarded through this process.
- Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to apply per the Indiana Wesleyan admission policy. Supporting science courses and core nursing courses may transfer up to a maximum of 40 semester hours.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Ways to Earn University Credit toward a Degree

Students have several options for completing general education/elective requirements for a baccalaureate degree.

CLEP/DSST Examinations

Indiana Wesleyan University offers CLEP and DSST tests as an option for students needing to fulfill general education and elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DSST (DANTES Subject Standardized Tests) examinations, originally developed for military personnel, are offered by Prometric.

Students may take both CLEP and DSST examinations at Indiana Wesleyan University at all regional education centers. Upon receipt of the official test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DSST tests are assessed an IWU transcription fee of \$25 per credit hour satisfactorily completed. This applies to all CLEP/DSST credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DSST test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Undergraduate Elective Offerings

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are "enrollment driven," which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or <http://www.indwes.edu/Adult-Graduate/Undergraduate-Electives/>.

Prior Learning Assessment Portfolio

Indiana Wesleyan University assesses students' non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of

university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared Prior Learning Assessment portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student's academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

- The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student's university-level learning. No grades are assigned; only credit awarded.
- The portfolio represents a learning plan which helps integrate prior learning experience with the student's educational and professional objectives.

The student is responsible to develop the portfolio independently, following guidelines provided by the Coordinator of Prior Learning Assessment. The PLA Portfolio Instructions include all information necessary to prepare and submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful "learning autobiography." The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the PLA Portfolio Instructions.

The Indiana Wesleyan University Student Honesty policy also applies to the Prior Learning Assessment Portfolio.

Undergraduate students accepted to or enrolled in the General Studies associate degree program or any of the baccalaureate degree completion programs are eligible to complete a Prior Learning Assessment portfolio. Graduate students may not apply for prior learning credits. Credit hours awarded may be counted toward general education or elective requirements as applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio; General Studies associate degree students may earn a maximum of 18 hours. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum.

The student must be in good standing at the university, both financially and academically, when a portfolio is submitted. Applicants denied entry into a degree program are not eligible to complete the portfolio process. In addition, students who are suspended from the program may not complete the portfolio process.

Credit by Transfer

Students may transfer credit from another university to fulfill general education and elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy" for limitations on transfer work.

Withdrawal/Change in Status - Post-Licensure (RNBSN)

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students in an onsite course must request the withdrawal from the Registration Change Counselor before the last class workshop. Students in an online course must request the withdrawal prior to the first day (Day One) of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning. Students who take longer than six years to complete the program must petition to continue in the program.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Post-licensure (RNBSN)

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Fee Structure - Elective Courses

Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses

If a student withdraws before the course begins, all tuition payments may be refunded.

Students who withdraw after the first class session will be assessed 10% of the course tuition and the book fee. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - Post-licensure (RNBSN)

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of 6 school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration

if all other criteria are met. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period. The maximum award amount for the 2013-2014 award year is \$5,645.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a federal grant that does not require repayment and is available to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is determined by answers provided on the FAFSA form with priority to Federal Pell Grant recipients. The maximum award amount for the 2013-2014 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Indiana State Aid – consists of the Frank O'Bannon Award and the 21st Century Scholars Award. For the Frank O'Bannon Award, eligible students must be Indiana residents in an undergraduate program and attending full-time, eligible for federal student financial aid, whose FAFSA was received by the federal processor on or before the March 10th state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Any required corrections to the student's FAFSA must be received by the federal processor by May 15th. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award. Funds are awarded in one payment per term. Please refer to the state website at <http://www.in.gov/ssaci/2345.htm> for eligibility requirements for the 21st Century Scholars Award.

Students first entering college in the 2013-2014 academic year (7/1/13 and after) will be required to meet certain completion requirements to renew state awards in 2014-2015. Students must complete at least 30 credit hours during their first year of college to remain eligible for the maximum award. Students who complete at least 24 credit hours during their first year will remain eligible for state aid but will receive an amount less than a student who completes 30 credit hours. Students who entered college prior to 7/1/13 must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term) to receive an award but are not subject to completion requirements.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal student financial aid. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an undergraduate program, eligible for federal student financial aid, and whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Ohio may count toward the credit hour requirement. Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependent students are \$5500 for freshmen, \$6500 for sophomores and \$7500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9500 for freshmen, \$10,500 for sophomores, \$12,500 for juniors and seniors, and \$20,500 for graduate students. Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 3.86% for subsidized and unsubsidized Direct Loans.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum

monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to parents of dependent undergraduate students who have remaining cost of attendance not met by unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart:

| Interest Rate | 5% | 6.5% | 8% |
|-----------------|------------------------|-------|-------|
| Amount Borrowed | Monthly Payment Amount | | |
| \$5,500 | \$58 | \$62 | \$67 |
| \$8,500 | \$90 | \$97 | \$103 |
| \$15,000 | \$159 | \$170 | \$182 |
| \$20,000 | \$212 | \$227 | \$243 |
| \$30,000 | \$318 | \$341 | \$364 |
| \$40,000 | \$424 | \$454 | \$485 |
| \$50,000 | \$530 | \$568 | \$607 |
| \$60,000 | \$636 | \$681 | \$728 |
| \$70,000 | \$742 | \$795 | \$850 |

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave

of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.

- Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

How Eligibility is Determined and Student Financial Aid is Awarded

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.
2. Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes in planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
3. The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit written documentation to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the student account.

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).

- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How and When Student Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per award period.

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

Indiana State Aid is disbursed as a credit to the IWU student account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the IWU student account in one payment per term.

Ohio State Aid is disbursed as a credit to the IWU student account in one payment per term. Ohio state grants can only be applied toward tuition costs.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial

aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Funds will be returned to the federal student financial aid programs in the following order: Unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

Student's Rights and Responsibilities

A student has the right to know:

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

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.

- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - Post-licensure (RNBSN)

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases. Small library collections, designed to directly support the on-site degrees, are available at the Kentucky campuses at Louisville and Lexington; Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton; as well as the Indiana campuses at Fort Wayne, Greenwood, Indianapolis (two locations), and Merrillville. A small number of reference books are part of these smaller collections.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Access is available for all students and faculty by using their 14-digit library access number. Students near the Cincinnati, Cleveland, Columbus, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, or 800 telephone for help with research, document delivery and explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Low Enrollment in Onsite Cohorts

Should the total number of students enrolled in a cohort fall below six students for any reason, the University will seek alternative options for the remaining students to complete their degree. To ensure high academic quality, the possibility of combining cohorts or offering the option of completing the program online will be investigated.

In general, students will be given an opportunity to recruit students to join the cohort. If a cohort is nearing completion, this fact will be taken into consideration before any decision is made.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Post-licensure Nursing Programs

The School of Nursing offers a Post-licensure RNBSN Program leading to a Bachelor of Science in Nursing (B.S.N.). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

The School of Nursing Post-licensure RNBSN Program is accredited by The Higher Learning Commission (<http://www.ncahigherlearningcommission.org/>) and Indiana Wesleyan University is a member of the North Central Association of Colleges and Schools. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). Memberships include the American Association of Colleges of Nursing and the Council for Christian Colleges and Universities.

Throughout the Post-licensure RNBSN Program, the nurse is a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

The Post-licensure RNBSN Program is planned within the philosophy and conceptual framework of the baccalaureate program. (Adult learners want to take charge of their own learning and can be mutually responsible for the education process in partnership with faculty.) Small project teams and other strategies appropriate for adult education contribute to mastery of learning outcomes.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

At the completion of the baccalaureate nursing program at Indiana Wesleyan University the graduate will be prepared to:

- Integrate liberal arts and nursing education in the practice of nursing utilizing advocacy, collaboration, and social justice for people of diverse cultures.
- Exhibit effective inter-professional communication, information management, and application of patient care technology to ensure quality care.
- Collaborate with healthcare professionals, patients, and communities to provide diverse populations with spiritually and culturally appropriate clinical prevention while incorporating elements of evidence based practice.
- Apply Christian values and professional ethics to improve patient-centered health outcomes for all populations.
- Engage as leaders in the profession of nursing, healthcare policy, and regulatory agencies.

Admission Requirements

The admission requirements for the Bachelor of Science in Nursing degree offered through the School of Nursing's Division of Post-licensure Programs are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
 - Applicants with a diploma from a State Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
 - Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to receive credit in transfer. A maximum of 40 credit hours of supporting science and nursing courses may be counted toward the required 60. This applies only to students applying to the Nursing program.
- Proof of current **unencumbered** RN licensure;
- An overall grade point average (GPA) of 2.0 from all previous study. If an applicant's GPA is below 2.0, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Graduation Requirements

To graduate with a baccalaureate degree in Nursing from the School of Nursing at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Completion of the required core courses with a GPA of 2.75 or higher.
- Cumulative GPA of 2.75 or higher.
- All individual core courses must be completed with a grade of "C" or better.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 391)).
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

- Students must complete each individual core course with a grade of "C" or higher.

- To progress in the major, RNBSN students must have obtained a core GPA of 2.75 by the end of the third course.
- Students must have an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multi state licenses, all must be unencumbered. Students may be administratively withdrawn from the program at any point if this status is not maintained.
- RNBSN students may not overlap more than two Post-licensure (RNBSN) core courses at the same time without administrative approval by the Chair, Post-licensure (RNBSN) Program and only then in the case of extenuating circumstances such as military deployment.
- Students who take longer than six years to complete the program must petition to continue in the program.
- Students must complete all core courses before taking NUR-495.

BSN - Post-licensure (RNBSN)

Post-licensure (RNBSN) - Program of Study

Core Courses

| | | |
|---------|--|---|
| NUR 320 | Introduction to Baccalaureate Nursing | 5 |
| NUR 335 | Foundations for Professional Practice | 5 |
| NUR 415 | Leadership and Management in Nursing | 5 |
| NUR 440 | Nursing Research: Analysis and Implications for Evidence-Based Practice | 5 |
| NUR 385 | Nursing Process: Health Indicators and Clinical Prevention Across the Lifespan | 5 |
| | Nursing Topics (2-2 credit hour courses) | 4 |
| NUR 465 | Population Health: Local, National, and Global Approaches | 5 |
| NUR 495 | Baccalaureate Capstone: Synthesis and Evaluation | 5 |

Graduate Studies in Nursing Division

Policies and General Information - Graduate Studies in Nursing Division

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

Academic Information - Graduate Studies in Nursing

Academic Calendar - Graduate nursing courses are offered under the semester hour system but in a non-traditional academic calendar. Each major consists of required courses which are taught in an accelerated, modular format, and taken sequentially. Each major has an online component. The Nursing Administration and Nursing Education majors are 100 percent online. All online classes meet in an asynchronous environment through Blackboard. The Primary Care major has a significant online component, but also includes on-site classes in specified courses. On-site classes meet for four hours on a weeknight.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of four years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Standing - Graduate Studies in Nursing

Placement on Probation - Students enrolled in a graduate nursing program will be placed on probation if their GPA falls below 3.0.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Graduate Studies in Nursing

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant,

but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Probation - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined jointly by the Dean of the School of Nursing and the Student Life Council. Any student failing to remove the probationary status will be academically suspended from the program.
- Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 12 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the Division Chair and the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress. Additionally, placement in a cohort may be delayed for a returning student due to enrollment limitations.

A student who has failed to arrange for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Graduate Studies in Nursing

Because of the delivery method of non-residential programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F". Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Student must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services. Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total

of three hours or more of a class that is four hours in length. Only under *emergency circumstances*, a student may be allowed one absence in any clinical course.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Primary Care (PYC) Practicum Courses Attendance Policy: The Primary Care (PYC) Practicum courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of “F” for the course.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Quality Points (per credit) | Definition |
|---|--------------------------------|---|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | |
| W | | Passing work at time of official withdrawal |
| I | | Incomplete |
| CR | | Credit |
| NC | | No Credit |
| AU | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension. A student cannot progress into a subsequent course until the grade of “incomplete” has been resolved and a grade posted.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

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

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

Audit of Courses

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

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU’s Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians’ statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Transfer between Majors - Graduate Studies in Nursing

It is assumed that students applying for/enrolling in graduate level programs have a higher level of maturity and decision-making ability. The selection of a graduate major should be approached with deliberation after acquiring the knowledge necessary to make the decision.

The graduate nursing majors are designed around an accelerated cohort model, intended to foster a certain group dynamic and support system for adult learners. Continued disruption of this model – as well as the curriculum schedule – inhibits the effectiveness of this design. In addition, the amount of time necessary to create a tailored plan of study for each transfer student adds an excessive amount of work to current faculty and staff.

Students who wish to change majors must submit a change of program request and meet all admission requirements for the requested major. Transfer approval will be subject to review of the student's academic progress and availability of space in the requested major. The university cannot guarantee transfer requests will be approved.

Please be advised that any transfer/change in program may impact financial aid. Students will not be eligible for deferment or the 'scheduled break' option under this policy, and may have to begin loan payments until they are re-enrolled in their newly-selected major. In addition, the change may lead to a significant delay in the time it takes to complete MSN degree requirements.

Transfer of Credit Policy - Graduate Studies in Nursing

The university may allow a maximum of nine credits in transfer to the graduate nursing programs. Transfer of credit will be determined by the Chair of the Division of Graduate Studies in Nursing or designee.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Withdrawal/Change in Status - Graduate Studies in Nursing

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students in an onsite course must request the withdrawal from the Registration Change Counselor before the last class workshop. Students in an online course must request the withdrawal prior to the beginning of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor and the Division of Graduate Studies in Nursing. Tuition and fees will be charged for repeating the course.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from the graduate nursing program may make application to the Dean of the School of Nursing for readmission after six months. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

A student may re-enroll in the Division of Graduate Studies in Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the Chair of the Division of Graduate Studies in Nursing. Re-enrollment will be dependent upon the decision of the Division Chair or the SON Student Life Council if the Chair determines a higher level of appeal is required.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Graduate Studies in Nursing

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.

3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - Graduate Studies in Nursing

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Advanced Education Nursing Traineeship (AENT) Grant – is a grant that does not require repayment and is open to students enrolled in the Primary Care, Family Nurse Practitioner track of the Master in Science of Nursing program and who agree to the Special Rules. Funding is limited.

Nurse Faculty Loan Program (NFLP) - is a loan program used to provide loan funds to students enrolled in an eligible advanced degree program in nursing. After graduation from the advanced education nursing degree program, loan recipients may cancel up to 85% of the NFLP loan over a consecutive four-year period while serving as full-time nurse faculty at a school of nursing. Loan funds are given to cover costs of tuition, books, and eligible fees. Funds are limited and are offered on a first come, first served basis. The student must complete an application each year NFLP funds are requested.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amount is \$20,500 for graduate students. Lifetime maximum borrowing limit for graduate programs is \$138,500 (including undergraduate borrowing). Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 5.41% for unsubsidized Federal Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon

graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart:

| Interest Rate | 5% | 6.5% | 8% |
|-----------------|------------------------|-------|-------|
| Amount Borrowed | Monthly Payment Amount | | |
| \$5,500 | \$58 | \$62 | \$67 |
| \$8,500 | \$90 | \$97 | \$103 |
| \$15,000 | \$159 | \$170 | \$182 |
| \$20,000 | \$212 | \$227 | \$243 |
| \$30,000 | \$318 | \$341 | \$364 |
| \$40,000 | \$424 | \$454 | \$485 |
| \$50,000 | \$530 | \$568 | \$607 |
| \$60,000 | \$636 | \$681 | \$728 |
| \$70,000 | \$742 | \$795 | \$850 |

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.

- No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
- Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.

- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new graduate students, the first disbursement funds are generally placed on the IWU student account 10 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.

- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Student's Rights and Responsibilities

A student has the right to know:

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

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - Graduate Studies in Nursing

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Low Enrollment in Onsite Cohorts

Should the total number of students enrolled in a cohort fall below six students for any reason, the University will seek alternative options for the remaining students to complete their degree. To ensure high academic quality, the possibility of combining cohorts or offering the option of completing the program online will be investigated.

In general, students will be given an opportunity to recruit students to join the cohort. If a cohort is nearing completion, this fact will be taken into consideration before any decision is made.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Programs in the Graduate Studies in Nursing Division

MSN Degree Programs

The Graduate Studies in Nursing Division offers the Master of Science in Nursing degree with majors in Nursing Administration, Nursing Education, and Primary Care Nursing. Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration.

Admission Requirements

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
 - An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN

- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- If English is not first language, satisfactory scores from one of the following is required:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
- Master's Degree in Nursing for Post-Master's degree Certificate.

Graduation Requirements

To graduate, students must have completed the following:

- Completion of all core and major requirements for the specific program.
- Minimum grade of "C" in each core course and "B" in each major course.
- Cumulative GPA of 3.00
- The MSN and DNP degree programs must be completed within a maximum of four years from the date of enrollment; the dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- All financial obligations must be settled in order to receive a diploma.

Program Requirements

- Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.
- A minimum grade of "B" must be earned in all Major Courses.
- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- If GNUR-590 is required for a major, all courses must be successfully completed before beginning this course.
- A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.

- Primary Care students must have health clearance and documentation of TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.
- Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.
- Practicum Continuation Courses - Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course. The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours). Students who fall into this category will receive a grade of "I" for the original course. If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Re-enrollment policy for Primary Care Majors

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

- If more than 6 months have passed since the completion of PYC-612, the student must achieve an 87% on the IWU Pharmacology competency exam.
- If more than 6 months have passed since the completion of PYC-614, the student must achieve an 87% on the IWU Pathophysiology competency exam.
- If more than 6 months have passed since the completion of PYC-652, the student must achieve an 87% on the Advanced Physical Assessment competency exam.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.
- If the student does not pass the appropriate competency exam(s) at 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program. A fee will be charged to audit a class.
- The fee for each competency exam is \$100.

MSN - Nursing Administration

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources. It includes a practicum component as well as courses in organizational behavior, financing and role development. Graduates will be prepared to assume leadership roles within a variety of health care settings. They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 424)

Nursing Administration - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |

| | | |
|----------|---|---|
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|---|---|
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 674 | Organizational Development | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |
| GNUR 590 | Nursing Investigation | 5 |

Nursing Administration (Post-MBA) - Program of Study

Students who have met all Graduate Nursing admission requirements and have received an MBA from a regionally accredited college or university are eligible for the post-MBA Nursing Administration program.

All courses must be completed with a satisfactory grade in order to continue in the program.

Major Courses

| | | |
|-----------|---|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| NRA 640 | Introduction to Interprofessional Collaboration | 1 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |
| GNUR 590 | Nursing Investigation | 5 |
| | Graduate Nursing Elective* | 3 |

**Students must have a 3-credit hour Health Policy Course. If such a course was taken in the MBA, then an approved graduate nursing elective may be substituted. If such a course was not taken, then students must take GNUR-525.*

MSN - Nursing Education

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 424)

Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|---|---|
| NRE 660 | Health Assessment for the Nurse Educator | 2 |
| PYC 614 | Advanced Pathophysiology | 4 |
| PYC 612 | Advanced Pharmacology | 4 |
| NRE 661 | Leadership in Nursing Education | 3 |
| NRE 663 | Course Design and Development | 3 |
| NRE 665 | Innovative Teaching Strategies | 3 |
| NRE 667 | Program Evaluation and Assessment | 3 |
| NRE 669 | The Art of Teaching | 3 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

MSN - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 424)

Primary Care Nursing - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|--|---|
| PYC 602 | Professional Role Development for the Advanced Practice Nurse | 2 |
| PYC 614 | Advanced Pathophysiology | 4 |
| PYC 612 | Advanced Pharmacology | 4 |
| PYC 622 | Essentials of Primary Care | 2 |
| PYC 652 | Advanced Health Status Assessment | 3 |
| PYC 681 | Primary Care Across the Lifespan I | 6 |
| PYC 682 | Primary Care Across the Lifespan II | 6 |
| PYC 683 | Primary Care Across the Lifespan III | 6 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine on-site and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of "F" for the course.

MSN/MBA - Dual Degree (Nursing Administration/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of health care settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Nursing Administration Courses

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| NRA 670 | Interdisciplinary Professional Development | 3 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence | 3 |

| | | |
|-----------|---|---|
| | Based Practice | |
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Business Administration Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| STAT 535 | Statistics for Business Decision-Making | 3 |
| HCAD 513 | Healthcare Principles and Policies | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| MGMT 532 | Leadership and Organizational Change | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| ACCT 510 | Managerial Accounting | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |

Total Credit Hours: 60

Doctoral Degree

The School of Nursing offers one doctoral program - the Doctor of Nursing Practice.

The Doctor of Nursing Practice (DNP) is designed to prepare nurses at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as a leader and to utilize clinical research to improve and transform health care. The program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, and act as agents of change to transform client/community care, participate in the ongoing evaluation of health care outcomes, and assist in the translation of research leading to positive nursing practice changes. In keeping with the mission of Indiana Wesleyan University, courses throughout the program will incorporate the integration of faith.

The Doctor of Nursing Practice program will prepare students to:

- Lead healthcare delivery teams to meet the needs of diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Apply creative and culturally sensitive approaches in the comprehensive assessment of healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop innovative practice approaches based on theories from nursing and other disciplines.
- Influence healthcare policy from an interprofessional perspective to improve health outcomes.

Admission Requirements

Applicants are required to meet the following criteria for consideration:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Studies in Nursing application for the DNP program.
- \$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 will be required as part of the enrollment process.
- **International/Non-English Speaking Students** - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.
Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Academic Requirements:

- Submission of transcript for a completed master's degree in nursing from an accredited (CCNE/NLNAC) school of nursing.
- Official transcripts from all post-high school educational experiences.
- Completion of graduate level pathophysiology, pharmacology, and health status assessment courses with a minimum of 3 credit hours in each course (grade of B or higher).
- Satisfactory completion of a graduate level course in statistics (grade of B or higher).
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.

Professional Requirements:

- Submission of current unencumbered RN license.
- Submission of current unencumbered APN license (if applicable).
- Submission of resume/curriculum vitae.
- Submission of three professional references—a minimum of one reference should be from faculty in a graduate nursing program.
- Submission of a 1-2 page narrative of past clinical and/or work experiences, scholarly activities, and community service that supports future goals in obtaining a Practice Doctorate.
- Submission of a 1-2 page summary of a practice related issue that will serve as the focus of the capstone project; include the significance and impact of the project to nursing and health care.

General Information Regarding Admission:

- The Division of Graduate Studies in 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 DNP 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.
- International travel will be expected.
- Once an application for the DNP program has been submitted, it will remain valid for 12 months.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of studies with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Successful completion, defense, and submission of the Translating Evidence into Nursing Practice Project (TENPP).
- Degree must be completed within four years of matriculation.
- Payment of tuition and fees to receive a diploma.

Program Requirements

Transfer Credits

Students may transfer up to three hours of post-masters credit from a regionally accredited college or university provided:

- The course is clearly comparable to one of the DNP course offerings based on course description and learning outcomes.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- A grade of "B" or higher was earned in the course.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.
- Courses containing clinical content are non-transferrable (Advanced Healthcare Policy, Global Healthcare and all TENP I-V courses).
- All project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- **Residency Attendance** - Three, four-day residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus, lodging and meals are at the student's expense.
- **Online Attendance** - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
 - **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of "F" and the student will be withdrawn from the program.
 - **Leave of Absence** - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the DNP Coordinator and by arrangement with the Office of Student Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by attending three onsite residencies in Marion. These residencies are four days in length. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, and unethical or illegal activities.

- Residency I – Orientation to the DNP Program

- Residency II – TENPP proposal defense
- Residency III –TENPP defense

Reenrollment

A student who wishes to re-enroll in the DNP program will first complete a Request for Re-enrollment form and forward to the DNP Coordinator for approval. Following approval, the student may re-enroll in the program through the Office of Student Services and will agree to follow the prescribed plan of study.

Satisfactory Academic Progress

Students enrolled in the DNP program are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *School of Nursing Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request in writing an "I" from the instructor.
- The instructor must obtain approval in writing from the Division Chair.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements the "incomplete" will become an "F." An incomplete cannot be issued if the student fails to meet the attendance requirements.

Progression - Two courses are offered during each 10-week block. Both courses must be satisfactorily completed with a grade of "B" or above before progressing into the subsequent block.

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25.

Students are given two consecutive blocks to satisfactorily raise their GPA. The GPA is reviewed after the second block, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student with more than one incomplete on record is subject to academic suspension.

Academic Dismissal

- Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.
- When a student has taken a course twice and failed to achieve a satisfactory grade, the student is ineligible to reapply for admission into the program in which the course was repeated.
- Students dismissed due to plagiarism are ineligible for readmission to the program.
- Students who fail to complete the program within four years will be administratively withdrawn.

Clinical Hours

A minimum of 1000 graduate level clinical hours are required to be eligible for graduation. Clinical hours may be a culmination of clinical practica hours completed during the nursing master's degree and the DNP. A maximum of 500 clinical hours may be transferred from a master's level clinical experience. Applicants who cannot provide documentation of clinical hours completed at the MSN level may provide proof of APRN certification, which provides evidence of a minimum of 500 clinical hours. In

this circumstance, 500 clinical hours will be accepted. Other validated exceptions may be considered on an individual basis.

Clinical hours may be accrued by completion of work or projects as approved by the course faculty or the DNP Coordinator. All clinical hours must be validated by a faculty member who can attest to the completion of logged hours. A validated and signed record of clinical hours will be required. Further explanation of clinical hours can be found in the TENPP Manual.

Degree Completion Limits

The DNP program is designed as a lock-step curriculum to be completed in less than two years. Program completion must be accomplished within four years. Students who do not maintain continuous enrollment with their original cohort and curriculum will be required to join a new cohort (as space is available), adapt to all subsequent curricular changes and TENPP manual changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the DNP Coordinator with the final decision resting with the Student Life Council.

TENPP Continuation

Doctoral students not completing the TENPP by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour TENPP Continuation course (DNP-900) continuously until the TENPP is successfully defended. Students will pay the one-credit-hour course tuition and any required fees to maintain continuous enrollment. Each continuation course will be 10 weeks in length. The maximum number of continuation courses will be seven.

DNP - Doctor of Nursing Practice

DNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

| | | |
|---------|--|---|
| DNP 801 | Translating Evidence Into Nursing Practice (TENP) I | 1 |
| DNP 710 | Science of Nursing DNP Residency I (Marion Campus - 4 days) | 3 |
| DNP 802 | Translating Evidence into Nursing Practice (TENP) II | 1 |
| DNP 870 | Critical Inquiry and Data Management | 3 |
| DNP 715 | Systems and Organizational Leadership | 3 |
| DNP 803 | Translating Evidence Into Nursing Practice (TENP) III DNP Residency II (Marion Campus - 4 days) | 1 |
| DNP 750 | Information Management | 3 |
| DNP 804 | Translating Evidence Into Nursing Practice (TENP) IV | 2 |
| DNP 730 | Applied Population Health | 3 |
| DNP 820 | Advanced Healthcare Policy | 3 |
| DNP 830 | Global Healthcare | 4 |
| DNP 840 | Resource Management in Healthcare | 3 |
| DNP 805 | Translating Evidence Into Nursing Practice (TENP) V DNP Residency III (Marion Campus - 4 days) | 1 |

Post Master's Degree Certificate Programs

Post Master's Degree Certificate

An individual with a Master's degree in Nursing from an accredited nursing program may apply to complete a post master's degree certificate in any of the graduate nursing majors. Master's degree prepared nurses who complete the course of study are eligible to seek certification from the appropriate credentialing body.

Students applying for a post master's certificate as a Family Nurse Practitioner must have 500 hours of advanced practice direct contact and/or care for patients with the year prior to admission. Students applying for a post master's certificate in Nursing Education or Nursing Administration must have 1000 hours of nursing practice within the three years prior to admission.

The following plans of study apply only if a student fits one of the following categories:

- Is not a Nurse Practitioner but has a master's degree in nursing
- Is an Adult Nurse Practitioner
- Is a Family Nurse Practitioner
- Is a Gerontological Nurse Practitioner

To be admitted to a post master's degree certificate program, the student must have a Master's degree in Nursing, and meet all graduate nursing admission requirements.

Post Master's Degree Certificate - Program of Study

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is not an NP and has met the 500 hour requirement)

| | | |
|---------|---|---|
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 514 | Advanced Pathophysiology | 4 |
| PYC 512 | Advanced Pharmacology for Primary Care | 4 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 552 | Advanced Health Status Assessment | 4 |
| PYC 530 | Primary Care of Adults | 7 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is an NP and has met the 500 hour requirement)

| | | |
|---------|---|---|
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

Plan of Study for Family Nurse Practitioner Post Master's Certificate

Applicant is an NP and has not met the 500 hour requirement

| | | |
|---------|---|---|
| PYC 514 | Advanced Pathophysiology | 4 |
| PYC 512 | Advanced Pharmacology for Primary Care | 4 |
| PYC 552 | Advanced Health Status Assessment | 4 |
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

PYC-514, PYC-512, and PYC-552: student may choose to take an exam (exam score must be at least 87%) or take the course to fulfill this requirement

Plan of Study for Nursing Administration Post Master's Certificate

| | | |
|----------|--|---|
| GNUR 570 | Professional Role Development for the Nurse Administrator | 3 |
| GNUR 572 | Management of Health Care Delivery Systems | 4 |
| GNUR 574 | Organizational Behavior | 4 |
| GNUR 576 | Organization and Finance of Health Care | 4 |
| GNUR 578 | Advanced Nursing Management | 5 |

Plan of Study for Nursing Education Post Master's Certificate

| | | |
|----------|---|---|
| GNUR 562 | Professional Role Development for the Nurse Educator | 3 |
| GNUR 564 | Curriculum Design and Evaluation | 4 |
| GNUR 568 | Teaching and Learning Strategies | 5 |
| GNUR 566 | Program Evaluation and Assessment | 3 |
| GNUR 569 | Advanced Nursing Instruction | 5 |

School of Health Sciences

The Indiana Wesleyan University School of Health Sciences is committed to creating, disseminating, preserving and applying knowledge in graduate health professions to include public health, athletic training, occupational therapy and physical therapy. The School of Health Sciences is devoted to teaching, scholarship, research, and clinical practice. We seek to improve health and quality of life for people through a Christ-centered ministry of healing by providing learner-centered education, clinical care and community engagement for underrepresented communities. With a commitment to excellence, the school serves local, state, national and international citizens.

Mission

The IWU School of Health Sciences is committed to developing compassionate graduates that are clinically, professionally and culturally competent for careers in public health, athletic training, occupational therapy, physical therapy and related health professions.

Vision

The Indiana Wesleyan University School of Health Sciences seeks to become an influential provider of clinical, interprofessional, and culturally competent health and human service professionals at the local, state, national and global levels for the Christian community.

Communication with the School of Health Sciences

| | |
|---------------------------------------|--|
| Address: | 4201 South Washington Street Marion, Indiana 46953-4974 |
| General Information: | Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu |
| Administration: | SHS - Academic Affairs: 765-677-2035 |
| Admissions: | Adult Enrollment Services: 1-800-468-6498, ext. 2860; 765-677-2860 |
| Student Account Services, CAS: | Billing: 765-677-2122 Cashier: 765-677-2411 Student Account Services, CAS: howtopay@indwes.edu |
| Financial Aid: | 765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu |
| Residential Academic Services: | 765-677-2131; Registration, Course Information: ResAcadServ@indwes.edu |
| Registrar's Office: | 765-677-2131; Transcripts and Academic Information: registrar@indwes.edu |
| School of Health Sciences: | 765-677-2035 |

Policies and General Information - School of Health Sciences

Academic Information - Graduate Studies in the School of Health Sciences

Academic Calendar - Graduate courses are offered under the semester hour system. Each major consists of required courses taught in various formats, including but not limited to onsite, online, and blended learning modalities, taken sequentially within a term-based structure.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the time frame established by the School of Health Sciences must meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.**

Core Requirements - The integrity of the graduate programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete all core program courses with a passing grade in order to maintain enrollment with their cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Standing - Graduate Studies in the School of Health Sciences

Placement on Probation - Students enrolled in a School of Health Sciences graduate program will be placed on probation if their GPA falls below 3.0.

Students are given two consecutive terms to satisfactorily raise their GPA. The GPA is reviewed after the second term and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive terms.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Health Sciences.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Petitions, Appeals, Grievances - School of Health Sciences

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is used to request an exception to an academic policy.
- An appeal is used either to request a change in grade or to appeal the decision of a petition.
- An academic policy and non-academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic or non-academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

Students taking courses outside of the School of Health Sciences are expected to follow the guidelines established by the Principal Academic Unit (e.g., School of Nursing, College of Arts and Sciences, College of Adult and Professional Studies) from which the course is taken for matters pertaining to courses/classes/policies.

Grade Appeal - School of Health Sciences

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grade appeals, with all documents, recommendations, and decisions, will be reported to the Dean of the School of Health Sciences. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

Informal Process:

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade within 10 days of the posting of the grade.
2. The informal process may be ended at any time and the complainant may begin the formal procedure by submitting a written grade appeal form within 20 days of the posting of the grade. Grade appeal forms are available from the office of the School of Health Sciences.

Formal Process:

Step 1

1. If there is no resolution during the informal process, the student may file a grade appeal request form, which can be obtained from the office of the School of Health Sciences. If a properly completed grade appeal request form is not received by the university within 20 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
2. If the matter involves the Chairperson as faculty, the student may request that the Dean of the School of Health Sciences review the matter.
3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form. The chairperson will notify the faculty member of the appeal and its nature and seek to mediate the dispute through the following steps:
 - Discussion of the facts of the case seeking resolution within 10 days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson will insist that it be followed. The role of the chairperson or dean is not to re-grade the assignment(s).

Step 2

1. If the instructor agrees that the grade should be changed, the faculty will be instructed to change the grade and the academic record will be updated.
2. If the instructor does not agree that the grade should be changed, the Chair will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Chair within 10 days.
3. The grade appeal form, faculty response form, and the evaluation of the specific paper or examination will be submitted to the School of Health Sciences Student Life Council.
4. Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Health Sciences Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from the student, additional graders, or the instructor). If the matter involves a member of the council, then that individual will recuse himself/herself from deciding the appeal.
5. The Council will notify the student of its decision, which will be final.

6. The complainant will be notified of results at each step of the grade appeal process. All grade appeals, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the Dean of the School of Health Sciences.
7. Depending on the situation, the timeline may be expedited.

Academic and Non-academic Policy Appeal - School of Health Sciences

An academic policy appeal involves only those situations in which a student is seeking recourse from (a) a university academic petition decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc. Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy appeals will be reported to the Chair of the School of Health Sciences Student Life Council. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department responsible for the policy to request an exception to the policy to resolve the question informally. Such contact must occur within 10 days of the incident that generates the request for exception.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 10 days of the level one decision to the Dean of the School of Health Sciences for a review by the Student Life Council, which is comprised of the personnel and students from the School of Health Sciences. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Health Sciences Student Life Council will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 10 days of the level 2 decision to the Chair of the School of Health Sciences Student Life Council for a review by the Dean, School of Health Sciences. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean will consider the situation and will inform the student of the decision, which will be final.

Academic Policy Grievance - School of Health Sciences

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

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

All academic policy grievances will be reported to the Chair of the School of Health Sciences Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person whom the student believes did not follow published policies, within 10 days for a full explanation of the policy and how the policy was followed.
2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the Dean of the School of Health Sciences review the matter by filing a form requesting such a review. This form may be obtained from the office of the School of Health Sciences. If the complaint involves the Chair, the student may request that the Dean, School of Health Sciences, review the matter. If a properly completed form is not received by the university within 20 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Chair (or, if applicable, the Dean of the School of Health Sciences) will notify the student of the decision.

3. Level 3 - If the matter is not satisfactorily resolved, then the student may request that the School of Health Sciences Student Life Council review the matter by filing a form requesting a committee review. This form may be obtained from the Office of the Dean, School of Health Sciences. If the university does not receive a properly completed form within 10 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The School of Health Sciences Student Life Council will notify the student of its decision, which will be final.

Non-academic Policy Grievance - School of Health Sciences

A non-academic grievance involves only those situations in which a student (a) believes that the university has not followed published policies regarding a non-academic decision or program, policy, or (b) alleges discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic policy grievances will be reported to the Chair of the School of Health Sciences Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned whom the student believes did not follow published policies for a full explanation of the policy and how the policy was followed to resolve the dispute informally. Such contact must occur within 10 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 10 days of the level one decision to the Dean of the School of Health Sciences for a review by the Student Life Council, which is comprised of the personnel and students from the School of Health Sciences. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Health Sciences Student Life Council will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 10 days of the level 2 decision to the Chair of the School of Health Sciences Student Life Council for a review by the Dean, School of Health Sciences. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean will consider the situation and will inform the student of the decision, which will be final.

Admission and Registration - Graduate Studies in the School of Health Sciences

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

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Probation - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first term of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the School of Health Sciences. Any student failing to remove the probationary status will be academically suspended from the program.

International/Non-English Speaking Students - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Registration - Registration occurs at the beginning of the student's core program. When students submit their intent to enroll form, they are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through Residential Academic Services. Staff will work with the Division Chair and the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

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.

Attendance Policy - Graduate Studies in the School of Health Sciences

Because of the delivery method of the graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact Residential Academic Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F". Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Student must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with Residential Academic Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with Residential Academic Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to Residential Academic Services. Students are expected to be present when class begins and remain the entire class. Only under emergency circumstances, a student may be allowed one absence in any class.

Online Attendance Policy – Attendance is determined by activity during a class, either through discussions or submission of assignments. A student is reported absent for a class if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during a grading period. This will be further clarified in a faculty's syllabus.

School of Health Science students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the Dean of the School of Health Sciences for absences due to university-sponsored activities, for illness requiring hospitalization, death of a first-degree relative, or other emergencies. Faculty may not give a penalty for a university-approved absence. The student is responsible directly to the instructor for all classes missed and to see that all work is made up. A student failing to attend classes and not withdrawing officially will receive a grade of "F."

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

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Quality Points (per credit) | Definition |
|---|--------------------------------|---|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | |
| W | | Passing work at time of official withdrawal |
| I | | Incomplete |
| CR | | Credit |
| NC | | No Credit |
| AU | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- The student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Program Director.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the

course requirements in order to receive a passing grade, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

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

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

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact Residential Academic Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded or can be requested by calling Residential Academic Services. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21-day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total

number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667, ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Withdrawal/Change in Status - Graduate Studies in the School of Health Sciences

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact Residential Academic Services to complete this process. Students in an online course must request the withdrawal prior to the beginning of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses. Students withdrawing from a class or transferring to another core group will be charged a \$100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through Residential Academic Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with Residential Academic Services and the School of Health Sciences. Tuition and fees will be charged for repeating the course.

Students withdrawing from the first term of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to Residential Academic Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from any of the School of Health Sciences programs may make application to the Dean of the School of Health Sciences for readmission after six months. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by Residential Academic Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by Residential Academic Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by Residential Academic Services. Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

General Information

Athletics

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

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

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

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

Community Standards

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Drug Abuse Prevention

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

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

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

Food

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

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

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

Health Services

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

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

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university.

Cancellation of Classes

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

Information Desk - Marion Campus

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

Intercultural Student Services

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

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 e-books, more than

11,000+ audiovisual titles, and 1,000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases. Small library collections, designed to directly support the on-site degrees, are available at the Kentucky campuses at Louisville and Lexington; Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton; as well as the Indiana campuses at Fort Wayne, Greenwood, Indianapolis (two locations), and Merrillville. A small number of reference books are part of these smaller collections.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home Web page, <http://www.indwes.edu/ocls>. Access is available for all students and faculty by using their 14-digit library access number. Students near the Cincinnati, Cleveland, Columbus, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via email, Web page form, or 800 telephone for help with research, document delivery and explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Performing Arts

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

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

Publications

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

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

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

Recreation

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

All enrolled students (resident and commuters) as well as faculty, staff, administrators, and their spouses are eligible to participate in activities sponsored by the Department of Campus Recreation.

Activities include, but are not limited to: intramural sand volleyball, flag football, softball, racquetball, tennis, wallyball, soccer, volleyball, basketball, golf, ultimate Frisbee, bowling, table tennis, and billiards.

Students, faculty, staff and administrators also have access to a state-of-the-art recreation and wellness facility.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and include crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566.

Student Center

The Barnes Student Center is the community center of the university for all members of the university family — students, faculty, administration, alumni and guests. It represents a well-considered plan for the community life of the university.

The Barnes Student Center provides for the services, conveniences, and amenities that the members of the university family need in their daily life on campus and for getting to know and understand one another through informal association outside the classroom.

The Barnes Student Center is part of the university educational process. It provides a social and recreational program, aiming to make free time activity a cooperative factor with study in education. Its goal is the development of persons as well as intellects.

Student Address/Email Information

Students should notify Residential Academic Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student email account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Academic Programs

The School of Health Sciences has embarked upon a three phase process of bringing graduate health sciences programs to the Indiana Wesleyan University campus in Marion, Indiana. We are presently introducing phase I of the health sciences initiative, which builds upon the strong undergraduate foundation established by the School of Nursing, the School of the Physical and Applied Sciences, and the Health and Human Performance programs. We are building integrated interprofessional education programs that will prepare future-oriented health sciences and health care professionals.

Phase I programs will include a Master of Public Health program to commence classes in the fall of 2013. Our aim is to open classes for the Master of Science in Athletic Training and Occupational Therapy Doctorate programs in the fall of 2014. A Doctor of Physical Therapy will open in the fall of 2015. These programs draw heavily on the success of our past while embracing a bright future in the health sciences.

Master of Public Health

The Indiana Wesleyan University Master of Public Health (MPH) is a 45-credit-hour generalist degree designed to provide students with a thorough understanding of each of the five (5) core areas of public health including Biostatistics, Epidemiology, Environmental Health, Health Services Administration, and Social and Behavioral Studies. The MPH program is designed to prepare students for a career where they can influence public health on a local, state, national and/or global level. Provided from a distinctly faith-based foundation through a unique hybrid learning model*, students will value, understand and apply the interrelated social-behavioral theories and contextual factors needed to address the complex health problems of 21st-century households, communities and organizations.

Upon satisfactory completion of the Master of Public Health program, students should be able to:

1. Apply evidence-based knowledge of social, biological and environmental determinants to disease and health conditions.
2. Employ appropriate methods of design, analysis and synthesis to address population-based health problems in urban, rural and global environments.
3. Synthesize the interrelationships among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Promote diversity and cultural understanding in public health education, research and practice.
6. Demonstrate public health knowledge and skills in practice settings.
7. Demonstrate effective leadership competencies for building partnerships in advocating for public health programs and policies.
8. Articulate a Christian worldview toward various public health issues.

Accreditation

This degree program offered through Indiana Wesleyan University will seek national accreditation with the Council on Education in Public Health (CEPH).

Mission

We are committed to prepare students to improve the health of populations locally and globally through strengthening health systems, building stronger communities and facilitating healthy behavior from a faith-based foundation.

** The hybrid learning model consists of students attending class in person and on campus over five days per fall and spring semester with the remaining content being covered in an online setting.*

Master of Public Health - Courses

Requirements (45 credits)

Fall (9 credits)

| | | |
|---------|---|---|
| MPH 510 | Social and Behavioral Aspects of Health | 3 |
| MPH 530 | Introduction to Epidemiology | 3 |
| IPE 565 | Research Methods I | 3 |

Spring (9 credits)

| | | |
|---------|----------------------|---|
| IPE 605 | Research Methods II | 3 |
| IPE 545 | Biostatistics | 3 |
| MPH 570 | Environmental Health | 3 |

Summer (9 credits)

May Term:

| | | |
|---------|---------------|---|
| MPH 520 | Global Health | 3 |
|---------|---------------|---|

Summer I:

| | | |
|---------|--|---|
| IPE 555 | Bioethics: Theory, Application and Decision-Making | 3 |
|---------|--|---|

Summer II:

| | | |
|---------|-------------------------|---|
| MPH 610 | Public Health Practicum | 3 |
|---------|-------------------------|---|

Fall (9 credits)

| | | |
|---------|--|---|
| MPH 620 | Health Systems Administration and Management | 3 |
| MPH 630 | Advanced Epidemiology | 3 |
| MPH 640 | Rural Health | 3 |

Spring (9 credits)

| | | |
|---------|---|---|
| MPH 650 | Health Program Planning, Implementation, And Evaluation | 3 |
| IPE 615 | Health Policy | 3 |
| IPE 625 | Organizational Leadership in Health Care | 3 |
| | Capstone Project - Graduation Requirement | |

Requirements

Application

A carefully completed application for admission should be submitted to the Indiana Wesleyan University (IWU) School of Health Sciences Master of Public Health (MPH) program. Admission to this degree program is based on qualifications and space availability. This is a competitive program and application alone does not guarantee admittance. Admission is awarded without regard to sex, race, color, age, religion, national origin, or handicap.

Master of Public Health Degree Program Admissions Requirements

1. Applicants to the Master of Public Health (MPH) degree program must have a baccalaureate degree or higher from a regionally accredited college or university. The minimum grade point average (GPA) is 3.0 on a 4.0 scale. Exception to the GPA minimum score may be granted under extenuating circumstances.
2. A Graduate Record Exam (GRE) score of 146 on the verbal and 146 on the quantitative sections is required. For GRE exams taken prior to August 1, 2011, a minimum score of 1000 on the combined verbal and quantitative sections, with a verbal score of at least 400 and a quantitative score of at least 550. Exception to the GRE minimum score may be granted under extenuating circumstances.
3. **Application Form and Fee:** Submit a completed School of Health Sciences graduate application form with a \$50.00 non-refundable application fee. Checks should be made out to Indiana Wesleyan University.
4. **Official Transcript:** Submit official transcripts from all universities and/or colleges attended. Official transcripts from all post-high school educational experiences are to be included. Transfer students from a college or university abroad are also responsible for having their transcripts evaluated by a credential evaluation service such as World Education Services (WES) or Educational Credential Evaluators (ECE) for an official course-by-course credential evaluation (document-by-document evaluations will not suffice). Transcripts from international programs will be individually reviewed.
5. **Criminal History:** A company certified criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
6. **International/Non-English Speaking Students:** A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
7. **References:** Using the recommendation form, have three references submitted. At least one of the references should be from a health care provider and the other from a previous faculty member who can speak to your capacity to do graduate-level work.
8. **Writing Sample:** In a double-spaced typed essay of 500 to 750 words, explain your interest in the program, what you hope to achieve by completing the program, and how your personal or professional background relates to your interests or goals. The essay's content and the clarity of writing will be assessed as part of the admissions process.
9. **Prerequisite Courses:** Students are required to have a grade of "B" or better in Principles of Biology or an equivalent course as a foundation for success in professional-level graduate work in the MPH program.
10. **Resume:** Other aspects of an applicant's record, such as educational achievement, professional experience and clarity of career goals should be reflected in a resume. Admissions decisions are based on an overall assessment of the adequacy of an applicant's preparation and desire for the successful completion of a graduate course of study in Public Health.
11. **Deadline for Application:** We have a decision deadline of April 15 for all application materials including the interview with the faculty. Those applying after April 15 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the MPH program will be made by the admissions committee after evaluation of all pertinent application materials. Applications cannot be accurately reviewed until all application materials are received and requirements have been met. New or updated applications are required for those who defer a year or re-apply after refusal.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

1. All credits required in the course of studies with a minimum overall GPA of 3.0.
2. Minimum grade of "B-" (2.7 on a GPA scale) or higher in each course.
3. Payment of tuition and fees to receive a diploma.

4. Completion and successful written and oral presentation of the Capstone Project.

Tuition and Financial Aid

Tuition and Fees*

Program: Master of Public Health

Credit Hours: 45 Total

Tuition: \$593 / credit hour

The total cost of the program, including tuition and any fees, will be determined prior to your enrollment. Payment for each term is due by August 15 for fall and by December 15 for spring. Course textbooks are not included in the costs listed above.

The total credit hours and per-credit-hour costs listed above are effective for the required core program. Costs may change if you withdraw from the program and restart in a future program at a later date.

Financial Aid

Financial aid is available in the form of grants, loans, scholarships, veterans benefits, and even employer reimbursement.

For information about financial aid, call 866-468-6498, ext. 2116, visit our financial aid website, or email finaid@indwes.edu.

Scholarships up to \$8,000 available for the Fall 2013 inaugural class.

Master of Science in Athletic Training

The Master of Science in Athletic Training program is being developed. Please refer to the website for additional information on this program.

Doctoral Programs

Occupational Therapy and Physical Therapy programs are being developed. Please refer to the website for additional information on these programs.

Wesley Seminary at Indiana Wesleyan University

Over the years a number of task forces had convened to explore the possibility of a Wesleyan seminary as part of Indiana Wesleyan University. Each time the vision was to focus on the practice of ministry and to do so as innovatively as possible. Finally, under the direction of President Henry Smith and a newly formed seminary task force, IWU approved in 2008 the offering of a Master of Divinity degree. The degree then passed through an accreditation process with the Higher Learning Commission, allowing Indiana Wesleyan University to offer professional degrees for the first time in its history. Finally, the Board of Trustees approved the formation of Wesley Seminary at Indiana Wesleyan University (hereafter, Wesley Seminary) in the Spring of 2009, incorporating the already existing MA with a major in Ministry program under its umbrella. The first MDiv classes commenced in August, 2009.

Mission of Wesley Seminary

Wesley Seminary at Indiana Wesleyan University is a Christ-centered academic and ministry community committed to changing the world by equipping pastors and church leaders to minister more effectively for the Kingdom of God in the church and the world, to embody the Good News of Jesus Christ, and to cultivate personal, spiritual transformation.

It is our commitment to participate in the missio Dei with accessible and economical delivery systems and courses that are spiritually formative and content-rich, emphasizing the practice of ministry in dialog with solid theory and the foundational disciplines of the Bible, Christian theology, and church history.

Communication with Wesley Seminary

| | |
|-----------------------------------|---|
| Address | Wesley Seminary at Indiana Wesleyan University 4201 South Washington St Marion IN 46953-4974 http://seminary.indwes.edu/ http://myIWU.indwes.edu |
| Dean of Wesley Seminary | 765-677-2258 |
| Registrar's Office | 765-677-2131 |
| Office of Student Services | 765-677-2359 |
| Financial Aid Office | 765-677-2516 |
| Accounting | 765-677-2878 |
| Resources | 765-677-2854 |

Policies and General Information - Wesley Seminary at Indiana Wesleyan University

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic Information - Wesley Seminary

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Standing - Wesley Seminary

Academic Probation - Students enrolled a seminary program will be placed on probation if their GPA falls below 2.5.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of Wesley Seminary.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Wesley Seminary

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
2. Probation - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (2.50). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the Seminary. Any student failing to remove the probationary status will be academically suspended from the program.
3. Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
4. Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 12 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Except for those in the Spanish M.Div. program, students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Wesley Seminary

Students are expected to attend all sessions of classes for which they are registered, except in cases of prearranged official assignments by the university and absences because of emergencies which may be considered excusable by the instructor. A student is responsible directly to his/her instructor for all classes missed and for all make-up work. Each instructor or program administrator determines the extent to which absences affect course grades and grades are assigned on the basis of work accomplished. Any absence from two or three consecutive lectures concerning which the teacher has no definite information should be reported to the Office of Student Services.

Students are expected to be present for on-site class sessions and participate in online activity.

Absences are allowed as follows: Under emergency circumstances, a student may be allowed up to one day of absence from a one week intensive, up to two weeks of absence for an eight week class, and up to four weeks of absence for a 16 week class. Absence beyond this point constitutes failure to complete the course. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to withdraw officially before the last class session, the instructor is directed to issue the grade of "F".

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by

arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Online attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during the designated dates for that workshop.

Students are expected to be present when class begins, and remain the entire session. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, four-and-a-half hours or more of classes that are six hours in length, and six hours for classes that are eight hours in length. Tardiness is recorded, and if a student accumulates two tardies during a course, it results in an absence on the student's attendance record.

Audit of Courses - Wesley Seminary

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis as determined by the professor.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The professor is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The student must meet course pre-requisites or be approved by the Dean of the Seminary.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Former Student Re-Enrollment - Wesley Seminary

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Grade Appeal and Academic Policy Grievance - Wesley Seminary

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Dean of Wesley Seminary at Indiana Wesleyan University. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the administrative office of Wesley Seminary. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Wesley Seminary Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Wesley Seminary Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Dean of Wesley Seminary by filing a form requesting such a review. This form may be obtained from the Dean. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Dean will notify the student of the decision.
3. Level 3 - If the matter is not satisfactorily resolved or if the Dean is the individual responsible for the policy decision, then the student may request that Wesley Seminary Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Dean of Wesley Seminary. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level 2 was sent, then the student will forfeit any further right to appeal. Wesley Seminary Academic Appeals Committee will notify the student of its decision, which will be final.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further direction for this process can be found at Non-Academic Appeal Process (p. 30).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

| Grade | Quality Points (per credit) | Definition |
|-------|--------------------------------|---------------|
| A | 4.0 | Superior |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |

| | | |
|---|-----|--|
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Passing |
| F | .0 | Failure (Also given for unofficial withdrawals) |
| The following grades are not figured into the GPA: | | |
| W | | Passing work at time of official withdrawal |
| I | | Incomplete |
| CR | | Credit |
| NC | | No Credit |
| AU | | Audit |

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the Dean of Wesley Seminary.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a

complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate

documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Transfer of Credit Policy - Wesley Seminary

The university may allow a maximum of nine credits in transfer to the Master of Arts programs and a maximum of 27 hours into the Master of Divinity program provided the transfer work falls within seven years prior to admission. Transfer of credit will be determined by the Dean of Wesley Seminary.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Previous IWU coursework - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for the MDiv or MA degrees.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Wesley Seminary

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.

6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - Wesley Seminary

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & Clergy Development and is available to undergraduate and graduate students in an approved ministry program. The loan only becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or cancelled through service. General eligibility requirements include, but are not limited to: local church membership, district approval, and enrollment form submission. For each year (September 1 through August 30) of full-time district appointment in The Wesleyan Church following studies, 20% of the loan is cancelled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amount is \$20,500 for graduate students. Lifetime maximum borrowing limit for graduate programs is \$138,500 (including undergraduate borrowing). Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 5.41% for unsubsidized Federal Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart

| Interest Rate | 5% | 6.5% | 8% |
|-----------------|------------------------|-------|-------|
| Amount Borrowed | Monthly Payment Amount | | |
| \$5,500 | \$58 | \$62 | \$67 |
| \$8,500 | \$90 | \$97 | \$103 |
| \$15,000 | \$159 | \$170 | \$182 |
| \$20,000 | \$212 | \$227 | \$243 |
| \$30,000 | \$318 | \$341 | \$364 |
| \$40,000 | \$424 | \$454 | \$485 |
| \$50,000 | \$530 | \$568 | \$607 |
| \$60,000 | \$636 | \$681 | \$728 |
| \$70,000 | \$742 | \$795 | \$850 |

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
 - Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A

student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the

first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Student's Rights and Responsibilities

A student has the right to know:

1. What financial assistance is available, including information on all federal and state programs.
2. The deadlines for submitting application for each of the student financial aid programs available.
3. The cost of attending the programs and the school's refund policy.

4. The criteria used by the institution to select financial aid recipients.
5. How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
6. What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
9. What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and submit them in a timely manner to the correct address.
3. Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address, or school status.
7. Know and comply with the deadline for application or reapplication for aid.
8. Know and comply with the school's leave of absence or withdrawal policy/procedures.
9. Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, CAPS, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - Wesley Seminary

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the instructor will work with the Dean of Wesley Seminary to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Non-Academic Appeal - Wesley Seminary

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic appeals will be reported to the Dean of the Seminary. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the seminary individual concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the Seminary Appeals Committee. The request from the student should include thorough documentation supporting the student's claims. The Dean will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the Dean for a review by the EVP and CEO of Non-residential Education. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The EVP will consider the situation and will inform the student of the decision, which will be final.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Student Grievance and Appeal Policy (Non-academic).

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Wesley Seminary Degrees

Wesley Seminary offers the following programs:

- Master of Arts degree with a major in Ministry
 - Concentration in Leadership
 - Concentration in Children, Youth, and Family Ministry
- Master of Divinity

Admission Requirements

Master of Arts with a Major in Ministry:

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Ability to pursue graduate work successfully. (The transcripts and certificate of recommendation from former professors and supervisors will be considered evidence of such ability.)
- Three recommendations including:
 - a. An academic recommendation.
 - b. A recommendation from someone who can comment on the applicant's pastoral skills.
 - c. A general recommendation.
- Moral character consistent with the principles and policies of Christian conduct at Indiana Wesleyan University. (The student's certificates of recommendation are considered sufficient evidence in this matter.)
- Submission of a written statement identifying the student's philosophy of ministry and personal goals in undertaking the graduate program.

Master of Divinity:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- Three references, including
 - a. One from a pastor or denominational supervisor.
 - b. An endorsement from their local church board or appropriate church body.
 - c. Two additional references of the applicant's choosing.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).
- Students may transfer up to 27 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the M.Div. if the courses are relevant to ministry.
- In circumstances when the Seminary has an articulation agreement with a particular undergraduate institution, the total number of M.Div. hours required may be shortened up to 12 hours in lieu of established course relationships.

Admission of Students Without a Baccalaureate Degree

Students without an undergraduate degree may apply for admission if they meet the following conditions:

- A minimum of at least 15 years of extensive life, ministry, and/or business experience, or a bachelor's degree from an unaccredited institution.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit the score prior to final committee review.
- At least 60 credit hours of undergraduate academic work (in the semester system or equivalent in another system) or an associate degree, with a cumulative GPA average of 2.5 or equivalent.

In addition to the admission requirements listed above, students without an undergraduate degree must submit a two-four page essay indicating the student's educational experiences, goals, and experiences, an extensive portfolio detailing ministry, life, and work experience, artifacts demonstrating this experience, and a five page writing sample. Applications from students without an undergraduate degree will be reviewed by the Seminary Admissions Committee.

Admission of Students Without an Accredited Degree

Students whose undergraduate degree is from an unaccredited institution may apply for admission if they meet the following conditions:

- Completion of the equivalent of a bachelor-level college degree with a cumulative GPA average of 2.5 or equivalent.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 equivalent. If not completed at time of application, s/he must take such a writing course and submit score prior to final committee review.

Optional Qualifications

- GRE: The Admissions Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the academic strengths of the institution you attended for your undergraduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them
- Provide a 5 page sample of your writing ability:
 - Take a current debate in contemporary society over an ethical or political issue.
 - Demonstrate that you can write an organized presentation of an issue, represent the viewpoints of others fairly, do research, and defend a position with good grammar, spelling, and some standard format for referencing sources.

Applications will be reviewed by the Seminary Admissions Committee which will include appropriate faculty representation. The Seminary Admissions Committee may request additional information and/or documentation as part of the review process. All "Accredited Degree Exemption" students will be accepted on probation.

Unclassified Admission

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Dual Undergraduate/Graduate Enrollment

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the Dean, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted both for graduate and undergraduate requirements.

Previous IWU Credit

Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for either the MA or M.Div. degree.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- All requirements for the degree must be completed within six years of enrollment for the MA degree and ten years for the M.Div. degree.
- Payment of all tuition and fees is required to receive a diploma.

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and cultural contexts, and who enroll in the Seminary may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit (up to twelve semester hours toward the MDiv degree and up to six semester hours toward the MA degree) may be granted for the courses listed below under the following conditions:

- The courses were taken at a regionally accredited or ABHE accredited institution. The Seminary reserves the right to determine whether or not courses are equivalent.
- A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 level and no course below the 200 level, and
- The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.
 - BIBL-500 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed a hermeneutics/exegetical method course and at least one upper level Bible course.
 - THEO-500 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed at least two theology courses that together cover the primary topics of systematic theology.
 - CHST-500 Global Christian History - credit may be granted for this course if the student has successfully completed at least two church history courses that together cover Christian history from the early church to the present.
 - MISS-500 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed at least two courses that cover at least two of the following topics: cultural anthropology, urban ministry, cross-cultural ministry, or denominational history.

A student wishing to receive advanced standing with credit for BIBL-500, THEO-500, and CHST-500 must submit the application three months prior to the first day of the month in which the course is offered in the student's cohort schedule. The student will be notified of the designated faculty member's decision by the first day of the following month. Students who do not submit by this deadline will not be eligible for advanced standing with credit.

MA - Ministry

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should, with graduate-level competency, be able to:

- Implement life-long reflective learning skills to study and apply the disciplines required for faithful and fruitful ministry in various contexts.
- Demonstrate a deepening spiritual character and commitment to integrity in ministry.
- Operate from a solid biblical, theological, historical and cultural understanding that informs ministerial vocation.
- Apply core set of leadership, management and communication skills that advance the mission of God in the world.

The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or on-site or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses. An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

Progression Policy - Students must have completed all core and concentration courses before enrolling in MIN-591. Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core and concentration courses. All requirements for the degree must be completed within six years of enrollment.

Transfer Credit - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Substitution of Courses - Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute and advanced Bible, theology, or church history elective.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Admission and Graduation Requirements for Wesley Seminary (p. 468)

Concentration in Children, Youth, and Family Ministry Program of Study

Concentration Courses

| | | |
|----------|---|---|
| CONG 530 | Family Ministry for 21st Century Families | 3 |
| SPIR 550 | Spiritual Life and Leadership | 3 |
| PROC 525 | Effective Communication With Children And Youth | 3 |
| CONG 550 | Child and Adolescent Development | 3 |
| CONG 540 | Programming and Management in Family Ministry | 3 |

Core Courses

| | | |
|----------|------------------------------------|---|
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |

| | | |
|----------|--------------------------|---|
| CHST 500 | Global Christian History | 3 |
| MIN 561 | Research Methodology | 1 |
| MIN 591 | MIN-591 | 2 |
| | Electives | 6 |

Concentration in Leadership Program of Study

Concentration Courses

| | | |
|----------|--|---|
| LEAD 540 | Non-Profit Management | 3 |
| PROC 520 | Transformational Communication | 3 |
| SPIR 550 | Spiritual Life and Leadership | 3 |
| LEAD 560 | Power, Change, and Conflict Management | 3 |
| CONG 520 | Building a Multi-Generational Ministry | 3 |

Core Courses

| | | |
|----------|------------------------------------|---|
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |
| CHST 500 | Global Christian History | 3 |
| MIN 561 | Research Methodology | 1 |
| MIN 591 | MIN-591 | 2 |
| | Electives | 6 |

MDiv - Ministry

The MDiv is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and on-site formats. To enroll in the degree, a person must have earned a bachelor's degree and be officially engaged in ministry at least 20 hours a week and connected with a worshipping body of Christian believers with whom they can successfully complete course assignments relating to the local church. Students take required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Theology and Ministry, as well as on a cadre of prominent adjunct, affiliate, and visiting faculty who teach various courses each year.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MDiv program. A student who has completed the MDiv should, with graduate-level competency, be able to:

- Relate an informed understanding of relevant theories to a lifelong practice of ministry.
- Faithfully and fruitfully participate in the mission of God, lead a local congregation, facilitate worship, proclaim the word of God, spiritually form a people, and foster healthy interpersonal relationships.
- Delineate and implement a process of positive change and transformation into a holy person in one's personal, spiritual, vocational, congregational, and community life.
- Soundly integrate the Bible, Christian theology, and church history with each other and into the practice of ministry.

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDiv curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective, or may apply for Advanced Standing with credit.

MDiv students who wish to take the online versions of BIBL-500, THEO-500, or CHST-500 must have permission from the Dean of Wesley Seminary.

Progression Policy - Students must have completed all core courses before enrolling in MDIV-695. Registration in MDIV-695 will be cancelled for any students who fail to satisfactorily complete all core courses. All requirements for the degree must be completed within ten years of enrollment.

Residency Requirement - The default expectation of the MDiv program is to take at least 24 credit hours of the degree in a face-to-face setting. The student can then take the remainder of the program either online or onsite. Intensive courses are often offered around a weekend of yearly convocation, during which most students and faculty in the program come to campus.

Transfer Credit - A maximum of 27 hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Bible Content Exam - Students in the MDiv program must pass the Bible Content exam with a 70% or higher prior to taking SPIR-540 Goal Setting and Accountability. Students who fail to achieve a sufficient score on the exam will be automatically withdrawn from future courses until such time as they pass the exam.

Admission and Graduation Requirements for Wesley Seminary (p. 468)

M.Div. Program of Study

Foundational Courses

| | | |
|----------|------------------------------------|---|
| MDIV 500 | Pastor, Church & World | 3 |
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |
| CHST 500 | Global Christian History | 3 |
| MDIV 695 | Integration Capstone | 3 |

Praxis Courses

| | | |
|----------|------------------------------------|---|
| MISS 600 | The Missional Church | 6 |
| LEAD 600 | Congregational Leadership | 6 |
| WSHP 600 | Christian Worship | 6 |
| PROC 600 | Christian Proclamation | 6 |
| CONG 600 | Congregational Spiritual Formation | 6 |
| PCRE 600 | Congregational Relationships | 6 |

Spiritual Formation

| | | |
|----------|---|---|
| SPIR 500 | Spiritual Formation: Change & Transformation | 1 |
| SPIR 520 | Spiritual Formation: Self Awareness & Appraisal | 1 |
| SPIR 540 | Spiritual Formation: Goal Setting & Accountability | 1 |
| SPIR 560 | Spiritual Formation: Mentoring & Spiritual Direction | 1 |
| SPIR 570 | Spiritual Formation: Personal & Corporate Disciplines | 1 |
| SPIR 590 | Spiritual Formation: Recovery & Deliverance | 1 |

Electives

| | |
|-----------|----|
| Electives | 15 |
|-----------|----|

Total Credit Hours: 75

The Graduate School

The Graduate School is charged with the Supervision of graduate level education across the university. This includes the development and implementation of new graduate programs and degrees as well as the maintenance of existing programs and degrees. The current graduate degrees offered are the Master of Arts, the Master of Science, the Master of Science in Nursing, the Master of Business Administration, the Master of Public Affairs, the Master of Public Health, the Master of Divinity, the Master of Education, the Education Specialist degree, the Doctor of Nursing Practice, and the Doctor of Education (Ed. D.). In addition, a number of post-baccalaureate certificates and specialized training programs are offered through the various departments in the University. These degrees, certificates, and training programs are described in the respective departmental sections of the catalog.

The Dean of the Graduate School (Graduate Dean) is the chief academic officer for the Graduate School. The Dean is responsible for the development, evaluation, and administration of all graduate programs within the University. The Dean is also involved with issues involving graduate students including policies regarding admissions, retention, and progress toward graduation. Current Graduate Programs at IWU:

In The College of Arts and Sciences:

The Graduate Counseling Division in the School of Social and Behavioral and Business offers the Master of Arts degree with majors in:

- Clinical Mental Health Counseling
- Community Counseling
- Marriage and Family Counseling/Therapy
- School Counseling
- Addictions Counseling
- Student Development Administration

The School of Theology and Ministry offers the Bachelor of Science to Master of Arts degree in Christian Ministries in the:

- Kern Ministry Program

In the College of Adult and Professional Studies:

The Graduate Studies in Business Division in the School of Business and Leadership offers the following degrees:

- Master of Business Administration with majors in:
 - Business Administration
 - Healthcare Administration
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Nursing)
- Master of Science degree with majors in:
 - Management
 - Accounting
 - Human Resource Management

The Graduate Studies in Leadership Division in the School of Business and Leadership offers the following degrees:

- Master of Arts degree with a major in Organizational Leadership
- Doctor of Education degree with a major in Organizational Leadership

The Public Services and Applied Sciences Department in the School of Liberal Arts offers the following degree:

- Master of Public Affairs

The Adult Teacher Licensure Programs Department in the School of Educational Leadership offers the following program:

- Transition to Teaching Initial Licensure Program

The Advanced Studies for Teacher Leaders Department in the School of Educational Leadership offers the following program and degree:

- Teaching Certificate Programs
- Master of Education with majors in:
 - High Ability
 - Special Education
 - English Language Learners
 - Curriculum and Instruction
 - Teacher Leadership with specializations in:
 - Elementary Education
 - Secondary Education
- Master of Education (International)

The Office of Professional Development and Educational Licensing in the School of Educational Leadership offers the following program:

- ACSI Credentialing Program

The Educational Administration Department in the School of Educational Leadership offers the following program and degree:

- Principal Licensure Certificate Program
- Education Specialist

In the School of Nursing:

The Graduate Studies in Nursing Division offers the following degrees:

- Master of Science in Nursing with majors in:
 - Primary Care
 - Nursing Education
 - Nursing Administration
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Business and Leadership)
- Doctor of Nursing Practice

In the School of Health Sciences:

The School of Health Sciences offers the following degrees:

- Master of Public Health

In Wesley Seminary at Indiana Wesleyan University:

Wesley Seminary offers the following degrees:

- Master of Arts with a major in Ministry
- Master of Divinity

Mission - The Graduate School

Indiana Wesleyan University's Graduate School will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

We seek to accomplish our mission by challenging students to pursue their leadership potential within a context of academic excellence, professionalism, and ethical behavior.

Communication with the Graduate School

| | |
|---|---|
| Address | Indiana Wesleyan University 1900 W 50th St Marion IN 46953-5279 http://graduate.indwes.edu http://myIWU.indwes.edu |
| Administration Dean, The Graduate School | 765-677-2090 |
| Office of Student Services | 765-677-2359 |
| Financial Aid Office | 765-677-2516 or 765-677-2116 |
| Accounting | 765-677-3265, 765-677-2878, or 765-677-2411 |
| Resources | 765-677-2854 |
| Registrar's Office | 765-677-2131 |

Master of Public Health

The Indiana Wesleyan University Master of Public Health (MPH) is a 45-credit-hour generalist degree designed to provide students with a thorough understanding of each of the five (5) core areas of public health including Biostatistics, Epidemiology, Environmental Health, Health Services Administration, and Social and Behavioral Studies. The MPH program is designed to prepare students for a career where they can influence public health on a local, state, national and/or global level. Provided from a distinctly faith-based foundation through a unique hybrid learning model*, students will value, understand and apply the interrelated social-behavioral theories and contextual factors needed to address the complex health problems of 21st-century households, communities and organizations.

Upon satisfactory completion of the Master of Public Health program, students should be able to:

1. Apply evidence-based knowledge of social, biological and environmental determinants to disease and health conditions.
2. Employ appropriate methods of design, analysis and synthesis to address population-based health problems in urban, rural and global environments.
3. Synthesize the interrelationships among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Promote diversity and cultural understanding in public health education, research and practice.
6. Demonstrate public health knowledge and skills in practice settings.
7. Demonstrate effective leadership competencies for building partnerships in advocating for public health programs and policies.
8. Articulate a Christian worldview toward various public health issues.

Accreditation

This degree program offered through Indiana Wesleyan University will seek national accreditation with the Council on Education in Public Health (CEPH).

Mission

We are committed to prepare students to improve the health of populations locally and globally through strengthening health systems, building stronger communities and facilitating healthy behavior from a faith-based foundation.

* *The hybrid learning model consists of students attending class in person and on campus over five days per fall and spring semester with the remaining content being covered in an online setting.*

Master of Public Health - Courses

Requirements (45 credits)

Fall (9 credits)

| | | |
|---------|---|---|
| MPH 510 | Social and Behavioral Aspects of Health | 3 |
| MPH 530 | Introduction to Epidemiology | 3 |
| IPE 565 | Research Methods I | 3 |

Spring (9 credits)

| | | |
|---------|----------------------|---|
| IPE 605 | Research Methods II | 3 |
| IPE 545 | Biostatistics | 3 |
| MPH 570 | Environmental Health | 3 |

Summer (9 credits)

May Term:

| | | |
|---------|---------------|---|
| MPH 520 | Global Health | 3 |
|---------|---------------|---|

Summer I:

| | | |
|---------|--|---|
| IPE 555 | Bioethics: Theory, Application and Decision-Making | 3 |
|---------|--|---|

Summer II:

| | | |
|---------|-------------------------|---|
| MPH 610 | Public Health Practicum | 3 |
|---------|-------------------------|---|

Fall (9 credits)

| | | |
|---------|--|---|
| MPH 620 | Health Systems Administration and Management | 3 |
| MPH 630 | Advanced Epidemiology | 3 |
| MPH 640 | Rural Health | 3 |

Spring (9 credits)

| | | |
|---------|---|---|
| MPH 650 | Health Program Planning, Implementation, And Evaluation | 3 |
| IPE 615 | Health Policy | 3 |
| IPE 625 | Organizational Leadership in Health Care | 3 |
| | Capstone Project - Graduation Requirement | |

Requirements

Application

A carefully completed application for admission should be submitted to the Indiana Wesleyan University (IWU) School of Health Sciences Master of Public Health (MPH) program. Admission to this degree program is based on qualifications and space availability. This is a competitive program and application alone does not guarantee admittance. Admission is awarded without regard to sex, race, color, age, religion, national origin, or handicap.

Master of Public Health Degree Program Admissions Requirements

1. Applicants to the Master of Public Health (MPH) degree program must have a baccalaureate degree or higher from a regionally accredited college or university. The minimum grade point average (GPA) is 3.0 on a 4.0 scale. Exception to the GPA minimum score may be granted under extenuating circumstances.
2. A Graduate Record Exam (GRE) score of 146 on the verbal and 146 on the quantitative sections is required. For GRE exams taken prior to August 1, 2011, a minimum score of 1000 on the combined verbal and quantitative sections, with a verbal score of at least 400 and a quantitative score of at least 550. Exception to the GRE minimum score may be granted under extenuating circumstances.
3. **Application Form and Fee:** Submit a completed School of Health Sciences graduate application form with a \$50.00 non-refundable application fee. Checks should be made out to Indiana Wesleyan University.
4. **Official Transcript:** Submit official transcripts from all universities and/or colleges attended. Official transcripts from all post-high school educational experiences are to be included. Transfer students from a college or university abroad are also responsible for having their transcripts evaluated by a credential evaluation service such as World Education Services (WES) or Educational Credential Evaluators (ECE) for an official course-by-course credential evaluation (document-by-document evaluations will not suffice). Transcripts from international programs will be individually reviewed.
5. **Criminal History:** A company certified criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
6. **International/Non-English Speaking Students:** A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
7. **References:** Using the recommendation form, have three references submitted. At least one of the references should be from a health care provider and the other from a previous faculty member who can speak to your capacity to do graduate-level work.
 8. **Writing Sample:** In a double-spaced typed essay of 500 to 750 words, explain your interest in the program, what you hope to achieve by completing the program, and how your personal or professional background relates to your interests or goals. The essay's content and the clarity of writing will be assessed as part of the admissions process.
 9. **Prerequisite Courses:** Students are required to have a grade of "B" or better in Principles of Biology or an equivalent course as a foundation for success in professional-level graduate work in the MPH program.
 10. **Resume:** Other aspects of an applicant's record, such as educational achievement, professional experience and clarity of career goals should be reflected in a resume. Admissions decisions are based on an overall assessment of the adequacy of an applicant's preparation and desire for the successful completion of a graduate course of study in Public Health.
 11. **Deadline for Application:** We have a decision deadline of April 15 for all application materials including the interview with the faculty. Those applying after April 15 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the MPH program will be made by the admissions committee after evaluation of all pertinent application materials. Applications cannot be accurately reviewed until all application materials are received and requirements have been met. New or updated applications are required for those who defer a year or re-apply after refusal.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

1. All credits required in the course of studies with a minimum overall GPA of 3.0.
2. Minimum grade of "B-" (2.7 on a GPA scale) or higher in each course.
3. Payment of tuition and fees to receive a diploma.
4. Completion and successful written and oral presentation of the Capstone Project.

Tuition and Financial Aid

Tuition and Fees*

Program: Master of Public Health

Credit Hours: 45 Total

Tuition: \$593 / credit hour

The total cost of the program, including tuition and any fees, will be determined prior to your enrollment. Payment for each term is due by August 15 for fall and by December 15 for spring. Course textbooks are not included in the costs listed above.

The total credit hours and per-credit-hour costs listed above are effective for the required core program. Costs may change if you withdraw from the program and restart in a future program at a later date.

Financial Aid

Financial aid is available in the form of grants, loans, scholarships, veterans benefits, and even employer reimbursement.

For information about financial aid, call 866-468-6498, ext. 2116, visit our financial aid website, or email finaid@indwes.edu.

Scholarships up to \$8,000 available for the Fall 2013 inaugural class.

Graduate Studies in Business Division

The following programs are offered through the Graduate Studies in Business Division:

- Graduate Business Certificate Programs with concentrations in Accounting, Healthcare Management, and Human Resource Management
- Master of Business Administration (MBA) with majors in Business Administration, Healthcare Administration, Executive Management (Virtual MBA), International Business (Virtual MBA), and a dual degree and major with the School of Nursing (MSN/MBA)
- Master of Science Degree with majors in Management, Human Resource Management, and Accounting

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

With departmental approval, credit may be transferred in from a regionally accredited institution (maximum of six hours).

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Students must complete the first course of their core program with a grade of "C" or higher. If a grade of "C-" or lower is earned in the first course, the course must be repeated satisfactorily before going on with a different cohort.

Graduate Business Certificate Programs

The Graduate Studies in Business Division offers 12-credit hour graduate certificates with concentrations in the following areas:

- Accounting
- Healthcare Management
- Human Resource Management

Admission Requirements

- Baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.
- Cumulative GPA of 3.0 from the degree-granting institution (baccalaureate or masters).
- Accounting Certificate requires accounting pre-requisites listed above.
- Students may be accepted as an unclassified student; official transcripts are required for verification of appropriate degree.

Completion Requirements

- Completion of 12 hours required for certificate. Courses must be taken at IWU.
- Minimum grade of "B" or higher in each course.

Certificate Programs - Graduate

In order to provide graduate students opportunities to focus on specific career-oriented areas, the School of Business and Leadership offers graduate certificates in the areas of Accounting, Healthcare Management, and Human Resource Management.

Graduate certificates are available to students who have a baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. Non-degree seeking students may be accepted with an unclassified status. Official transcripts must be submitted for verification of the appropriate degree.

The graduate certificate programs utilize both individual and project teams approaches.

Graduate Business Certificates - Requirements

Accounting

| | | |
|---------|--|---|
| ACC 549 | Financial Statement Preparation and Analysis | 3 |
| ACC 552 | Auditing and Fraud Detection | 3 |
| ACC 554 | Business Structure and Taxes | 3 |
| ACC 556 | Accounting Information Systems and Control | 3 |

Healthcare Management

| | | |
|---------|---------------------|---|
| HCM 549 | Health Care Systems | 3 |
| HCM 552 | Health Care Policy | 3 |
| HCM 554 | Health Care Finance | 3 |
| HCM 556 | Health Care Issues | 3 |

Human Resource Management

| | | |
|---------|---|---|
| HRM 549 | Human Resources Management: An Overview | 3 |
| HRM 552 | Compensation and Benefits | 3 |
| HRM 554 | Employment Law | 3 |
| HRM 556 | Motivation and Training | 3 |

Master of Science Degree Programs

The Graduate Studies in Business Division offers a Master of Science Degree with majors in the following areas:

- Accounting
- Management
- Human Resource Management

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MS - Accounting

Students in the Master of Science in with a major in Accounting program will learn to integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services, financial reporting, and tax preparation and advisory services. Students will design appropriate communication strategies to achieve organizational goals and an ethical, legal, and biblical framework that guides interactions within the business environment and addresses the legal implications of business transactions and how they relate to accounting, auditing, and financial reporting.

It is highly recommended that students have successfully passed the following courses:

- Taxation I (300 level or better)
- Intermediate Accounting II (300 level or better)
- Auditing (400 level)
- Statistics

Upon completion of the program, students will be able to:

- Integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services.
- Develop financial reports in accordance with accounting principles, ethical standards, and legal requirements.
- Synthesize knowledge of accounting theory and practice in providing tax preparation and advisory services.
- Create an ethical and legal framework that uses professional ethics to address the legal implications of business transactions, and how they relate to accounting, auditing, and financial reporting.
- Design appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Accounting (MS) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| ACCT 511 | Ethics and Business Law for Accountants | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| ACCT 512 | Financial Accounting Theory and Issues | 3 |
| ACCT 513 | Accounting Information Systems and Control | 3 |
| ACCT 514 | Advanced Accounting | 3 |
| ACCT 515 | Advanced Tax Theory and Research | 3 |
| ACCT 516 | Forensic Accounting and Fraud Examination | 3 |
| ACCT 517 | Corporate Taxation | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MS - Human Resource Management

Students in the Master of Science with a major in Human Resource Management program utilize a biblical framework that guides interactions within the workplace to enhance the realization of human potential, analyze internal and external business environments, and formulate relevant human resource and communication strategies and solutions to ethically fulfill organizational mission, vision, values, and goals. Students will demonstrate a disposition for lifelong learning and continuous improvement.

Upon completion of the program, students will be able to:

- Enhance the realization of human potential in order to fulfill strategic organizational mission, vision, values, and goals.
- Demonstrate a disposition for lifelong learning and continuous growth.
- Analyze internal and external business environments and formulate relevant human resource strategies and solutions.
- Formulate ethical policies and procedures for use in human resource management.
- Develop appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Human Resource Management (MS) - Program of Study

Core Courses

| | | |
|----------|---|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| HRMT 535 | Human Resources Management | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| HRMT 536 | Evidence Based Tools for HR Decision- Making | 3 |
| HRMT 537 | Staffing, Performance Management, and Training | 3 |
| HRMT 538 | Total Rewards Management | 3 |
| HRMT 539 | Labor Management Relations in the Global HR Environment | 3 |
| HRMT 541 | Strategic Risk Assessment | 3 |
| HRMT 542 | Organizational Renewal and Development | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MS - Management

The Master of Science degree with a major in Management is a 36-hour graduate program designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on gaining the knowledge and skills needed in working with and leading people in an organizational environment. The program features the following themes: IWU Mission Outcomes (Character, Scholarship, and Leadership), business decision-making and contemporary communication skills, critical thinking, managing in a competitive global environment, and technological competence.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills
- Analyze the internal and external environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organization
- Develop personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace

Admission and Graduation requirements for the Graduate Business Programs. (p. 304)

Management (MS) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| HRMT 535 | Human Resources Management | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 510 | Economic Analysis for Managers | 3 |
| MKTG 530 | Marketing Management | 3 |
| MGMT 520 | Organizational Behavior | 3 |
| MGMT 528 | Global Management | 3 |
| MGMT 532 | Leadership and Organizational Change | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA Programs

The Graduate Studies in Business Division offers the MBA degree with the following majors:

- Business Administration
- Healthcare Administration
- Executive Management (Virtual Learning)
- International Business (Virtual Learning)
- Dual degree/major of MSN/MBA and Nursing Administration/Business Administration

Admission Requirements

Requirements for admission to the MBA programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.
- In addition, applicants to the dual degree program (MSN/MBA) must also meet the admission requirements established by the School of Nursing. See the MSN/MBA section (p. 310).

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Business Administration Major

Students in the Master of Business Administration with a major in Business Administration program design solutions and strategies for complex business problems and opportunities, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal management capabilities and design a plan for continual growth
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals
- Integrate a biblical framework that guides interactions within the business.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Business Administration - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| MKTG 530 | Marketing Management | 3 |
| MGMT 528 | Global Management | 3 |
| ACCT 510 | Managerial Accounting | 3 |
| FINC 530 | Applied Managerial Finance | 3 |
| MGMT 532 | Leadership and Organizational Change | 3 |
| STAT 535 | Statistics for Business Decision-Making | 3 |
| ECON 512 | Managerial Economics | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA - Healthcare Administration Major

Students in the Master of Business Administration with a major in Healthcare Administration program design solutions and strategies for complex business problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the healthcare environment and workplace.

Upon completion of the program, in addition to accomplishing missional learning outcomes, graduates will be able to:

- Design solutions and strategies for complex business problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for continual growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Healthcare Administration - Program of Study

Core Courses

| | | |
|----------|--|---|
| MGMT 500 | Applied Management Theory | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential Business Communication | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| HRMT 535 | Human Resources Management | 3 |
| STAT 535 | Statistics for Business Decision-Making | 3 |
| HCAD 511 | Healthcare Governance and Organizational Structure | 3 |
| HCAD 513 | Healthcare Principles and Policies | 3 |
| HCAD 512 | Healthcare Finance | 3 |
| HCAD 514 | Healthcare Technology and Information Management | 3 |
| HCAD 510 | Healthcare Issues | 3 |
| HCAD 515 | Healthcare Strategic Development | 3 |
| MGMT 590 | Applied Management Capstone | 3 |

MBA - Executive Management Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - Executive Management (Virtual Learning) - Program of Study

Core Courses

| | | |
|---------|-------------------------------|---|
| ADM 580 | History of Management Thought | 1 |
| ADM 583 | Management for Results | 3 |
| ADM 585 | Management of Human Resources | 3 |
| ADM 584 | Marketing for Results | 3 |
| ADM 582 | Financial Accountability | 3 |
| ADM 586 | International Business | 3 |
| ADM 587 | International Finance | 3 |

| | | |
|---------|------------------------------------|---|
| ADM 589 | Leadership in Organizations | 3 |
| ADM 565 | MIS and E-Business | 3 |
| ADM 555 | Decision Analysis in Organizations | 3 |
| ADM 588 | Organizational Strategy | 3 |
| ADM 560 | Applied Management Capstone | 3 |
| ADM 561 | Comprehensive Review & Exam | 2 |

MBA - International Business Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 307)

MBA - International Business (Virtual Learning) - Program of Study

Core Courses

| | | |
|---------|--------------------------------|---|
| ADM 581 | History of International Trade | 1 |
| ADM 583 | Management for Results | 3 |
| ADM 585 | Management of Human Resources | 3 |
| ADM 584 | Marketing for Results | 3 |
| ADM 582 | Financial Accountability | 3 |
| ADM 586 | International Business | 3 |
| ADM 587 | International Finance | 3 |
| ADM 589 | Leadership in Organizations | 3 |
| ADM 567 | Business and Culture | 3 |
| ADM 569 | Import and Export | 3 |
| ADM 588 | Organizational Strategy | 3 |
| ADM 560 | Applied Management Capstone | 3 |
| ADM 561 | Comprehensive Review & Exam | 2 |

MBA - Dual Degree and Major Program - MSN and MBA

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of healthcare settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Admission and Graduation requirements for the Graduate Business Programs (p. 307).

Additional Admission Requirements for students applying to the MSN/MBA dual degree program:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Students with a non-nursing major who have a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:

- Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
- An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- Test of English as a Foreign Language (TOEFL) if English is not first language. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR 513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

MSN and MBA Dual Degree - Program of Study

Nursing Administration Courses

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| NRA 670 | Interdisciplinary Professional Development | 3 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Business Administration Courses

| | | |
|--------------|---|---|
| MGMT 500 | Applied Management Theory | 3 |
| HCM 552 | Health Care Policy | 3 |
| ADM 550 | Ethics, Law and Leadership | 3 |
| ADM 554 | Operations and Strategy | 3 |
| ADM 545 | Organizational Development and Change | 3 |
| ADM 537N | Managerial Finance for Nurse Administrators | 3 |
| ADM 524 | Managerial Economics | 3 |
| ADM 534 | Applied Economics | 3 |
| ADM 514N | Managerial Accounting for Nurse Administrators | 3 |
| MGT 541 | Applied Marketing Management | 3 |
| Subtotal: 60 | | |

Total Credit Hours: 60

Graduate Studies in Leadership Division

The Graduate Studies in Leadership Division offers the following programs:

Master of Arts Degree (MA) with a major in Organizational Leadership

Doctor of Education Degree (Ed.D.) with a major in Organizational Leadership

Organizational Leadership - Ed.D.

The Doctor of Education degree with a major in Organizational Leadership (Ed.D.) provides an advanced graduate education for students seeking academic positions in research and teaching at leading universities, and for those seeking leadership opportunities in corporations, entrepreneurial businesses, health care, faith-based institutions, government, and non-profit organizations. This program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, and who desire to master the discipline of organizational leadership.

Admission Requirements

This is a selective program and there is no guaranteed admittance even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

- A master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University; or
- An Education Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The Ed.S. program completed by the applicant must be nationally recognized by the Educational Leadership Constituents Council (ELCC) to be eligible for admission to the DOL program at Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.
- A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances.

Application Process

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

- Submit a formal application with the non-refundable application fee of \$50. Send all application process materials to the attention of Graduate Admissions.
- Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.
- Send at least three recommendation forms from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), an academic in higher education, and someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay according to the requirements and outline in the application packet.
- Arrange to have your undergraduate transcript and graduate transcript sent from the accredited institution granting the respective degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.

- NOTE: Ed.S. graduates making application to the program must submit a transcript showing the degree was conferred from a regionally accredited institution. Ed.S. applicants who completed their program from another institution must provide evidence that the Ed.S. program completed was nationally recognized by the Educational Leadership Constituents Council (ELCC).
- Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) may be substituted at the discretion of the Admissions Selection Committee.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ed.D. program. Please follow the guidelines carefully addressing each question. The essay will be assessed in regard to:

- Typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.
- Clear and convincing response to the questions.
- Organization and presentation (i.e., readability and formatting).
- Evidence of critical thinking that is clearly expressed.
- It should be carefully proof read and use convincing language and phrasing.
- Evidence of scholarly (academic) writing skills that evidences an ability to analyze and integrate literature from the leadership field.

Essay Questions

All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

- How will the attainment of the Ed.D. with a major in Organizational Leadership enhance your ability to fulfill your life purpose?
- How will your leadership experience prepare you to excel in a doctoral leadership program?
- How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?
- What is your understanding of the concept of leadership and of the need for it in your professional field?
- What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?
- Do you have convincing evidence of sufficient computer skills to engage in online discussion forums, access online library resources, engage in online videoconferencing, word processing, spreadsheet, and presentation software?

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and forms to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.
- The Admissions Selection Committee will recommend admissions approval to the Chair.
- A letter of approval will be sent to the student by the Chair.
- Students will then confirm their intent to commence the program and send a \$200 deposit that can hold a position in the program for the student and be applied to the first tuition and fee statement.

Mission

The mission of the program is to provide a Christ-centered, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in seven domains of knowledge represented in the conceptual model that guides the program design. These domains include servant leadership, personal authenticity, governance and ethics, globalization and multiculturalism, change, innovation and entrepreneurship, organizational theory and research, and organizational learning. A foundational expertise integrated into each domain is the mastery of critical thinking, research, and problem solving.

The College of Adult and Professional Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial businesses, health care institutions, higher education, faith-based institutions, government, and nonprofit organizations. The program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, who desire to master the discipline of organizational leadership, and those who purpose to contribute to Indiana Wesleyan University's mission to raise up leaders as World Changers.

The College of Adult and Professional Studies offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice and leading organizational learning, change, and innovation. Our advanced graduate faculty is committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the Division of Graduate Studies in Leadership in particular is to present a Doctor of Education (Ed.D.) degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ. The faculty values the integration of Christian principles of faith and practice into both academic and work settings. We have developed our university mission statement to reflect this desire and this value, and the mission of the College of Adult and Professional Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration will be the beginning of personal growth and spiritual development by each student in the program.

Program Requirements

Transfer Credits for Ed.S. Applicants

Students who have graduated with an Educational Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body and from a program nationally recognized by the Educational Leadership Constituents Council (ELCC) may transfer up to 30 credit hours of post-master's credit. Transferable credits include those credits for which a grade of "B" or higher was earned in a post-master's course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.

Transfer Credits for non-Ed.S. Applicants

Students may transfer up to nine hours of post-master's credit from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education provided a grade of "B" or higher was earned in a post-masters course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.

Advanced Degree Appeals for Transferring Additional Hours

Students who have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program under the same conditions as non-Ed.S. applicants with post-master's credit.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours (e.g., Educational Administration, Counseling, Psychology, and so forth) may appeal in writing, to the Chair, Division of Graduate Studies in Leadership, for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment with the course of studies and having met the criteria set forth in the policy and items one through five above.

Prerequisites for Ed.S. Graduates

Ed.S. graduates entering the doctoral program must satisfactorily complete EDL-770A, EDL-770B, and EDL-770C before beginning the Ed.D. coursework.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions (Ed-U-Flex). Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- **Live Class Sessions** - Live classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the first, fourth, and eighth Saturdays of the September, January, and April terms. Students are expected to be in attendance when class begins, and remain the entire session. A student may be allowed one absence per course. These are only to be used when absolutely necessary and require approval from the faculty member teaching the course. (Bad weather, work and family emergencies, and illness are the primary reason for which students should reserve their option of missing one class meeting per term.) Students need to contact the faculty member regarding make-up work. The criteria for full participation attendance points will be determined by the faculty member.
- **Online Attendance** - Attendance is determined by participating in weekly discussions. Failure to participate in each weekly discussion forum will constitute an absence for that workshop. Participating in discussion does not guarantee full participation attendance points. The criteria for full participation attendance points will be determined by the course professor. A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."
- **Students are expected to take courses in the predetermined sequence.** Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by living on campus during three Summer Residency Institutes. These institutes are seven days in length and begin on a Saturday and go through the following Friday. (The exception is for those students participating in their first Summer Institute that must attend from Friday to Friday for 7½ days.) Students are expected to be in attendance every day of each institute and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the Institute. The Summer Residency Institutes are normally attended during three consecutive years. However, in unusual circumstances a student may be given permission by the Division Chair to skip a year and attend the Institute another year. In no circumstances will a student be allowed more than four years to complete their residency. Students are expected to follow the community lifestyle statement of the university while living on campus. This includes refraining from the use of alcohol and tobacco.

Withdrawal from a Course

A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- No refund after the 21st day from the start date of the course.

Student withdrawing from the summer residency will be assessed a fee to cover the costs of room and meals.

Satisfactory Academic Progress

Students enrolled in the Ed.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

The student must achieve a GPA of 3.0 by the end of the third term in order to continue in the program and cannot have a grade of less than a "B-" in any course. Students will become academically ineligible to continue enrollment when any of the following are received in coursework of the Ed. D. program of study:

- Grade point average (GPA) drops below 3.0 after the first three terms of the program.
- The required 3.25 GPA for graduation is not achieved within the first 27 credit hours of the program.

A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two terms or the equivalent, but only upon the recommendation of the Division Chair and with the approval of the Associate Dean of the School of Business and Leadership.

Students who fall below the required 3.25 GPA at any point in their program of study will be placed on academic probation and given a determined amount of time to raise the GPA to the required level. The amount of time given will be decided by a committee consisting of the student's advisor and the Division Chair.

Students that have a grade of incomplete in two or more courses are subject to suspension from the program for a time that is to be designated by the Division Chair in consultation with faculty members that have taught the courses in which the student has received the incomplete grade.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising before being allowed to register for another course. The student's advisor will submit the reenrollment form to the Division Chair for approval. The student may then be registered for another course by Student Services.

IWU reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Comprehensive Exam

At the end of coursework, a comprehensive examination will be administered to each student in the Ed.D. program. This exam will be designed to:

- Determine the student's grasp of leadership understanding across the curriculum;
- Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;
- Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Graduate Studies in Leadership. The Comprehensive Examination Policy Guide is published annually before Comprehensive Examinations. All policies and guidelines published annually in the Guide become official academic policy of the Division and take precedent over any policies published in the catalog.

The Dissertation

The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format. The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

The Organizational Leadership major is a 60 semester hour program. The dissertation courses include a minimum of 12 hours beyond the 48 hours of designated courses.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of studies emphasizes the development of theory-in-use research and skills with a practitioner focus. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as an organizational improvement study, a culture evaluation study, a governance and policy analysis study, or a problem resolution study. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document.

Three credit hours of a dissertation seminar are required. The seminar may be taken when the student successfully completes the courses offered during the term in which the student participates in their third summer residency. This enables the graduate students to integrate coursework, field-based action learning, and organizational improvement initiatives into the research design of their dissertation. Nine credit hours of dissertation credit are required during year three. Graduate students not defending their dissertation during the summer following the third year will be expected to maintain continuous enrollment and pay a dissertation continuation one hour tuition fee for each subsequent term until the dissertation is defended and approved.

A Dissertation Policy Manual will be issued by the Division of Graduate Studies in Leadership and published annually. Students are expected to follow all policies, procedures, and guidelines contained in the most recent manual. A student that is unable to complete their dissertation within one year must follow the guidelines issued for the following year. For example, a student that completes their 700 and 800 level coursework in 2010 will be given a Dissertation Policy Manual issued at the Summer Residency Institute in 2010, but if the student's dissertation is not completed by June 30, 2011, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued in July, 2011.

Degree Completion Limits

The Ed.D. program is designed as a lock-step curriculum, which is to be completed in 27 months, plus the dissertation. The time limit for completing the dissertation is four years from the point of completing the DL-915 course. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Division Chair.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the July term of the fourth year will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended. Students will pay the one hour tuition fee and a \$25 per term resource fee to maintain continuous enrollment.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all course work.
- Written and oral defense of the Comprehensive Exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).

EdD - Organizational Leadership

Organizational Leadership (Ed.D.) - Program of Study

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. Permission is normally granted for students that want to pursue a four-year as opposed to the normal three-year course of study. The three-year course of study is detailed below.

Year One

July Term

DOL 715 Leadership and Personal Development 3

DOL 720 Critical Inquiry 3

September Term

DOL 735 Advanced Leadership Theory 3

DOL 760A Seminars and Praxis in Organizational Leadership-A 2

January Term

DOL 740 Organization Theory and Design 3

DOL 760B Seminars and Praxis in Organizational Leadership-B 2

April Term

DOL 810 Statistical Research Design 3

DOL 760C Seminars and Praxis in Organizational Leadership-C 2

Year Two

July Term

DOL 750 Change, Innovation, and Entrepreneurship 3

DOL 830 Global Perspectives on Leadership 3

September Term

DOL 840 Ethics and Leadership 3

DOL 860A Advanced Seminars and Praxis in Organizational Leadership-A 2

or
DOL 865A Advanced Global Seminars and Praxis in Organizational Leadership-A 2

January Term

DOL 820 Advanced Research Design Learning 3

DOL 860B Advanced Seminars and Praxis in Organizational Leadership-B 2

or
DOL 865B Advanced Global Seminars and Praxis in Organizational Leadership-B 2

April Term

DOL 800 Organizational and Adult Learning 3

DOL 860C Advanced Seminars and Praxis in Organizational Leadership-C 2
or

| | | |
|----------|---|---|
| DOL 865C | Advanced Global Seminars and Praxis in Organizational Leadership- C | 2 |
|----------|---|---|

Year Three**July Term**

| | | |
|---------|---------------------------------|---|
| DOL 855 | Stewardship | 3 |
| DOL 880 | Application of Research Methods | 3 |

September Term

| | | |
|---------|----------------------|---|
| DOL 915 | Dissertation Seminar | 3 |
|---------|----------------------|---|

Students on the four year plan may substitute DOL-910, DOL-900A, and DOL-900B for DOL-915

January Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

April Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

July Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Students will continue to register for DOL-922 Dissertation Continuation all subsequent terms until dissertation is completed.

Organizational Leadership (Ed.D.) - Program of Study for Ed.S. Admitted Students

A student is expected to take courses in a specific sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. The program of study for students transferring from a completed Ed.S. program is based on the transfer of 30 credit hours from a qualified and completed Ed.S. program to the DOL program of study. Students transferring from an approved Ed.S. program will begin the DOL coursework in the July term, and must complete EDL-770A, EDL-770B, and EDL-770C before matriculation. The two-year course of study is detailed below.

Transferable Credits from Ed.S. (30)**Prerequisite Courses**

| | | |
|----------|---|---|
| EDL 770A | Advanced Leadership Seminar and Praxis for Educators | 3 |
| EDL 770B | Advanced Leadership Seminar and Praxis For Educators | 3 |
| EDL 770C | Advanced Leadership Seminar and Praxis For Educators | 3 |

Year One**July Term**

| | | |
|---------|------------------|---|
| DOL 720 | Critical Inquiry | 3 |
|---------|------------------|---|

September Term

| | | |
|---------|----------------------------|---|
| DOL 735 | Advanced Leadership Theory | 3 |
|---------|----------------------------|---|

January Term

| | | |
|---------|-----------------------------------|---|
| DOL 820 | Advanced Research Design Learning | 3 |
|---------|-----------------------------------|---|

April Term

| | | |
|---------|-----------------------------|---|
| DOL 810 | Statistical Research Design | 3 |
|---------|-----------------------------|---|

Year Two**July Term**

| | | |
|---------|---------------------------------|---|
| DOL 855 | Stewardship | 3 |
| DOL 880 | Application of Research Methods | 3 |

September Term

| | | |
|---------|----------------------|---|
| DOL 915 | Dissertation Seminar | 3 |
|---------|----------------------|---|

January Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

April Term

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Year Three

| | | |
|---------|--------------|---|
| DOL 920 | Dissertation | 3 |
|---------|--------------|---|

Organizational Leadership - MA

Admission Requirements

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum GPA of 3.0 in all undergraduate work (or 2.75 with approval from Department chair).
- A minimum of three years of significant experience in the workplace.
- Must currently be in a leadership position or demonstrate aspirations to attain a leadership position.

Graduation Requirements

- All 36 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MA - Organizational Leadership

The Master of Arts degree with a major in Organizational Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in organizations. The program is targeted at students from all organizations (including business), but the focus will be on recruiting individuals from nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Describe leadership theories and explain how they guide the practice of organizational leadership.
- Understand and practice authenticity and integrity as a part of their character and leadership.
- Synthesize knowledge about the foundational concepts of wisdom, followership, and stewardship as it applies to leadership.
- Evaluate ethical dilemmas that face leaders and implement the appropriate response.
- Analyze organizational problems and determine how the behavior of leaders and followers within an organization will be impacted.
- Evaluate the change and learning needs of an organization and implement appropriate strategies for redirecting the organization toward its goals.
- Develop and implement a strategic plan for an organization that emphasizes governance and stewardship principles.
- Practice scholarship by identifying organizational problems, researching the problem, and reporting the results of the research.

Organizational Leadership (MA) - Program of Study

Core Courses

| | | |
|----------|--|---|
| MOL 500 | Leadership Theory | 3 |
| MOL 505 | Wisdom and Leadership | 3 |
| MOL 510A | Leadership Praxis | 1 |
| MOL 515 | Followership | 3 |
| MOL 520 | Ethical Challenges of Leadership | 3 |
| MOL 510B | Leadership Praxis | 1 |
| MOL 525 | Organizational Behavior and Communication | 3 |
| MOL 530 | Organizational Learning and Change | 3 |
| MOL 510C | Leadership Praxis | 1 |
| MOL 535 | Stewardship and Strategic Planning | 3 |
| MOL 540 | Research and Evaluation Methods for Leaders | 3 |
| MOL 510D | Leadership Praxis | 1 |
| MOL 565 | Leadership Thesis | 6 |
| MOL 511 | Leadership Praxis Seminar | 2 |

Adult Teacher Licensure Programs Department

The Adult Teacher Licensure Programs Department offers the Transition to Teaching (TTT) initial licensure program.

Initial Licensure Program

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree initial licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

- **Subject Knowledge:** The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.
- **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
- **Student Teaching:** Candidates will be in a K-12 classroom in their area of licensure for a seventeen week student teaching experience. The student teaching experience for elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission of TTT Program

The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

- **Content/Subject Matter Expertise:** Demonstration of a liberal arts education which provides a foundation for future professional growth.
- **Personal Development (Morals and Ethics):** Internalization of an individual set of moral and ethical behaviors.
- **Professional Development:** Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.
- **Rights and Responsibilities:** Application of decision-making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.
- **Methodology:** Integration of instruction which permits the teacher to plan, implement and evaluate master learning.
- **Management of Time, Classroom, and Behavior:** Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.
- **Communication:** The ability to communicate effectively with students and peers in written and verbal forms.
- **Global and Multicultural Perspectives:** Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All applicants must have:

- Baccalaureate degree from a regionally accredited university or college with a grade point average of at least 3.00 related to the content area in which an initial teaching license is sought; or
- Both a baccalaureate degree from a regionally accredited university or college with a grade point average of at least 2.50 and five years of professional experience (i.e., professional experience related to the content area in which the applicant seeks licensure) related to the content area in which an initial teaching license is sought; or
- A graduate degree related to the content area in which an initial teaching license is sought (does not apply to TTT Elementary Education applicants).
- Passing Praxis I or CASA scores or Approved Alternative Praxis I scores (as established by the Indiana Department of Education) for reading, writing, and math. Alternative Praxis I scores options include:
 - Total Praxis I composite score of at least 527
 - ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
 - SAT with a score of at least 1100 based on Critical Reading and Math
 - GRE with a score of at least 1100 based on Verbal and Quantitative
 - Anyone with a Master's Degree from a regionally accredited institution is exempt
- A state approved criminal history.
- Minimum scores of "3" or higher on a required Candidate Disposition Admission Survey (based on a four point scale).

Completion Requirements

The Transition to Teaching program can recommend candidates for licensure in the following areas:

- Elementary Generalist K-6
- Grades 5-12 - Life Science, Chemistry, Economics, Government and Citizenship, Psychology, Historical Perspectives, Sociology, Language Arts, mathematics, Health Education, and Spanish.
- Grades P-12 - Physical Education, Vocal and General Music, Instrumental and General Music, and Visual Arts. (Those seeking P-12 licensure in these areas should enroll as a TTT secondary teaching candidate).

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Pass all clinical experiences with a grade of "Credit."
- Provide passing scores for all required state licensure examinations.
- Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Program Requirements

To complete the Transition to Teaching program, all elementary and secondary candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All TTT candidates in both the elementary and secondary programs must complete four, 10-hour field experience assignments embedded in four core courses.
- All assignments for field experiences will be arranged by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own field experience assignment at any time.
- All core course work prior to either EDUT-590 or EDUT-595 must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.

Student Teaching:

- All TTT candidates in both the elementary and secondary programs must complete nine weeks of full-time student teaching.
- Any candidate absences must be made up within the time frame of the student teaching course. Should a candidate not be able to meet the required hours and weeks associated with the student teaching placement, the candidate may petition the TTT Program Director for an extension of time.
- All placements for student teaching will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Once a student teaching placement has been finalized, it can only be changed by approval of the Office of Clinical Experiences. The candidate must supply sufficient evidence to warrant such change.
- At the request of the cooperating P-12 school's administration, the University faculty, or University administration, a candidate can be removed from a student teaching assignment at any time for immoral or inappropriate conduct.
- The TTT Program Director may remove a candidate from a student teaching experience for the candidate's failure to satisfactorily perform the requirements of the student teaching experience. Input from the university faculty and administration and the cooperating teacher will be sought before removing the candidate.
- Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.
- If a candidate repeating a student teaching course does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.
- Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

Certificate - Transition to Teaching Program

TTT - Program of Study

Core Courses - Elementary Education

| | | |
|----------|---|---|
| EDUT ORE | Orientation to Transition to Teaching | |
| EDUT 540 | Introduction to 21st Century Education For Elementary Teachers | 3 |
| EDUT 541 | Innovative Teaching for the 21st Century for Elementary Classrooms | 3 |
| EDUT 545 | Assessment and Learning in the Elementary Classroom | 3 |
| EDUT 520 | Foundations in Phonics and Language Structure | 3 |
| EDUT 521 | Diagnostics in Reading and Language Arts in the Elementary Classroom | 3 |
| EDUT 550 | Methods of Teaching the Elementary School Curriculum | 3 |
| EDUT 548 | Researched-Based Behavior Interventions And Elementary | 3 |

| | | |
|----------|--|---|
| | Classroom Management | |
| EDUT 590 | Student Teaching: Elementary Education | 3 |

Core Courses - Secondary Education

| | | |
|----------|--|---|
| EDUT ORE | Orientation to Transition to Teaching | |
| EDUT 570 | Introduction to 21st Century Education For Secondary Teachers | 2 |
| EDUT 571 | Innovative Teaching for the 21st Century For Secondary Classrooms | 3 |
| EDUT 575 | Assessment and Learning in the Secondary Classroom | 3 |
| EDUT 560 | Content Reading and Literacy for Adolescents | 2 |
| EDUT 578 | Secondary Teaching Methods and Resources | 3 |
| EDUT 580 | Researched-Based Behavior Interventions And Classroom Management for Adolescents | 2 |
| EDUT 595 | Student Teaching: Secondary Education | 3 |

Minimum Computer Requirements - School of Educational Leadership

Programs in the Graduate Studies in Nursing Division

MSN Degree Programs

The Graduate Studies in Nursing Division offers the Master of Science in Nursing degree with majors in Nursing Administration, Nursing Education, and Primary Care Nursing. Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration.

Admission Requirements

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
 - An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- If English is not first language, satisfactory scores from one of the following is required:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

-International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.

- Master's Degree in Nursing for Post-Master's degree Certificate.

Graduation Requirements

To graduate, students must have completed the following:

- Completion of all core and major requirements for the specific program.
- Minimum grade of "C" in each core course and "B" in each major course.
- Cumulative GPA of 3.00
- The MSN and DNP degree programs must be completed within a maximum of four years from the date of enrollment; the dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- All financial obligations must be settled in order to receive a diploma.

Program Requirements

- Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.
- A minimum grade of "B" must be earned in all Major Courses.
- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- If GNUR-590 is required for a major, all courses must be successfully completed before beginning this course.
- A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- Primary Care students must have health clearance and documentation of TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.
- Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.
- Practicum Continuation Courses - Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course. The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours). Students who fall into this category will receive a grade of "I" for the original course. If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Re-enrollment policy for Primary Care Majors

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

- If more than 6 months have passed since the completion of PYC-612, the student must achieve an 87% on the IWU Pharmacology competency exam.
- If more than 6 months have passed since the completion of PYC-614, the student must achieve an 87% on the IWU Pathophysiology competency exam.

- If more than 6 months have passed since the completion of PYC-652, the student must achieve an 87% on the Advanced Physical Assessment competency exam.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.
- If the student does not pass the appropriate competency exam(s) at 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program. A fee will be charged to audit a class.
- The fee for each competency exam is \$100.

MSN - Nursing Administration

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources. It includes a practicum component as well as courses in organizational behavior, financing and role development. Graduates will be prepared to assume leadership roles within a variety of health care settings. They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 424)

Nursing Administration - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|--|---|
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 674 | Organizational Development | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |
| GNUR 590 | Nursing Investigation | 5 |

Nursing Administration (Post-MBA) - Program of Study

Students who have met all Graduate Nursing admission requirements and have received an MBA from a regionally accredited college or university are eligible for the post-MBA Nursing Administration program.

All courses must be completed with a satisfactory grade in order to continue in the program.

Major Courses

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| NRA 640 | Introduction to Interprofessional Collaboration | 1 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |
| GNUR 590 | Nursing Investigation | 5 |
| | Graduate Nursing Elective* | 3 |

**Students must have a 3-credit hour Health Policy Course. If such a course was taken in the MBA, then an approved graduate nursing elective may be substituted. If such a course was not taken, then students must take GNUR-525.*

MSN - Nursing Education

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees

(p. 424)

Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|--|---|
| NRE 660 | Health Assessment for the Nurse Educator | 2 |
| PYC 614 | Advanced Pathophysiology | 4 |
| PYC 612 | Advanced Pharmacology | 4 |
| NRE 661 | Leadership in Nursing Education | 3 |
| NRE 663 | Course Design and Development | 3 |
| NRE 665 | Innovative Teaching Strategies | 3 |
| NRE 667 | Program Evaluation and Assessment | 3 |
| NRE 669 | The Art of Teaching | 3 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

MSN - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 424).

Primary Care Nursing - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

| | | |
|-----------|---|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 525 | Ethics and Health Policy | 3 |
| GNUR 528 | Biostatistics and Epidemiology | 3 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |

Major Courses

All major courses must be completed with a grade of "B" or higher.

| | | |
|-----------|---|---|
| PYC 602 | Professional Role Development for the Advanced Practice Nurse | 2 |
| PYC 614 | Advanced Pathophysiology | 4 |
| PYC 612 | Advanced Pharmacology | 4 |
| PYC 622 | Essentials of Primary Care | 2 |
| PYC 652 | Advanced Health Status Assessment | 3 |
| PYC 681 | Primary Care Across the Lifespan I | 6 |
| PYC 682 | Primary Care Across the Lifespan II | 6 |
| PYC 683 | Primary Care Across the Lifespan III | 6 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine on-site and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of "F" for the course.

MSN/MBA - Dual Degree (Nursing Administration/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of health care settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Nursing Administration Courses

| | | |
|-----------|--|---|
| GNUR 501 | Evidence Based Communication | 3 |
| GNUR 513A | Professional Development for Advanced Practice - A | 1 |
| NRA 670 | Interdisciplinary Professional Development | 3 |
| GNUR 510 | Theoretical Foundations for Advanced Nursing Practice | 2 |
| GNUR 530 | Utilization of Research for Evidence Based Practice | 3 |
| NRA 671 | Professional Role Development for the Nurse Administrator | 3 |
| NRA 672 | Management of Healthcare Delivery Systems | 3 |
| NRA 673 | Nursing Leadership and Human Resources | 3 |
| NRA 676 | Organization and Finance of Healthcare | 3 |
| NRA 678 | Advanced Nursing Management | 5 |
| GNUR 513B | Professional Development for Advanced Practice - B | 1 |

Business Administration Courses

| | | |
|----------|---|---|
| MGMT 500 | Applied Management Theory | 3 |
| STAT 535 | Statistics for Business Decision- Making | 3 |
| HCAD 513 | Healthcare Principles and Policies | 3 |
| MGMT 512 | Ethical and Legal Aspects of Management | 3 |
| COMM 515 | Decision-Making and Essential | 3 |

| | | |
|----------|--------------------------------------|---|
| | Business Communication | |
| MGMT 532 | Leadership and Organizational Change | 3 |
| FINC 525 | Accounting and Finance for Managers | 3 |
| ECON 511 | Business Economics | 3 |
| ACCT 510 | Managerial Accounting | 3 |
| MGMT 522 | Business Strategy and Policy | 3 |

Total Credit Hours: 60

Doctoral Degree

The School of Nursing offers one doctoral program - the Doctor of Nursing Practice.

The Doctor of Nursing Practice (DNP) is designed to prepare nurses at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as a leader and to utilize clinical research to improve and transform health care. The program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, and act as agents of change to transform client/community care, participate in the ongoing evaluation of health care outcomes, and assist in the translation of research leading to positive nursing practice changes. In keeping with the mission of Indiana Wesleyan University, courses throughout the program will incorporate the integration of faith.

The Doctor of Nursing Practice program will prepare students to:

- Lead healthcare delivery teams to meet the needs of diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Apply creative and culturally sensitive approaches in the comprehensive assessment of healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop innovative practice approaches based on theories from nursing and other disciplines.
- Influence healthcare policy from an interprofessional perspective to improve health outcomes.

Admission Requirements

Applicants are required to meet the following criteria for consideration:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Studies in Nursing application for the DNP program.
- \$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 will be required as part of the enrollment process.
- **International/Non-English Speaking Students** - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

- International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission. Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Academic Requirements:

- Submission of transcript for a completed master's degree in nursing from an accredited (CCNE/NLNAC) school of nursing.
- Official transcripts from all post-high school educational experiences.
- Completion of graduate level pathophysiology, pharmacology, and health status assessment courses with a minimum of 3 credit hours in each course (grade of B or higher).
- Satisfactory completion of a graduate level course in statistics (grade of B or higher).
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.

Professional Requirements:

- Submission of current unencumbered RN license.
- Submission of current unencumbered APN license (if applicable).
- Submission of resume/curriculum vitae.
- Submission of three professional references—a minimum of one reference should be from faculty in a graduate nursing program.
- Submission of a 1-2 page narrative of past clinical and/or work experiences, scholarly activities, and community service that supports future goals in obtaining a Practice Doctorate.
- Submission of a 1-2 page summary of a practice related issue that will serve as the focus of the capstone project; include the significance and impact of the project to nursing and health care.

General Information Regarding Admission:

- The Division of Graduate Studies in 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 DNP 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.
- International travel will be expected.
- Once an application for the DNP program has been submitted, it was remain valid for 12 months.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of studies with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Successful completion, defense, and submission of the Translating Evidence into Nursing Practice Project (TENPP).
- Degree must be completed within four years of matriculation.
- Payment of tuition and fees to receive a diploma.

Program Requirements

Transfer Credits

Students may transfer up to three hours of post-masters credit from a regionally accredited college or university provided:

- The course is clearly comparable to one of the DNP course offerings based on course description and learning outcomes.

- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- A grade of "B" or higher was earned in the course.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.
- Courses containing clinical content are non-transferrable (Advanced Healthcare Policy, Global Healthcare and all TENP I-V courses).
- All project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- Residency Attendance - Three, four-day residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus, lodging and meals are at the student's expense.
- Online Attendance - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
 - Excessive Absences - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of "F" and the student will be withdrawn from the program.
 - Leave of Absence - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the DNP Coordinator and by arrangement with the Office of Student Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by attending three onsite residencies in Marion. These residencies are four days in length. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, and unethical or illegal activities.

- Residency I – Orientation to the DNP Program
- Residency II – TENPP proposal defense
- Residency III –TENPP defense

Reenrollment

A student who wishes to re-enroll in the DNP program will first complete a Request for Re-enrollment form and forward to the DNP Coordinator for approval. Following approval, the student may re-enroll in the program through the Office of Student Services and will agree to follow the prescribed plan of study.

Satisfactory Academic Progress

Students enrolled in the DNP program are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *School of Nursing Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request in writing an "I" from the instructor.
- The instructor must obtain approval in writing from the Division Chair.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements the "incomplete" will become an "F." An incomplete cannot be issued if the student fails to meet the attendance requirements.

Progression - Two courses are offered during each 10-week block. Both courses must be satisfactorily completed with a grade of "B" or above before progressing into the subsequent block.

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25.

Students are given two consecutive blocks to satisfactorily raise their GPA. The GPA is reviewed after the second block, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student with more than one incomplete on record is subject to academic suspension.

Academic Dismissal

- Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.
- When a student has taken a course twice and failed to achieve a satisfactory grade, the student is ineligible to reapply for admission into the program in which the course was repeated.
- Students dismissed due to plagiarism are ineligible for readmission to the program.
- Students who fail to complete the program within four years will be administratively withdrawn.

Clinical Hours

A minimum of 1000 graduate level clinical hours are required to be eligible for graduation. Clinical hours may be a culmination of clinical practica hours completed during the nursing master's degree and the DNP. A maximum of 500 clinical hours may be transferred from a master's level clinical experience. Applicants who cannot provide documentation of clinical hours completed at the MSN level may provide proof of APRN certification, which provides evidence of a minimum of 500 clinical hours. In this circumstance, 500 clinical hours will be accepted. Other validated exceptions may be considered on an individual basis.

Clinical hours may be accrued by completion of work or projects as approved by the course faculty or the DNP Coordinator. All clinical hours must be validated by a faculty member who can attest to the completion of logged hours. A validated and signed record of clinical hours will be required. Further explanation of clinical hours can be found in the TENPP Manual.

Degree Completion Limits

The DNP program is designed as a lock-step curriculum to be completed in less than two years. Program completion must be accomplished within four years. Students who do not maintain continuous enrollment with their original cohort and curriculum will be required to join a new cohort (as space is available), adapt to all subsequent curricular changes and TENPP manual changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the DNP Coordinator with the final decision resting with the Student Life Council.

TENPP Continuation

Doctoral students not completing the TENPP by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour TENPP Continuation course (DNP-900) continuously until the TENPP is successfully defended. Students will pay the one-credit-hour course tuition and any required fees to maintain continuous enrollment. Each continuation course will be 10 weeks in length. The maximum number of continuation courses will be seven.

DNP - Doctor of Nursing Practice

DNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

| | | |
|---------|--|---|
| DNP 801 | Translating Evidence Into Nursing Practice (TENP) I | 1 |
| DNP 710 | Science of Nursing DNP Residency I (Marion Campus - 4 days) | 3 |
| DNP 802 | Translating Evidence into Nursing Practice (TENP) II | 1 |
| DNP 870 | Critical Inquiry and Data Management | 3 |
| DNP 715 | Systems and Organizational Leadership | 3 |
| DNP 803 | Translating Evidence Into Nursing Practice (TENP) III DNP Residency II (Marion Campus - 4 days) | 1 |
| DNP 750 | Information Management | 3 |
| DNP 804 | Translating Evidence Into Nursing Practice (TENP) IV | 2 |
| DNP 730 | Applied Population Health | 3 |
| DNP 820 | Advanced Healthcare Policy | 3 |
| DNP 830 | Global Healthcare | 4 |
| DNP 840 | Resource Management in Healthcare | 3 |
| DNP 805 | Translating Evidence Into Nursing Practice (TENP) V DNP Residency III (Marion Campus - 4 days) | 1 |

Post Master's Degree Certificate Programs

Post Master's Degree Certificate

An individual with a Master's degree in Nursing from an accredited nursing program may apply to complete a post master's degree certificate in any of the graduate nursing majors. Master's degree prepared nurses who complete the course of study are eligible to seek certification from the appropriate credentialing body.

Students applying for a post master's certificate as a Family Nurse Practitioner must have 500 hours of advanced practice direct contact and/or care for patients with the year prior to admission. Students applying for a post master's certificate in Nursing Education or Nursing Administration must have 1000 hours of nursing practice within the three years prior to admission.

The following plans of study apply only if a student fits one of the following categories:

- Is not a Nurse Practitioner but has a master's degree in nursing
- Is an Adult Nurse Practitioner
- Is a Family Nurse Practitioner
- Is a Gerontological Nurse Practitioner

To be admitted to a post master's degree certificate program, the student must have a Master's degree in Nursing, and meet all graduate nursing admission requirements.

Post Master's Degree Certificate - Program of Study

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is not an NP and has met the 500 hour requirement)

| | | |
|---------|--|---|
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 514 | Advanced Pathophysiology | 4 |
| PYC 512 | Advanced Pharmacology for Primary Care | 4 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 552 | Advanced Health Status Assessment | 4 |
| PYC 530 | Primary Care of Adults | 7 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is an NP and has met the 500 hour requirement)

| | | |
|---------|--|---|
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

Plan of Study for Family Nurse Practitioner Post Master's Certificate

Applicant is an NP and has not met the 500 hour requirement

| | | |
|---------|--|---|
| PYC 514 | Advanced Pathophysiology | 4 |
| PYC 512 | Advanced Pharmacology for Primary Care | 4 |
| PYC 552 | Advanced Health Status Assessment | 4 |
| PYC 502 | Professional Role Development for the Nurse Practitioner | 3 |
| PYC 522 | Essentials of Primary Care | 2 |
| PYC 532 | Primary Care of Children | 5 |
| PYC 535 | Primary Care of the Family | 4 |

PYC-514, PYC-512, and PYC-552: student may choose to take an exam (exam score must be at least 87%) or take the course to fulfill this requirement

Plan of Study for Nursing Administration Post Master's Certificate

| | | |
|----------|---|---|
| GNUR 570 | Professional Role Development for the Nurse Administrator | 3 |
| GNUR 572 | Management of Health Care Delivery Systems | 4 |

| | | |
|----------|---|---|
| GNUR 574 | Organizational Behavior | 4 |
| GNUR 576 | Organization and Finance of Health Care | 4 |
| GNUR 578 | Advanced Nursing Management | 5 |

Plan of Study for Nursing Education Post Master's Certificate

| | | |
|----------|--|---|
| GNUR 562 | Professional Role Development for the Nurse Educator | 3 |
| GNUR 564 | Curriculum Design and Evaluation | 4 |
| GNUR 568 | Teaching and Learning Strategies | 5 |
| GNUR 566 | Program Evaluation and Assessment | 3 |
| GNUR 569 | Advanced Nursing Instruction | 5 |

Advanced Studies for Teacher Leaders Department

The Advanced Studies for Teacher Leaders Department offers:

- A 33 hour Master of Education (M.Ed.) degree program with six majors:
 - Teacher Leadership with two specializations - Elementary Education and Secondary Education
 - Curriculum and Instruction
 - Special Education
 - High Ability
 - English Language Learners
 - School Administration
- A 30 hour Master of Education (M.Ed.) International degree program
- Teaching Certificate Programs (18 credit hours each) for the following content areas:
 - Exceptional Learners - Mild Intervention
 - High Ability Learners
 - English Language Learners

MEd Programs

The M.Ed. degree program is designed for practicing classroom teachers seeking an advanced degree. The program is 33 semester hours and awards six different majors: Teacher Leadership with two different Specializations (Elementary Education and Secondary Education), Special Education, High Ability, Curriculum and Instruction, English Language Learners, and School Administration.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- Leading curricular change. Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- Implementing instructional effectiveness . Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- Managing classroom learning. Candidates manage the classroom learning environment to create success for all students.
- Practicing reflective assessment. Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- Building learning networks . Candidates create professional partnerships to create learning opportunities for themselves and their students.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

The admission requirements for the M.Ed. program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Note: M.Ed. International applicants who have not graduated from a university or college accredited by a North American regional accrediting agency but have a four-year degree or diploma issued outside of North America must have a course-by-course evaluation of their transcript sent directly to IWU by World Educational Services, Educational Credentials Evaluation, or another agency approved by IWU.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Public school candidates need:
 - A valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.
- ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
 - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license or certificate.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
- International candidates need:
 - A valid, (but not necessarily current) government-issued teacher's license or a valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
 - Native speakers of languages other than English who are applicants for entrance into this program must achieve required English language scores on approved assessments.

Graduation Requirements

To graduate, from the M.Ed. or M.Ed. International program, candidates must have completed the following:

- Successful completion of the M.Ed. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Master of Education program, all candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.

- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.

MEd - Curriculum and Instruction Major

MEd - Curriculum and Instruction - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 515 | Leading an Inquiry-Based and Student- Engaging Classroom | 3 |
| EDTL 525 | Curriculum Leadership for Rigor and Relevance | 3 |
| EDTL 535 | Leading for Differentiated Instruction | 3 |
| EDTL 545 | Diagnostic Assessment for Learning | 3 |
| EDTL 555 | Applied Educational Research | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - English Language Learners Major

MEd - English Language Learners - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDEL 510 | Language Acquisition in Classroom Instruction | 3 |
| EDEL 520 | The Impact of Culture in the Classroom for the CLD-ELL Teacher | 3 |
| EDEL 530 | Instructional Strategies for the CLD-ELL Student | 3 |

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| EDEL 540 | Classroom Assessments for the CLD-ELL Student | 3 |
| EDEL 550 | Developing Vital Partnerships and Advocacy in a CLD-ELL Program | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 271)

Clinical Experience Requirements (p. 324)

MEd - High Ability Major

MEd - High Ability - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDHA 510 | Foundations for High Ability Learning | 3 |
| EDHA 520 | Cognitive and Affective Development of High Ability Learners | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDHA 550 | Collaboration in High Ability Program Development and Implementation | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - School Administration Major

MEd - School Administration - Program of Study

Core Courses

| | | |
|----------|---|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher | 3 |

| | | |
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| | Leader | |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDL 657 | Instructional Leadership Through Effective Management of Human Capital | 3 |
| EDL 618 | Professional, Ethical, and Legal Leadership | 3 |
| EDL 616 | Organizational, Operational, and Resource Management | 3 |
| EDL 610 | The Principalship: Building Relationships in a Culture of Achievement | 3 |
| EDL 612 | Prin Intern: Experiential Application of Building Level School Leader Standards | 3 |
| EDL 625 | Applied Principal's Portfolio Practicum | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Special Education Major

MEd - Special Education - Program of Study

Core Courses

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520 Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDSE 510 | Classroom Responses to Individual Differences in Language and Culture | 3 |
| EDSE 520 | Individualized Assessment and Data-Based Interventions | 3 |
| EDSE 530 | Research-Based Behavior Interventions | 3 |
| EDSE 540 | Strategies and Interventions for Students With Autism Spectrum Disorders | 3 |
| EDSE 550 | Collaboration With Families and Professionals | 3 |
| EDSE 560 | Seminar: Professional Issues in Disability Services | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Teacher Leadership Major - Elementary Education Specialization

MEd - Teacher Leadership - Program of Study for Elementary Specialization

Core Courses

| | | |
|----------|---|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 510 | Personal Attributes and Leadership | 3 |
| EDTL 520 | The Teacher Leader As a Collaborative Coach | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 560 | The Teacher Leader As a Change Agent | 3 |
| EDUT 540 | Introduction to 21st Century Education For Elementary Teachers | 3 |
| EDUT 541 | Innovative Teaching for the 21st Century for Elementary Classrooms | 3 |
| EDUT 545 | Assessment and Learning in the Elementary Classroom | 3 |
| EDUT 550 | Methods of Teaching the Elementary School Curriculum | 3 |
| EDUT 548 | Researched-Based Behavior Interventions And Elementary Classroom Management | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - Teacher Leadership Major - Secondary Education Specialization

MEd - Teacher Leadership - Program of Study for Secondary Specialization

Core Courses

| | | |
|----------|---|---|
| MED ORE | Orientation to the Master of Education Program | |
| 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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|----------|--|---|
| EDUT 570 | Introduction to 21st Century Education For Secondary Teachers | 2 |
| EDUT 571 | Innovative Teaching for the 21st Century For Secondary Classrooms | 3 |
| EDUT 575 | Assessment and Learning in the Secondary Classroom | 3 |
| EDUT 560 | Content Reading and Literacy for Adolescents | 2 |
| EDUT 578 | Secondary Teaching Methods and Resources | 3 |
| EDUT 580 | Researched-Based Behavior Interventions And Classroom Management for Adolescents | 2 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

MEd - International

The Master of Education program is designed for practicing international classroom teachers seeking an advanced degree. The International M.Ed. degree program is 30 semester hours and awards a major in Teacher Leadership. The IWU M.Ed. International program is available ONLY to teachers in countries outside North America.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

M.Ed. - Admission and Graduation Requirements

(p. 324)

MEd - International - Program of Study

Core Courses

| | | |
|----------|--|---|
| MED ORE | Orientation to the Master of Education Program | |
| EDTL 515 | Leading an Inquiry-Based and Student- Engaging Classroom | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDTL 525 | Curriculum Leadership for Rigor and Relevance | 3 |
| EDTL 535 | Leading for Differentiated Instruction | 3 |
| EDTL 545 | Diagnostic Assessment for Learning | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDTL 550 | The Culturally Competent Teacher Leader | 3 |
| EDTL 540 | Leading Instructional Improvement | 3 |
| EDTL 555 | Applied Educational Research | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Clinical Experience Requirements (p. 324)

M.Ed. (International)- Clinical Experience Requirements

There is no clinical or field experience required in the M.Ed. International program; however, most assignments and activities within these courses will require teachers to practice the application of course content within their classrooms among actual students.

Total Credit Hours: 30

Teaching Certificate Programs

The Teaching Certificate Programs provide an 18 credit hour post-baccalaureate program for teachers seeking additional content areas with respect to teaching licensure. Candidates completing the 18 credit hour program gain content and pedagogical content knowledge related to professional teaching standards for the content area in which they are seeking additional licensure. Prior to applying to the program, candidates are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

The mission of the Teaching Certificate Program is to prepare teacher leaders to provide advanced knowledge in a specific content area leading to additional licensure that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The Teaching Certificate Program provides advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the Teaching Certificate Programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or hire from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
- Supporting documentation demonstrating access to a P-12 classroom.

Completion Requirements

To successfully complete the Teaching Certificate Program candidates must have completed the following:

- Successful completion of the 18 credit hour curriculum associated with the content area for which they are seeking licensure.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.

- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements required.
- Payment of all tuition and fees is required to receive a certificate.

Certificate - Teaching Certificate Programs

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Teaching Certificate - Program of Study

English Language Learners

| | | |
|----------|---|---|
| TC ORE | Orientation to the Teacher Certificate Programs | |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDEL 510 | Language Acquisition in Classroom Instruction | 3 |
| EDEL 520 | The Impact of Culture in the Classroom for the CLD-ELL Teacher | 3 |
| EDEL 530 | Instructional Strategies for the CLD-ELL Student | 3 |
| EDEL 540 | Classroom Assessments for the CLD-ELL Student | 3 |
| EDEL 550 | Developing Vital Partnerships and Advocacy in a CLD-ELL Program | 3 |

High Ability

| | | |
|----------|--|---|
| TC ORE | Orientation to the Teacher Certificate Programs | |
| EDTL 530 | The Teacher Leader in a Professional Learning Community | 3 |
| EDHA 510 | Foundations for High Ability Learning | 3 |
| EDHA 520 | Cognitive and Affective Development of High Ability Learners | 3 |
| EDHA 530 | Fostering Creative and Critical Thinking Skills in High Ability Learners | 3 |
| EDHA 540 | Methods and Digital-Age Media for High Ability Learners | 3 |
| EDHA 550 | Collaboration in High Ability Program Development and Implementation | 3 |

Exceptional Learners (Mild Intervention)

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520, Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

| | | |
|----------|---|---|
| EDSE 510 | Classroom Responses to Individual Differences in Language and Culture | 3 |
| EDSE 520 | Individualized Assessment and Data-Based Interventions | 3 |

| | | |
|----------|--|---|
| EDSE 530 | Research-Based Behavior Interventions | 3 |
| EDSE 540 | Strategies and Interventions for Students With Autism Spectrum Disorders | 3 |
| EDSE 550 | Collaboration With Families and Professionals | 3 |
| EDSE 560 | Seminar: Professional Issues in Disability Services | 3 |

Office of Professional Development and Educational Licensing

The Office of Professional Development and Educational Licensing offers graduate level coursework designed to provide educational opportunities for school teachers and administrators.

Graduate courses offered through this office are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Courses are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. The courses are offered as credit for possible license renewal and are not eligible to apply toward any degree or professional preparation program at IWU. These courses (offered by Performance Learning Systems [PLS]) are not applicable toward the completion requirements of any School of Educational Leadership degree or professional preparation program.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Those new to Indiana Wesleyan University may register in courses offered through the Office of Professional Development and Educational Licensing as a non-degree seeking student based on submission of the following:

- Course registration form.
- A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework offered through the Office of Professional Development and Educational Licensing does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through the Office of Professional Development and Educational Licensing may be applied toward an IWU graduate education degree.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Continuing Studies for Teacher Leaders

ACSI Credentialing Program

The ACSI Credentialing Program at Indiana Wesleyan University is a non-degree, non-certificate program that provides graduate level course work to individuals seeking to obtain an Association for Christian Schools International (ACSI) teaching credential. The program consists of seven (7) credit hours for individuals seeking to teach in a domestic ACSI member school

and ten (10) credit hours for individuals seeking to teach in an international ACSI member school. Upon completion of the required coursework, it is the individual's responsibility to make application to ACSI for their teaching credential. The required coursework satisfies all criteria established for an ACSI teaching credential. There is no field experience required for this program.

The mission of the Association of Christian Schools International (ACSI) Credentialing program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning in private Christian schools.

The purpose of the program is to provide a course of study leading to an ACSI teaching credential that meets the professional needs of practicing Christian school teachers. Outcomes and expectations associated with this credentialing program are:

- **Providing influence for positive individual growth and school change.** Candidates are proficient in teacher leadership to help individual peers, to influence professional learning communities, to improve building-level instruction, to impact school culture, and to cause meaningful school change and improvement.
- **Understanding and Interacting with Individual Learners as Individual Learners.** Candidates are proficient in providing differentiated instruction to individual learners, regardless of unique academic need across the ability spectrum from special education to gifted education.
- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.
- **Complying with legal obligations.** Candidates fulfill all legal requirements in the performance of their teaching duties.

Admission Requirements

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.

ACSI - Program of Study

Required Courses - Domestic

| | | |
|----------|---|---|
| ACSI ORE | Orientation to the ACSI Credentialing Program | |
| EDCS 546 | Christian Philosophy of Education | 1 |
| BIB 501 | Introduction to the Old Testament | 3 |
| BIB 502 | Introduction to the New Testament | 3 |

Required Courses - International

| | | |
|----------|---|---|
| ACSI ORE | Orientation to the ACSI Credentialing Program | |
| EDCS 546 | Christian Philosophy of Education | 1 |
| BIB 501 | Introduction to the Old Testament | 3 |

| | | |
|----------|--|---|
| BIB 502 | Introduction to the New Testament | 3 |
| EDCS 512 | Integration of Faith and Learning in P-12 Christian School Classrooms | 3 |

Minimum Computer Requirements - School of Educational Leadership

Educational Licensing

The Office of Professional Development and Educational Licensing offers the following options:

License Renewal

Courses offered through the School of Educational Leadership are designed to further develop the skills of school teachers, administrators, and school services personnel. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses have been approved by the Indiana Department of Education's Office of Educator Licensing and Development (OELD) and may be used to renew an Indiana instructional, administration, or school services license. Renewal requires the accumulation of ninety (90) Professional Growth Points and submission of Professional Growth Plan for verification. Professional Growth Points must be earned between the point when the license is issued and the point when renewal of the license takes place. These points can be earned through a variety of means, including the completion of coursework from an accredited institution with each semester hour equaling fifteen Professional Growth Points.

Professional License

The requirements for professionalizing an educator license vary according to academic discipline. ALL professionalization applications, regardless of academic discipline, will require completion of an advanced degree (i.e. Master's degree or higher). Applicants seeking professionalizing of an instructional license will also be required provide proof of two years of teaching experience in accredited schools as well as have held a Proficient Practitioner/Standard/Provisional license for five years. Applicants seeking a professional administrator license will be required to provide proof of completing sixty hours of graduate coursework from accredited institutions in Administration and related areas (advanced degree work can count towards these hours), and five years of administrative experience in the content area of the license in an accredited school or public school district. Those seeking licensure in School Counseling will be required to prove two years of experience as a school counselor in an accredited school and hold a Proficient Practitioner/Standard/Provisional license for five years.

Recertification Requirements

- Applicants must have a valid Rules 2002, Rules 46-47, Bulletin 400, or earlier rules Proficient Practitioner/Standard/Provisional license from the State of Indiana. Applicants must have obtained ninety Professional Growth Points and received verification of completed Professional Growth Plan from School Administrator (if employed in a school system) or Department of Education (if not employed in a school system).
- Applicants are advised to complete the online application for renewal of their Indiana Instructional, Administration, or School Services License. Instructions for this process are provided in the licensing section of the IWU web site or on the Indiana Department of Education's web site.
- The Indiana Department of Education advises license holders to NOT begin a renewal process until at least sixty days prior to the license expiration date.

Educational Administration Department

The Educational Administration Department offers the following two programs:

Principal Licensure Program (PLP) - post-master's non-degree licensure program leading to Indiana's P-12 Building Level Administrator's License

Education Specialist (Ed.S.) - an advanced degree program leading to Indiana's P-12 District Level Administrator's License

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to Indiana's P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for building administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass Indiana's building level administrator exam. The program curriculum is 18 credit hours.

The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults.

The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 Building Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.
- **Standard 4: Building Relationships** - School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All candidates will:

- Have completed a master's degree in education from a college or university accredited by a regional accrediting body. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana with at least one content area established.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Cumulative GPA of 3.00 or better in graduate level courses

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the Indiana Department of Education's Office of Educational Licensing and Development (OELD) an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Completion Requirements

To complete the Principal Licensure Program, receive the certificate, and be recommended for licensure, candidates must have completed the following:

- A minimum grade of "B-" in all courses.
- Cumulative GPA of at least 3.0.
- Satisfactory completion, presentation, and defense of the Applied Principal's Portfolio

Program Requirements

To complete the Principal Licensure program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.0.
- Successfully complete the Applied Principal's Portfolio defense requirement.
- Successfully pass Indiana's P-12 Building Level Administrator exam.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All PLP candidates must complete a three credit hour Internship and a three credit hour Practicum.
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internship and Practicum.
- Principal-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Principal-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

Certificate - Principal Licensure Program

Principal Licensure Program - Program of Study

Core Courses

| | | |
|---------|--|---|
| EDL ORE | Orientation to Educational Leadership Programs | |
| EDL 657 | Instructional Leadership Through Effective Management of Human Capital | 3 |
| EDL 618 | Professional, Ethical, and Legal Leadership | 3 |
| EDL 616 | Organizational, Operational, and Resource Management | 3 |
| EDL 610 | The Principalship: Building | 3 |

| | | |
|---------|---|---|
| | Relationships in a Culture of Achievement | |
| EDL 612 | Prin Intern: Experiential Application of Building Level School Leader Standards | 3 |
| EDL 625 | Applied Principal's Portfolio Practicum | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Education Specialist Program

The Education Specialist Degree (Ed.S.) is a degree and licensure program leading to Indiana's P-12 district level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for district administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating research-based thesis and district administrator internship reflects a standards-based emphasis and will prepare candidates to pass Indiana's district level administrator exam. The program curriculum consists of 30 foundational hours (transferred in from a master's degree) and 30 hours taken at IWU.

The Education Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults. The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 District Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- **Standard 4: Building Relationships** - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Admission Requirements

Candidates will:

- Have completed a master's degree in education from a regionally accredited body.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with an appropriate central office administrator will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana.
- Have a minimum of three years teaching experience.

- Present at least three letters of recommendation; at least one must be a sitting central office administrator.
- Cumulative GPA of 3.0 or higher in graduate level courses.

Graduation Requirements

To graduate, candidates must have completed the following:

- A minimum grade of “B-“ or higher in all courses.
- Cumulative GPA of at least 3.25.
- Successful completion and oral presentation of the portfolio and defense of the thesis.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Education Specialist Program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.25.
- Successfully complete the Standards Research-Based Thesis defense requirement.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a “3” or “4” for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All Ed.S. candidates must complete a three credit hour Internship.
- All candidates must secure a Superintendent-Mentor at the school in which they are currently teaching.
- The Superintendent-Mentor will work with the candidates throughout the course of the Internship.
- Superintendent-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Superintendent-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

EdS - Education Specialist

Education Specialist - Program of Study

Foundation Courses

| | |
|---------------------------------------|----|
| Foundation Graduate Education Courses | 30 |
|---------------------------------------|----|

Core Courses

| | | |
|---------|--|---|
| EDL ORE | Orientation to Educational Leadership Programs | |
| EDL 600 | District Curriculum Leadership | 3 |
| EDL 602 | Leading Schools to Be Culturally Responsive | 3 |
| EDL 605 | District Personnel Management and Supervision | 3 |
| EDL 620 | Advanced School Finance | 3 |
| EDL 615 | District Facilities Management and Leadership | 3 |

| | | |
|----------|---|---|
| EDL 705 | ISLLC/IDOE Standards Based Research Thesis | 3 |
| EDL 700 | Applied Superintendent's Internship Practicum | 3 |
| EDL 770A | Advanced Leadership Seminar and Praxis for Educators | 3 |
| EDL 770B | Advanced Leadership Seminar and Praxis For Educators | 3 |
| EDL 770C | Advanced Leadership Seminar and Praxis For Educators | 3 |

Minimum Computer Requirements - School of Educational Leadership (p. 324)

Public Services and Applied Sciences Department - Graduate Offerings

The Public Services and Applied Sciences Department offers the following graduate program:

Master of Public Affairs (MPA) (p. 535)

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Master of Public Affairs (MPA)

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.) With a strong emphasis on social responsibility and civic engagement, the MPA program at IWU gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations.

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

Admission and Graduation Requirements for the Public Services and Applied Sciences Department (p. 535)

MPA - Mission and Outcomes

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.

- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

MPA - Program of Study

Core Courses

| | | |
|---------|-----------------------------------|---|
| POL 526 | Foundations of Public Policy | 3 |
| POL 527 | Scholarship | 3 |
| POL 528 | Economics and Policy | 3 |
| POL 522 | Research Design and Methods | 3 |
| POL 542 | Policy Analysis | 3 |
| POL 565 | Public Administration and Finance | 3 |
| POL 515 | Urban Economics and Policy | 3 |

Specialization Courses - Criminal Justice

| | | |
|---------|---------------------------------|---|
| CRJ 526 | Criminal Justice Policy | 3 |
| CRJ 534 | Criminal Justice Administration | 3 |
| CRJ 542 | Economic Analysis of Crime | 3 |
| CRJ 586 | Criminal Justice Leadership | 3 |

Capstone Experience

| | | |
|---------|---------------------------------------|---|
| POL 586 | Capstone in Public Policy and Affairs | 3 |
|---------|---------------------------------------|---|

MPA - Program Requirements

To complete the MPA program, all candidates must:

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.
- Students must successfully complete all core courses except the capstone before starting the specialization courses.
- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

Total Credit Hours: 36

MPA Degree

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.)

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment

and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.
- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Program Requirements

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.
- Students must successfully complete all core courses except the capstone before starting the specialization courses.
- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MPA - Public Affairs

MPA - Program of Study

Core Courses

| | | |
|---------|-----------------------------------|---|
| POL 526 | Foundations of Public Policy | 3 |
| POL 527 | Scholarship | 3 |
| POL 528 | Economics and Policy | 3 |
| POL 522 | Research Design and Methods | 3 |
| POL 542 | Policy Analysis | 3 |
| POL 565 | Public Administration and Finance | 3 |
| POL 515 | Urban Economics and Policy | 3 |

Specialization Courses - Criminal Justice

| | | |
|---------|---------------------------------|---|
| CRJ 526 | Criminal Justice Policy | 3 |
| CRJ 534 | Criminal Justice Administration | 3 |
| CRJ 542 | Economic Analysis of Crime | 3 |
| CRJ 586 | Criminal Justice Leadership | 3 |

Capstone Experience

| | | |
|---------|---------------------------------------|---|
| POL 586 | Capstone in Public Policy and Affairs | 3 |
|---------|---------------------------------------|---|

Graduate Counseling Division

Mission Statement

The Division of Graduate Counseling is dedicated to training high-quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional and cultural competence.

Program Descriptions

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research.
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity.
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.
8. Students will demonstrate proficiency in their selected area of specialization.

The Clinical Mental Health Counseling (p. 543/175), Marriage and Family Counseling/Therapy (p. 544), and School Counseling (p. 544) programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave., Alexandria, VA 22304, 703-823-9800). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2021. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling as a Community Counseling program. The current curriculum is designed to meet the 2009 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs). The School Counseling program is also approved by the Indiana Professional Standards Board. Starting in the fall of 2013, the School Counseling program will transition from a traditional to a blended instructional format.

The Community Counseling (p. 542) program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Counseling/Therapy program requires 60 semester hours, and the School Counseling program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana.

The Division of Graduate Counseling also offers majors in Addictions Counseling (p. 542) and Student Development Administration (p. 545/177). The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. The program uses a student-focused approach by applying skills and techniques in order to build and maintain life-impacting relationships with college students. The program follows the Professional Competency Areas for Student Affairs Practitioners established by the ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) associations. This program can be completed entirely online or in combination with available onsite courses on the Marion and Indianapolis-West campuses.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling program. See Certificate Programs (p. 546). Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission to Graduate Studies in Counseling

The admission requirements are:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. A typewritten autobiography, philosophy of counseling, and supplemental application. Verbal (V) score of at least 146/400 (new/old scoring) is required. Successful graduate coursework may be substituted for the GRE.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
2. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department.
3. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis and may take up to 12 hours of coursework while completing all prerequisites.

Program Requirements for Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the end of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practica and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the

counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practica or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.
7. Behavior that violates one of the lifestyle expectations of the university.

Programs in Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the programs of study in Addictions Counseling and Student Development Administration consist of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Admission to Student Development Administration

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Life Span Development or Developmental Psychology.
4. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. A completed application form for admission to the IWU Student Development Administration program.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in Student Development Administration will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Student Development Administration

The following prerequisites must be completed before completing 12 semester hours of student development courses:

1. Six semester hours in Psychology, which must include three hours in Life Span Development or Developmental Psychology.
2. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Addictions Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|--|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
| CNS 535 | Theories and Treatment of Addiction | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
| CNS 512 | Psychopharmacology | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 545 | Counseling Addicted Families | 3 |

Clinical Experiences

| | | |
|---------|--------------------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship and | 3 |
| CNS 552 | Supervised Internship Elective | 3 |

For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|---|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods | 3 |

| | | |
|---------|--|---|
| | and Practice | |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |

Clinical Experiences

| | | |
|---------|---------------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship and | 3 |
| CNS 552 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|--|---|
| CNS 522 | Foundations in Clinical Mental Health Counseling | 3 |
| CNS 523 | Clinical Mental Health Assessment and Intervention | 3 |
| | Electives | 6 |

*Please note that this degree does not prepare the student for licensure in Indiana. It is primarily for the student who desires a master's degree in counseling but does not need to be licensed.

Clinical Mental Health Counseling

Requirements (60 credits)

Core Courses

| | | |
|---------|--|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |

Clinical Experiences

| | | |
|---------|-----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship | 3 |
| CNS 552 | Supervised Internship | 3 |
| CNS 554 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|--|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
| CNS 512 | Psychopharmacology | 3 |
| CNS 522 | Foundations in Clinical Mental Health Counseling | 3 |
| CNS 523 | Clinical Mental Health Assessment and Intervention | 3 |
| CNS 524 | Ecological Counseling and Prevention | 3 |
| CNS 533 | Psychopathology | 3 |
| | Electives | 3 |

Marriage and Family Counseling/Therapy

Requirements (60 credits)

Core Courses

| | | |
|---------|---|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |

Clinical Experiences

| | | |
|---------|-----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship | 3 |
| CNS 552 | Supervised Internship | 3 |
| CNS 554 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|---|---|
| CNS 520 | Sexuality, Intimacy and Gender | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 541 | Foundations of Marriage and Family Therapy | 3 |
| CNS 542 | Major Models of MFT I: Theory Assessment, and Application | 3 |
| CNS 543 | Major Models of MFT II: Theory, Assessment, and Application | 3 |
| CNS 546 | Major Models of MFT III: Theory, Assessment, and Application | 3 |
| | Electives | 3 |

School Counseling

Requirements (48 credits)

Core Courses

| | | |
|---------|--|---|
| CNS 501 | Human Growth and Development | 3 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| CNS 505 | Theory and Techniques in Career Counseling | 3 |
| CNS 506 | Appraisal of Individuals | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |
| CNS 508 | Legal, Ethical and Professional Issues | 3 |

| | | |
|---------|--|---|
| CNS 509 | Integration of the Theory and Practice of Christian Counseling | 3 |
|---------|--|---|

Clinical Experiences

| | | |
|---------|-----------------------|---|
| CNS 550 | Supervised Practicum | 3 |
| CNS 551 | Supervised Internship | 3 |
| CNS 552 | Supervised Internship | 3 |

Specialization Courses

| | | |
|---------|---|---|
| CNS 519 | Theories and Techniques of School Counseling I | 3 |
| CNS 527 | Child and Adolescent Development and Treatment | 3 |
| CNS 529 | Theories and Techniques of School Counseling II | 3 |
| | Electives | 3 |

Student Development Administration

Requirements (36 credits)

Required Courses

| | | |
|---------|---|---|
| SDC 509 | Administration and Finance in Higher Education | 3 |
| SDC 510 | The College Student | 3 |
| SDC 501 | History of Higher Education | 2 |
| SDC 525 | Special Topics in Student Life Administration | 3 |
| SDC 508 | Legal and Ethical Issues in Student Development | 2 |
| CNS 502 | Multicultural Counseling | 3 |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 |
| CNS 504 | Theory and Techniques in Group Counseling | 3 |
| SDC 505 | Career Counseling for Student Development | 2 |
| CNS 506 | Appraisal of Individuals | 3 |
| SDC 551 | Supervised Internship - Student Development | 3 |
| SDC 552 | Supervised Internship - Student Development | 3 |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 |

Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University.

Objectives of Certificate Programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Counseling/Therapy).
2. Student meets learning objectives specified in his/her plan of study.

Addictions Counseling Certificate

An Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose program does not offer sufficient coursework in addictions counseling. Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Admission Requirements for Addictions Counseling Certificate include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
5. A letter clearly stating reason(s) for seeking admission into the certificate program.
6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Requirements

Addictions Counseling Certificate – Required Courses:

| | | |
|---------|-------------------------------------|---|
| CNS 511 | Issues in Addiction Recovery | 3 |
| CNS 512 | Psychopharmacology | 3 |
| CNS 533 | Psychopathology | 3 |
| CNS 535 | Theories and Treatment of Addiction | 3 |
| CNS 545 | Counseling Addicted Families | 3 |

Post Master's Certificate

This certificate is for persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Admission Requirements include:

1. A master's degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. A graduate GPA of at least 3.0 on a 4.0 scale from the graduate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. A letter clearly stating reason(s) for seeking admission into the certificate program.
5. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Kern Ministry Education Program - B.S. to M.A.

Purpose

The Kern Ministry Education Program is designed to prepare persons for pastoral ministry in the church. Upon completion of the Bachelor of Science degree with a major in Christian Ministries, students begin the two-year Master of Arts degree, which includes advanced studies in theology, Bible, and church history as well as a year of full-time practical experience in an approved teaching church. (Requirements listed below.) Ministry practice domains are incorporated into the curriculum prior to the practical experience to prepare the student with depth and skills for pastoral work. Scholarships are also available for those students identified and accepted as Kern scholars who maintain a 3.5 GPA and will complete the entire program in five years.

Requirements (62 credits)

Advanced Ministerial Formation

| | |
|-------------------------------------|---|
| Hermeneutics for Ministry | 3 |
| Biblical Theology | 3 |
| Special Topics in Bible | 3 |
| American Christianity | 3 |
| Special Topics in Christian History | 3 |
| Special Topics in Theology/History | 3 |
| Practical Theology of Ministry | 3 |
| Philosophy of Ministry | 3 |
| Formation in Christian Practices | 1 |
| Formation in Ministerial Practices | 1 |

Supervised Practical Ministry

| | |
|---|---|
| Transition to Church | 3 |
| Pastoral Leadership | 3 |
| Mentoring and Spiritual Direction | 3 |
| Strategic Pastoral Care | 3 |
| Christian Education of Youth and Families | 3 |
| Creative Worship Planning | 3 |
| Congregational Study | 2 |
| Community Study | 1 |
| Mission and Church Health | 3 |
| Leadership Development | 2 |
| Advanced Homiletics | 3 |
| Multi-ethnic Ministry | 2 |
| Strategic Pastoral Counseling | 3 |
| Ministry Master's Capstone | 2 |

Wesley Seminary Degrees

Wesley Seminary offers the following programs:

- Master of Arts degree with a major in Ministry
 - Concentration in Leadership
 - Concentration in Children, Youth, and Family Ministry
- Master of Divinity

Admission Requirements

Master of Arts with a Major in Ministry:

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Ability to pursue graduate work successfully. (The transcripts and certificate of recommendation from former professors and supervisors will be considered evidence of such ability.)
- Three recommendations including:
 - a. An academic recommendation.
 - b. A recommendation from someone who can comment on the applicant's pastoral skills.
 - c. A general recommendation.
- Moral character consistent with the principles and policies of Christian conduct at Indiana Wesleyan University. (The student's certificates of recommendation are considered sufficient evidence in this matter.)
- Submission of a written statement identifying the student's philosophy of ministry and personal goals in undertaking the graduate program.

Master of Divinity:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- Three references, including
 - a. One from a pastor or denominational supervisor.
 - b. An endorsement from their local church board or appropriate church body.
 - c. Two additional references of the applicant's choosing.

- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).
- Students may transfer up to 27 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the M.Div. if the courses are relevant to ministry.
- In circumstances when the Seminary has an articulation agreement with a particular undergraduate institution, the total number of M.Div. hours required may be shortened up to 12 hours in lieu of established course relationships.

Admission of Students Without a Baccalaureate Degree

Students without an undergraduate degree may apply for admission if they meet the following conditions:

- A minimum of at least 15 years of extensive life, ministry, and/or business experience, or a bachelor's degree from an unaccredited institution.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit the score prior to final committee review.
- At least 60 credit hours of undergraduate academic work (in the semester system or equivalent in another system) or an associate degree, with a cumulative GPA average of 2.5 or equivalent.

In addition to the admission requirements listed above, students without an undergraduate degree must submit a two-four page essay indicating the student's educational experiences, goals, and experiences, an extensive portfolio detailing ministry, life, and work experience, artifacts demonstrating this experience, and a five page writing sample. Applications from students without an undergraduate degree will be reviewed by the Seminary Admissions Committee.

Admission of Students Without an Accredited Degree

Students whose undergraduate degree is from an unaccredited institution may apply for admission if they meet the following conditions:

- Completion of the equivalent of a bachelor-level college degree with a cumulative GPA average of 2.5 or equivalent.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 equivalent. If not completed at time of application, s/he must take such a writing course and submit score prior to final committee review.

Optional Qualifications

- **GRE:** The Admissions Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the academic strengths of the institution you attended for your undergraduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them
- Provide a 5 page sample of your writing ability:
 - Take a current debate in contemporary society over an ethical or political issue.
 - Demonstrate that you can write an organized presentation of an issue, represent the viewpoints of others fairly, do research, and defend a position with good grammar, spelling, and some standard format for referencing sources.

Applications will be reviewed by the Seminary Admissions Committee which will include appropriate faculty representation. The Seminary Admissions Committee may request additional information and/or documentation as part of the review process. All “Accredited Degree Exemption” students will be accepted on probation.

Unclassified Admission

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master’s degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Dual Undergraduate/Graduate Enrollment

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the Dean, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted both for graduate and undergraduate requirements.

Previous IWU Credit

Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for either the MA or M.Div. degree.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- All requirements for the degree must be completed within six years of enrollment for the MA degree and ten years for the M.Div. degree.
- Payment of all tuition and fees is required to receive a diploma.

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and cultural contexts, and who enroll in the Seminary may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit (up to twelve semester hours toward the MDiv degree and up to six semester hours toward the MA degree) may be granted for the courses listed below under the following conditions:

- The courses were taken at a regionally accredited or ABHE accredited institution. The Seminary reserves the right to determine whether or not courses are equivalent.
- A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 level and no course below the 200 level, and
- The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.

- BIBL-500 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed a hermeneutics/exegetical method course and at least one upper level Bible course.
- THEO-500 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed at least two theology courses that together cover the primary topics of systematic theology.
- CHST-500 Global Christian History - credit may be granted for this course if the student has successfully completed at least two church history courses that together cover Christian history from the early church to the present.
- MISS-500 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed at least two courses that cover at least two of the following topics: cultural anthropology, urban ministry, cross-cultural ministry, or denominational history.

A student wishing to receive advanced standing with credit for BIBL-500, THEO-500, and CHST-500 must submit the application three months prior to the first day of the month in which the course is offered in the student's cohort schedule. The student will be notified of the designated faculty member's decision by the first day of the following month. Students who do not submit by this deadline will not be eligible for advanced standing with credit.

MA - Ministry

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should, with graduate-level competency, be able to:

- Implement life-long reflective learning skills to study and apply the disciplines required for faithful and fruitful ministry in various contexts.
- Demonstrate a deepening spiritual character and commitment to integrity in ministry.
- Operate from a solid biblical, theological, historical and cultural understanding that informs ministerial vocation.
- Apply core set of leadership, management and communication skills that advance the mission of God in the world.

The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or on-site or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses. An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

Progression Policy - Students must have completed all core and concentration courses before enrolling in MIN-591.

Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core and concentration courses. All requirements for the degree must be completed within six years of enrollment.

Transfer Credit - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Substitution of Courses - Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute and advanced Bible, theology, or church history elective.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Admission and Graduation Requirements for Wesley Seminary (p. 468)

Concentration in Children, Youth, and Family Ministry Program of Study

Concentration Courses

| | | |
|----------|---|---|
| CONG 530 | Family Ministry for 21st Century Families | 3 |
| SPIR 550 | Spiritual Life and Leadership | 3 |
| PROC 525 | Effective Communication With Children And Youth | 3 |
| CONG 550 | Child and Adolescent Development | 3 |
| CONG 540 | Programming and Management in Family Ministry | 3 |

Core Courses

| | | |
|----------|------------------------------------|--------|
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |
| CHST 500 | Global Christian History | 3 |
| MIN 561 | Research Methodology | 1 |
| MIN 591 | MIN-591 Electives | 2 6 |

Concentration in Leadership Program of Study

Concentration Courses

| | | |
|----------|--|---|
| LEAD 540 | Non-Profit Management | 3 |
| PROC 520 | Transformational Communication | 3 |
| SPIR 550 | Spiritual Life and Leadership | 3 |
| LEAD 560 | Power, Change, and Conflict Management | 3 |
| CONG 520 | Building a Multi-Generational Ministry | 3 |

Core Courses

| | | |
|----------|------------------------------------|--------|
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |
| CHST 500 | Global Christian History | 3 |
| MIN 561 | Research Methodology | 1 |
| MIN 591 | MIN-591 Electives | 2 6 |

MDiv - Ministry

The MDiv is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and on-site formats. To enroll in the degree, a person must have earned a bachelor's degree and be officially engaged in ministry at least 20 hours a week and connected with a worshipping body of Christian believers with whom they can successfully complete course assignments relating to the local church. Students take required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Theology and Ministry, as well as on a cadre of prominent adjunct, affiliate, and visiting faculty who teach various courses each year.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MDiv program. A student who has completed the MDiv should, with graduate-level competency, be able to:

- Relate an informed understanding of relevant theories to a lifelong practice of ministry.
- Faithfully and fruitfully participate in the mission of God, lead a local congregation, facilitate worship, proclaim the word of God, spiritually form a people, and foster healthy interpersonal relationships.

- Delineate and implement a process of positive change and transformation into a holy person in one's personal, spiritual, vocational, congregational, and community life.
- Soundly integrate the Bible, Christian theology, and church history with each other and into the practice of ministry.

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDiv. curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective, or may apply for Advanced Standing with credit.

MDiv students who wish to take the online versions of BIBL-500, THEO-500, or CHST-500 must have permission from the Dean of Wesley Seminary.

Progression Policy - Students must have completed all core courses before enrolling in MDIV-695. Registration in MDIV-695 will be cancelled for any students who fail to satisfactorily complete all core courses. All requirements for the degree must be completed within ten years of enrollment.

Residency Requirement - The default expectation of the MDiv program is to take at least 24 credit hours of the degree in a face-to-face setting. The student can then take the remainder of the program either online or onsite. Intensive courses are often offered around a weekend of yearly convocation, during which most students and faculty in the program come to campus.

Transfer Credit - A maximum of 27 hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Bible Content Exam - Students in the MDiv program must pass the Bible Content exam with a 70% or higher prior to taking SPIR-540 Goal Setting and Accountability. Students who fail to achieve a sufficient score on the exam will be automatically withdrawn from future courses until such time as they pass the exam.

Admission and Graduation Requirements for Wesley Seminary (p. 468)

M.Div. Program of Study

Foundational Courses

| | | |
|----------|------------------------------------|---|
| MDIV 500 | Pastor, Church & World | 3 |
| MISS 500 | Cultural Contexts of Ministry | 3 |
| BIBL 500 | The Bible as Christian Scripture | 3 |
| THEO 500 | Introduction to Christian Theology | 3 |
| CHST 500 | Global Christian History | 3 |
| MDIV 695 | Integration Capstone | 3 |

Praxis Courses

| | | |
|----------|------------------------------------|---|
| MISS 600 | The Missional Church | 6 |
| LEAD 600 | Congregational Leadership | 6 |
| WSHP 600 | Christian Worship | 6 |
| PROC 600 | Christian Proclamation | 6 |
| CONG 600 | Congregational Spiritual Formation | 6 |
| PCRE 600 | Congregational Relationships | 6 |

Spiritual Formation

| | | |
|----------|---|---|
| SPIR 500 | Spiritual Formation: Change & Transformation | 1 |
| SPIR 520 | Spiritual Formation: Self Awareness & Appraisal | 1 |

| | | |
|-------------------------------|---|----|
| SPIR 540 | Spiritual Formation: Goal Setting & Accountability | 1 |
| SPIR 560 | Spiritual Formation: Mentoring & Spiritual Direction | 1 |
| SPIR 570 | Spiritual Formation: Personal & Corporate Disciplines | 1 |
| SPIR 590 | Spiritual Formation: Recovery & Deliverance | 1 |
| Electives | Electives | 15 |
| Total Credit Hours: 75 | | |

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 Ella Bush, Ph.D., *Associate Professor, School of Educational Leadership, 1999-2013*
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 Sharon Drury, Ph.D., *Professor of Leadership, Doctor of Organizational Leadership, 1990-2013*
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 Lois Ellis, Ed.D., *Professor of Nursing Education, 1973-1996*
 Malcolm Ellis, Ed.D., *Professor of Religion, 1979-1996*
 Susan Frase, Ph.D., *Professor of Education, 1995-2007*
 Mike Goff, Ph.D., *Professor of Biology, 1977-2009*
 Gail Greene, Ph.D., *Professor of Mathematics, 2000-2013*
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 Terry Porter, M.A., *Associate Professor of Mathematics, 1966-2011*
 Doris Scott, Ed.D., *Professor of Nursing, 1979-2005*
 Jerry Showalter, M.A., *Associate Professor of Accounting and Business, 1966-1977; 1979-2009*
 Owen Snyder, M.S.Ed., *Associate Professor of Spanish Education, 1965-2000*
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 Willem Van DeMewre, Ph.D., *Professor of Physics, 1995-2011*
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David Dial, M.L.S., *Reference Librarian, Off-Campus Library Services, Cleveland Education Center*

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Karen Dowling, M.A., *Director, Adult Teacher Licensure Program, School of Educational Leadership, College of Adult and Professional Studies*

Susan Draine, Ed.D., M.B.A., RN, *Chair, Graduate Studies Division, School of Nursing*

Ruth Eby, M.S.N., RN, *Chair, Post-licensure Division, School of Nursing*

J. A. Craig Edwards, Ph.D., *Associate Dean, School of Arts and Humanities*

James Elsberry, Ph.D., *Associate Dean, School of Teacher Education*

Kirk Engbrecht, M.B.A., *Director, Accounts Payable/Purchasing*

Scott Erny, M.S., *Director, Clinical Counseling, Center for Student Success*

Adam Farmer, *Director, Admissions*

Reginald Finger, M.D., M.P.H., *Academic Coordinator for Clinical Education, School of Health Sciences*

John Foss, *Head Coach, Men's and Women's Track and Field and Cross Country*

Nate Foster, Ph.D., *Academic Coordinator of Clinical Education, School of Health Sciences*

Charlotte Franck, M.B.A., *Associate Director of Faculty Support, School of Business and Leadership, College of Adult and Professional Studies*

James Fuller, Ph.D., *Dean, Graduate School*

Bradley Garner, Ph.D., *Director, Faculty Enrichment, Center for Learning and Innovation, College of Adult and Professional Studies*

Paul Garverick, Ed.D., *Director, Department of Religion, School of Liberal Arts, College of Adult and Professional Studies*

Philip Gelatt, M.A., *Director, HS Life Calling Initiative*

Mark Gerig, Ph.D., *Chair, Graduate Studies in Counseling Division, College of Arts and Sciences*

Pam Giles, Ph.D., *Executive Director for the Center for Research*

Gary Green, M.S., *Assistant Vice President, Information Technology*

Brad Grubb, M.S., *Regional Dean, Central Indiana, College of Adult and Professional Studies*

Jeffrey Gunn, *Assistant Director of Software Administration, Information Technology*

Audrey Hahn, M.S., *CEO for Non-Residential Education & Executive Vice President*

Matthew Hall, *Assistant Director, Web Development, Information Technology*

Harry Hall, Ed.D., *Director, Academic Planning and Evaluation, School of Business and Leadership, College of Adult and Professional Studies*

Matthew Hallam, M.A., *Assistant Director, Adult Enrollment Services*

Natalie Halt, M.B.A., *Assistant Director, Adult Enrollment Services*

Stacy Hammons, Ph.D., *Associate Dean, School of Social and Behavioral Sciences and Business*

William Hanna, M.S., *Assistant Director, Adult Enrollment Services*

Jane Harshman, M.P.M., *Director, Internal Auditing*

Lisa Hayes, M.L.S., *Reference Librarian, Off Campus Library Services, Cincinnati Education Center*

Doug Helvey, M.S.W., M.Div., *Director, Advising, Student Services, College of Adult and Professional Studies*

Nathan Herring, M.A., *Director, Disability Services, Center for Student Success*

Brian Hertzog, M.S., *Director, Instructional Resource Center, Information Technology*

Brandon Hill, Ph.D., *Associate Dean, School of Life Calling and Integrative Learning*

Karen Hoffman, D.N.P., *Associate Dean, School of Nursing*

Kelvin Hutchins, *Assistant Director of User Services, Information Technology Call Center*

Marty Hutchins, *Assistant Director, Instructional Resource Center, Information Technology*

Barbara Ihrke, Ph.D., RN, *Dean, School of Nursing*

Brian Israel, B.S., *Director, Information Technology Infrastructure*

Michael Jamieson, M.S.M., *Director, Software Development, Information Technology*

Alison Johnson, M.L.S., *Assistant Library Director*

Kevin Jones, M.Ed., M.A., *Associate Director, Instructional Support, Online Region, College of Adult and Professional Studies*

John Jones, M.B.A., *Vice President, Information Technology and Facilities Services, CIO*

Zack Kassebaum, M.A., *Associate Vice President, Adult Enrollment Services*

Laura Kelsey, M.S.L., *UIT Library Instruction Librarian*

Melissa Khosla, OTD, *Clinical Coordinator, School of Health Sciences*

Duane Kilty, Ph.D., *Vice President, Business Affairs, CFO*

Jule Kind, M.L.S., *Director, Off-Campus Library Services*

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Lana Kirk, M.S., *Assistant Director, Regulatory Compliance & Regional Expansion, College of Adult and Professional Studies*

Les Kroemer, *Assistant Director, Adult Enrollment Services*

RB Kuhn, M.Ed., *Director, Department of Liberal Studies, School of Liberal Arts, College of Adult and Professional Studies*

Brian Lewis, B.S., *Director, Planned Giving and Estate Planning*

Tiffany Lewis, M.B.A., *Controller, Business Affairs*

Larry Lindsay, Ed.D., *Interim Provost, Provost Office*

Jim Lo, Ph.D., *Dean of Chapel*

Amy Lorson, M.L.S., *Reference Librarian, Off-Campus Library Services, Louisville Education Center*

Rebecca Luckey, M.S.M., *Assistant Director, Curriculum Development, School of Liberal Arts, College of Adult and Professional Studies*

James Michael Manning, Ed.D., *Chair, Business Division, School of Business and Leadership, College of Adult and Professional Studies*

Casey Martin, B.S., *Director, Sound, Light and Media, Phillippe Performing Arts Center*

Dennis Martin, M.B.A., *Director, Regional Operations and Logistical Support, College of Adult and Professional Studies*

Shawn Matter, M.B.A., *Executive Director, Regulatory Compliance and Regional Expansion, College of Adult and Professional Studies*

Diane McDaniel, M.S., *Associate Vice President, Human Resources*

Jay McHenry, M.B.A., *Associate Vice President, Campus Planning and Construction*

Scott McPhee, M.S., DrPH, OTR/L, FAOTA, *Dean, School of Health Sciences*

Sue Melton, B.S., *Associate Vice President of Student Services, College of Adult and Professional Studies*

Michael Mendenhall, M.S.M., *Assistant Director, Faculty Development, School of Liberal Arts, College of Adult and Professional Studies*

Aaron Metzcar, Ed.D., *Director of Faculty Support, School of Business and Leadership, College of Adult and Professional Studies*

Alan Miller, B.A., *Director of University Relations*

Candace Moats, *Head Coach, Volleyball*

Michael Moffitt, M.A., *Vice President, Student Development*

Alicia Morrell, B.S., *Director, Upward Bound, Student Development*

Douglas Morris, Ph.D., OTR/L, *Program Director, Occupational Therapy, School of Health Sciences*

Terry Munday, Ed.S., *Senior University Relations Counselor*

Adam Myers, B.S., *Director, Campus Recreation*

Chad Newhard, *Head Coach, Baseball*

Karen Newhard, M.S., *Director, TRiO Scholars Program, Center for Student Success*

Keith Newman, Ed.D., *CEO for Residential Education & Executive Vice President*

Kimberly Nicholson, M.A., *University Registrar*

Larry Norris, M.Ed., *Assistant Director, Adult Enrollment Services*

Kristi North, M.S.M., *Assistant Director, Adult Enrollment Services*

Lorne Oke, Ed.D., *Executive Director, Center for Learning and Innovation, College of Adult and Professional Studies*

Brad Oliver, Ed.D., *Associate Dean, School of Educational Leadership, College of Adult and Professional Studies*

Kimberli Palmer, M.S., *Director of Academic Success, Student Services*

Andrew Parker, M.A., *Dean, Student Conduct and Community Standards*

Kim Parker, M.Div., *Assistant Dean, Mentoring and Residential Learning Initiatives*

Bronson Pasko, M.Ed., *Associate Vice President, Student Development/ Residence Life*

Jerry Pattengale, Ph.D., *Assistant Provost, Scholarship and Public Engagement*

Lance Percy, M.A., *Associate Vice President, Advancement and Alumni Relations*

Rita Pinkerton, B.S.; CPA, *Director, Budgeting, Business Affairs*

Jaime Pitt, M.L.S., *Librarian, Cataloging/Technical Services, Off-Campus Library Services*

Terry Porter, *Coach, Women's Tennis*

Thomas Ratliff, M.B.A., *Associate Vice President, Financial Aid*

Brock Reiman, Ph.D., *Vice President/Dean, College of Adult and Professional Studies*

Philip Renfroe, M.D., M.P.H., *Academic Coordinator for Clinical Education, School of Health Sciences*

Ronald Rice, M.L.S., *Reference Librarian, Off Campus Library Services Merrillville*

Paul Richardson, Ed.D., *Associate Director, Undergraduate Business Administration, School of Business and Leadership, College of Adult and Professional Studies*

Gale Richmond, B.A., *Director of Church Relations*

David Riggs, Ph.D., *Executive Director, John Wesley Honors College*

Karen Roorbach, M.S., *Assistant Provost, Academic Support Services*

Keith Roorbach, *Director, Transportation, Facility Services*

David Rose, M.B.A., *Vice President, Adult Enrollment Services*

Diana Ross, Ph.D., *Associate Director, Continuing Studies for Teacher Leaders, School of Educational Leadership, College of Adult and Professional Studies*

Don Rowley, M.S.M., *Assistant Vice President, Operations and Facilities*

Neil Rush, M.S.M., SPHR, *Director, Risk Management and Compliance*

Charleston Sanders, M.S.M., *Director, Multicultural Recruitment*

Kenneth Schenck, Ph.D., *Dean, Wesley Seminary*

Kyle Schmidt, B.S., *Director, Sports Information*

Wayne Schmidt, D.Min., *Vice President, Wesley Seminary*

Robert Schultz, Ph.D., *Director, Department of Educational Administration, School of Educational Leadership, College of Adult and Professional Studies*

Sarah Schultz, M.A., *Assistant Athletic Trainer, Health and Human Performance*

Mary Ann Searle, Ed.D., *Regional Dean, Kentucky and Southern Indiana, College of Adult and Professional Studies*

Amanda Serafin, B.S., *Assistant Director, Adult Enrollment Services*

Tim Sharp, *Director, Custodial Services, Facility Services*

Daniel Shepherd, Ed.D., *Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership, College of Adult and Professional Studies*

Jerry Shepherd, M.A., *Associate Vice President, Adult Enrollment Services*

Edward Shigley, Ph.D., *Director, Kern Ministry Education Program*

Cynthia Sizemore, M.S.M., *Regional Dean, Northern Indiana, College of Adult and Professional Studies*

Thomas Sloan, *Associate Director of Admissions, Enrollment Management*

Henry Smith, Ph.D., *Chancellor, President's Office*

Daniel Solms, M.S., *Director, Financial Aid, Marion*

Angela Spangler, M.S.M., *Director, Financial Aid, Enrollment Management*

Melissa Sprock, M.Div., *Director, Housing Operations, Residence Life*

Donald Sprowl, Ph.D., *Assistant Provost, Institutional Research and Accreditation*

David Stefan, Ph.D., *Director, Department of Behavioral and Social Sciences, School of Liberal Arts, College of Adult and Professional Studies*

David Stevens, *Associate Director, Admissions*

Bruce Stuard, J.D., *Director, Department of Public Services and Applied Sciences, School of Liberal Arts, College of Adult and Professional Studies*

Kurt Thompson, M.Ed., *Director, Instructional Design, Center for Learning and Innovation, College of Adult and Professional Studies*

Matthew Thompson, M.A., *Director of Student Transitions, School of Life Calling and Integrative Learning*

Scott Todd, *Director of Marketing, University Relations*

Gregory Tonagel, *Head Coach, Men's Basketball*

Lonnie Vandeventer, B.S., *Director, Annual Fund*

James Vermilya, Ph.D., *Director, World Impact*

Janelle Vernon, M.A., *Vice President for Residential Enrollment Management & Marketing*

Debra Walters, M.S., *Associate Director, Recruiting, Admissions*

Dave Ward, Ph.D., *Associate Dean, School of Theology and Ministry*

Everette Webber, M.S.M., *Director, Systems Administration, Information Technology*

Elvin Weinmann, M.B.A., *Senior Advisor, Planned Giving*

Gail Whitenack, B.A., *Associate Vice President, Business Affairs*

Zachary Whitesel, C.P.A., *Assistant Controller, Business Affairs*

Konrad Willmert, *Assistant Director, Software Administration, Information Technology*

James Wise, M.L.S., *Central Ohio OCLS Reference Librarian, College of Adult and Professional Studies*

David Wright, Ph.D., *University President*

John Wrightsman, M.A., *Director, Chaplain Ministries/Spiritcare, Student Services, College of Adult and Professional Studies*

SuYeon Yoon, Ph.D., *Director, Department of General Education, School of Liberal Arts*

Leslie Zolman, M.A., *Director, Admissions, Student Services, College of Adult and Professional Studies*

Rick Zwirn, B.S., *Assistant Director of Admissions, Adult Enrollment Services*

Faculty

*Format Key

Name, Appointment Date, Title(s)

College

Degrees

David Wright, 1994-2005; 2008, *President of the University*

B.A., 1977, Marion College (Currently Indiana Wesleyan University); M.A., 1980, George Fox University

Ph.D., 1990, University of Kentucky

Bridget Aitchison, 2009, *Dean for International Programs*

B.A., (Hons), 1992, University of New South Wales; D.C.A., 2002, University of Wollongong

Charles Alcock, 2003, *Assistant Professor of Youth Ministries, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1989, Indiana Wesleyan University; M.A., 2003, Azusa Pacific University

Mark Alexander, 2002, *Regional Dean, Online*

College of Adult and Professional Studies

A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Paul Allison, 1993, *Professor of English, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1986, Marion College (Currently Indiana Wesleyan University); M.F.A., 1990, University of Pittsburgh

Ph.D., 1995, State University of New York at Binghamton

W. Charles Arn, 2009, *Visiting Professor of Christian Ministry and Outreach, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.A., 1972, Seattle Pacific University; M.S., 1973, University of Southern California

Ed.D., 1976, University of Southern California

Dave Arnold, 2003, *Associate Professor, School of Liberal Arts*

College of Adult and Professional Studies

A.B., 1971, Southern Nazarene University; M.A., 1973, Southern Nazarene University

Ed.D., 1999, University of La Verne

Mark Asnicar, 2007, *Assistant Professor of Biology, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1983, Anderson University; M.S., 1995, IUPUI; Ph.D., 1998, IUPUI

Angela Bailey, 2011, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1990, IUPUI; M.S.N., 2008, University of Indianapolis

Marcie Baird, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S., 1996, Indiana Wesleyan University; M.A., 2009, Ball State University

Barbara Baker, 1998, *Assistant Director, Curriculum Development, School of Business and Leadership*

College of Adult and Professional Studies

B.S.B.A., 1994, Indiana Wesleyan University; M.S.M., 1998, Indiana Wesleyan University

Joanne Barnes, 2008, *Associate Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.S.B.A., 1991, Indiana Wesleyan University; M.S.M., 1994, Indiana Wesleyan University

Ed.D., 2007, Indiana Wesleyan University

Margaret Barnes, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1990, D'Youville College; M.S.N., 1993, D'Youville College

Tommie Barnes, 1988, *Associate Professor of Education; Coordinator, Cross Cultural Student Teaching, School of Teacher Education*

College of Arts and Sciences

B.S., 1965, Marion College (Currently Indiana Wesleyan University); M.Ed., 1971, Clemson University

David Bartley, 1989-1991; 1994, *Professor of History; Chairperson, Division of Social Sciences, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

A.A., 1977, Montgomery Junior College; B.S., 1979, Marion College (Currently Indiana Wesleyan University)

M.A., 1982, Butler University; Ph.D., 1989, Ball State University

Theodore Batson, 2001, *Professor, Division of Advanced Studies for Teacher Leaders, School of Educational Leadership*

College of Adult and Professional Studies

B.S., 1965, Livingston State University; M.A., 1972, University of South Alabama

Ph.D., 1975, University of Southern Mississippi

Brian Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1997, Asbury College; M.A., 1999, Asbury Theological Seminary

M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Elaine Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1998, Asbury College

M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Tim Beuthin, 2006, *Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1974, Spring Arbor College; M.Div., 1980, Asbury Theological Seminary

Ph.D., 1989, Michigan State University

Jolly Beyioku, 2006, *Associate Professor of International and Community Development, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1982, State University of New York College at Buffalo

B.A., 1983, State University of New York College at Buffalo

MUP, 1986, State University of New York College at Buffalo

Ph.D., 1992, University of Southern California

Barbara Bidwell, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1996, Lutheran College; M.S.N., 2009, Indiana University

Ken Bielen, 2007, *Director, Grants Management*

B.A., 1971, Rutgers College; M.A., 1978, University of Rhode Island

Ph.D., 1994, Bowling Green State University

Debra Bohlender, 2010, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1995, Southwestern Oklahoma State University; M.S.N., 2005, University of Phoenix

M.Ed., 2007, American Intercontinental University

Christopher Bounds, 2002, *Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

A.B., 1988, Asbury College; M.Div., 1991, Asbury Theological Seminary

M.Phil., 1994, Drew University; Ph.D., 1997, Drew University

Susan Bowman, 1970, *Associate Professor of Physical Education, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1967, Grace College; M.A., 1969, Ball State University

- David Boyajian, 2013, *Visiting Associate Professor of Mathematics, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1993, California State University; M.S., 1996, California State University
Ph.D., 2002, West Virginia University
- Jeffrey Boyce, 2011, *Director of Program Development, School of Business and Leadership
College of Adult and Professional Studies*
B.S., 1979, Michigan Technological University; M.B.A., 1989, Ashland University
Ph.D., 2006, Capella University
- Heather Brady, 2011, *Assistant Professor of Nursing
School of Nursing*
B.S., 2000, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University
- Jack Brady, 2007, *Assistant Professor of Criminal Justice, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 1973, Hardin-Simmons University; M.Ed., 1981, University of North Texas
- Keith Brautigam, 2009, *Professor of Music, School of Arts and Humanities
College of Arts and Sciences*
B.M., 1979, Grand Rapids Baptist College; M.M., 1982, Indiana University
D.M., 1987, Indiana University
- Denise Brehmer, 2008, *Assistant Professor of Nursing
School of Nursing*
B.S., 1986, Ball State University; M.S., 1999, Ball State University
- Charles Bressler, 2008, *Professor of English; Senior Scholar for Undergraduate Research, School of Arts and Humanities
College of Arts and Sciences*
B.A., 1972, Wilkes University; M.S., 1974, University of Scranton
Ph.D., 1985, University of Georgia
- Darlene Bressler, 2008, *Professor of Education, Vice President and Dean for the College of Arts and Sciences
College of Arts and Sciences*
B.S., 1973, Geneva College; M.S., 1974, Wilkes University
Ph.D., 1994, University of Rochester
- Jessica Briggs, 2012, *Life Coach Coordinator, School of Life Calling and Integrative Learning
College of Arts and Sciences*
B.A., 2003, Claremont McKenna College; M.S., 2006, University of La Verne
- Bruce Brinkley, 1993, *Assistant Professor, Senior Reference Librarian*
A.B., 1982, Earlham College; M.L.S., 1983, Indiana University
- Dennis Brinkman, 2000, *Professor of Chemistry; Associate Dean, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1972, Ottawa University; Ph.D., 1976, University of Michigan
- Mark Brooker, 2008, *Assistant Professor, School of Business and Leadership
College of Adult and Professional Studies*
B.S., 1982, The Ohio State University; M.S.A., 1996, Central Michigan University
Ph.D., 2007, Walden University
- Koco Brooks, 2012, *Director of Residential Academic Services*
B.A., 1988, Anderson University; M.A., 1989, Ball State University
- Mary Brown, 1985, *Professor of English; School of Arts and Humanities
College of Arts and Sciences*
A.B., 1974, Indiana University; M.A., 1982, Ball State University
Ph.D., 1990, Ball State University
- Stephen Brown, 1996, *Assistant Professor, Technical Services Librarian*
B.S., 1967, Cedarville University; M.L.S., 1968, Indiana University

- Anne Bruehler, 2006, *Assistant Professor of TESOL, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1998, Asbury College; M.A., 2000, Ohio University
- Bart Bruehler, 2009, *Associate Professor, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1995, Asbury College; M.Div., 1998, Asbury Theological Seminary
 Ph.D., 2007, Emory University
- Krista Bruenjes, 2008, *Assistant Professor of Spanish, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2007, Indiana Wesleyan University; M.A., 2012, California State University, Sacramento
- H. Michael Buck, 1989, *Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1972, Taylor University; M.A., 1979, Wright State University
 Ph.D., 1987, Miami University
- Robert Burchell, 2008, *Online Chaplain*
College of Adult and Professional Studies
 B.A., 1988, Marion College (Currently Indiana Wesleyan University); M.A., 1992, Indiana Wesleyan University
- David Burden, 2006, *Associate Professor of History, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1996, Ohio Northern University; M.A., 1998, University of Cincinnati
 Ph.D., 2005, University of California, Santa Barbara
- Scott Burson, 2008, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 1985, University of Rio Grande; M.A., 2000, Asbury Theological Seminary
- William Burton, III, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1975, Kettering University; M.B.A., 1989, Indiana Wesleyan University
 Ph.D., 2010, North Central University
- Kevin Cabe, 2013, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1994, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University
- Sheila Carlblom, 1998, *Assistant Professor, Director of Library Services*
 B.S., 1973, Nyack College; M.A.R., 1975, Asbury Theological Seminary
 M.L.S., 1982, University of Iowa
- William Carpenter, 2006, *Associate Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2002, Wheaton College; M.F.A., 2006, University of Miami
- Angela Castleman, 2011, *Assistant Professor, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 2000, Mount Vernon Nazarene; M.Ed., 2006, Indiana Wesleyan University
- Carson Castleman, 2007, *Associate Vice President Regional Education, Regional Dean for Southern Ohio and Northern Kentucky*
College of Adult and Professional Studies
 B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University
 Ph.D., 2013, Capella University
- Larry Chamberlain, 2005, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1969, Bob Jones University; M.S.B.A., 1980, Indiana University
 M.B.A., 1989, Indiana University; D.S.L., 2006, Regent University

- Constance Cherry, 2004, *Professor of Worship and Christian Ministry, School of Theology and Ministry
College of Arts and Sciences*
A.B., 1975, Huntington College; M.M., 1982, Bowling Green State University
D.Min., 1998, Northern Baptist Theological Seminary
- Pamela Childers, 2013, *Assistant Professor, Systems and Web Librarian*
B.A., 1990, Indiana University, Kokomo; M.L.S., 1996, Indiana University, Bloomington
- Dorothy Clark-Ott, 2008, *Assistant Professor of Nursing*
School of Nursing
B.S., 1976, State University of New York at Binghamton; M.P.A., 2007, University of Dayton
- Jonathan Conrad, 2001, *Professor of Political Science, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 1991, Indiana Wesleyan University; M.A., 1997, Northern Illinois University
Ph.D., 2004, Northern Illinois University
- Stephen Conrad, 2001, *Associate Professor of Biology; Co-coordinator, Biology Department, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1985, Taylor University; M.S., 1993, Indiana State University
Ph.D., 1999, Indiana State University
- Melissa Cook, 2007, *Associate Professor of Exercise Science, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.A., 1997, University of the Pacific; M.S., 2002, California State University of Fullerton
Ed.D., 2005, Ball State University
- Christopher Coy, 2009, *Assistant Professor of Biology, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1973, Ball State University; M.A., 1977, Ball State University
- Jeanne Craig, 2003, *Associate Director, Undergraduate Management and Marketing, School of Business and Leadership
College of Adult and Professional Studies*
B.S., 1978, Ball State University; M.B.A., 1999, Middle Tennessee State University
- Satara Crandall, 2013, *Associate Professor of Social Work, School of Liberal Arts
College of Adult and Professional Studies*
B.A., 1997, Baker University; M.S.W., 1999, University of Kansas
Ph.D., 2009, Capella University
- Rodney Crossman, 1981, *Associate Professor of Art; Artist-in-Residence, School of Arts and Humanities
College of Arts and Sciences*
B.S., 1976, Marion College (Currently Indiana Wesleyan University)
- Sarah Crume, 2002, *Reference Librarian, Off Campus Library Services, Northern Indiana*
B.S., 1981, Hanover College; M.L.S., 1987, Indiana University
- Robert Curfman, 1984, *Professor of Art, School of Arts and Humanities
College of Arts and Sciences*
B.S., 1977, Marion College (Currently Indiana Wesleyan University); M.A., 1982, Ball State University
M.F.A., 2010, The Art Institute of Boston
- Kris Currier, 2013, *Assistant Professor of Nursing*
School of Nursing
B.S., 2005, Indiana Wesleyan University; M.S.N., 2007, Indiana Wesleyan University
D.N.P., 2011, St. Louis University
- Douglas Daugherty, 1997, *Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
A.B., 1983, Franklin College; M.A., 1987, Ball State University
Psy.D., 1996, Indiana State University

- Lisa Dawson, 2005, *Associate Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1987, Anderson University; M.M., 1992, University of Kentucky
 D.A., 2008, Ball State University
- Robert Dawson, 2004, *Associate Professor of Nursing; Chair, Division of Pre-licensure Nursing*
School of Nursing
 B.S., 1995, Indiana Wesleyan University; M.S., 2004, Indiana Wesleyan University
 D.N.P., 2012, Ball State University
- Anne Decker, 2003, *Associate Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.A., 1981, God's Bible College; Masters, 1999, Mid-American Nazarene University
 Ed.D., 2003, Regent University
- Beth DeKoninck, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1994, Georgia Baptist College of Nursing; M.S.N., 1996, Emory University
 D.N.P., 2013, Vanderbilt University
- Kimberly DeMichael, 1999, *Assistant Professor of Education; Education Placement Advisor and Secondary Program*
Coordinator, School of Teacher Education
College of Arts and Sciences
 B.S., 1985, Eastern Nazarene College; M.Ed., 1986, Eastern Nazarene College
- J. Michael Dennis, 2012, *Assistant Professor of Church Music, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1993, University of Montevallo; M.A., 2004, Lee University
 Ph.D., 2010, Robert E. Webber Institute of Worship Studies
- Colleen Derr, 2010, *Assistant Professor of Christian Ministry and Congregational Formation, Wesley Seminary at Indiana*
Wesleyan University
Wesley Seminary at Indiana Wesleyan University
 B.S., 1983, United Wesleyan College; M.A., 2007 Indiana Wesleyan University
 Ed.D., 2013, Regent University
- Chris Devers, 2011, *Director, Research, Center for Learning and Innovation*
College of Adult and Professional Studies
 B.S., 2000, Purdue University; M.S., 2003, Purdue University
 Ph.D., 2009, University of Illinois
- Erin Devers, 2011, *Assistant Professor of Social Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 2002, Huntington University; Ph.D., 2007, Indiana University Bloomington
- David Dial, 2003, *Reference Librarian, Off Campus Library Services, Cleveland Education Center*
 B.A., 1977, Baldwin-Wallace College; M.L.S., 1978, Clarion State University
- Dustin Diller, 2013, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2007, Indiana Wesleyan University; M.S.N., 2012, Indiana Wesleyan University
- Karen Dowling, *Director, Adult Teacher Licensure Program, School of Educational Leadership*
College of Adult and Professional Studies
 B.S., 1997, Ball State University; M.A., 2004, Ball State University
 Ph.D., 2012, Ball State University
- Andrew Doyle, 2009, *Assistant Professor of Athletic Training, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2005, Indiana Wesleyan University; M.A., 2007, West Michigan University

- Susan Draine, 2012, *Professor, Chair, Division of Graduate Studies in Nursing*
School of Nursing
 B.S., 1976, Olivet Nazarene University; M.S.N., 1983, University of Alabama-Birmingham
 M.B.A., 1990, Olivet Nazarene University; Ed.D., 2009, Nova Southeastern University
- Debra Drake, 1993, *Professor of Nursing*
School of Nursing
 B.S.N., 1976, Olivet Nazarene University; M.S., 1992, Bradley University
 Ph.D., 2010, Walden University
- Amanda Drury, 2012, *Associate Professor of Youth Ministry, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 2002, Indiana Wesleyan University; M.Div., 2005, Princeton Theological Seminary
 Ph.D., 2007, Princeton Theological Seminary
- John Drury, 2010, *Assistant Professor of Theology and Christian Ministry, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.A., 2001, Indiana Wesleyan University; M.Div., 2004 Princeton Theological Seminary
 Ph.D., 2010, Princeton Theological Seminary
- David Duecker, 2003, *Associate Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1975, Marion College (Currently Indiana Wesleyan University); M.S., 1983, University of Cincinnati
 Ph.D., 1988, University of Cincinnati
- Ruth Eby, 2010, *Assistant Professor of Nursing; Chair, Division of Post-licensure Nursing*
School of Nursing
 B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 2010, Drexel University
- Craig Edwards, 2010, *Professor of English, Associate Dean, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1986, Evangel College; M.A., 1988, University of Wisconsin
 Ph.D., 1998, Indiana University
- James Elsberry, 1995, *Professor of Education; Associate Dean, School of Teacher Education*
College of Arts and Sciences
 B.S., 1970, Marion College (Currently Indiana Wesleyan University); M.Ed., 1986, University of Texas at Austin
 Ph.D., 1992, University of Texas at Austin
- Timothy Esh, 2007, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2001, Houghton College; M.A., 2007, Drew University
- Kimberly Fairchild, 2013, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2007, William Carey University; M.S.N., 2013, Liberty University
- Gregory Fiebig, 2006, *Professor of Communication and Theatre, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1977, Southwest Baptist College; M.A., 1982, Central Missouri State University
 M.Div., 1985, Midwestern Baptist Theological Seminary
 Ph.D., 2000, University of Missouri-Columbia
- Caitlin Finch, 2012, *Career Development Coordinator, Center for Life Calling and Leadership*
College of Arts and Sciences
 B.A., 2009, Calvin College; M.A., 2012, Taylor University
- Susan Fisher, 1990, *Professor of Education, School of Teacher Education*
College of Arts and Sciences
 B.S., 1964, Ball State University; M.A., 1982, Ball State University
 Ed.D., 1985, Ball State University

- Michael Flanagan, 2001, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M.E., 1994, Indiana University; M.A., 2002, Ball State University
- Joseph Flowers, 1997, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1978, Indiana University; M.P.A., 1982, Indiana University
 M.A., 1985, Governors State University; Ph.D., 2003, Andrews University
- Amy Forshey, 2005, *Assistant Professor of Special Education; Coordinator, Special Education Program, School of Teacher Education*
College of Arts and Sciences
 B.A., 1991, Muskingum College; M.Ed., 2004, Indiana Wesleyan University
 Ed.D., 2013, Ball State University
- R. Nathaniel Foster, 2006, *Academic Coordinator of Clinical Education, School of Health Sciences*
College of Arts and Sciences
 B.S., 2000, Indiana Wesleyan University; M.S.P.E., 2001, Ohio University
 Ph.D., 2012, Capella University
- Safiyah Fosua, 2012, *Assistant Professor of Christian Worship and Christian Ministry, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.A., 1986, Northwestern University; M.Div., 1989, Oral Roberts University
 D.Min., 1994, United Theological Seminary
- Charlotte Franck, 2013, *Associate Director of Faculty Support, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1980, East Carolina University; M.B.A., 1990, Wright State University
- Betty Jane Fratzke, 1984, *Professor of Psychology; Chairperson, Division of Behavioral Sciences, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1969, Greenville College; M.S., 1970, University of Illinois
 Ed.D., 1988, Ball State University
- Michael Fratzke, 1984, *Professor of Physical Education; Chairperson, Division of Health and Human Performance, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1972, LeTourneau University; M.Ed., 1973, Stephen F. Austin State University
 Ed.D., 1978, Texas A&M University - Commerce
- James Freemyer, 2008, *Professor, Graduate Studies in Leadership, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1973, Northwest Missouri State University; M.S., 1980, Central Missouri State University
 M.A., 1985, Grace Theological Seminary; Ed.D., 1999, University-North Carolina at Charlotte
- Brian Fry, 2004, *Associate Professor of Sociology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1992, Spring Arbor University; M.A., 1994, Michigan State University
 Ph.D., 1998, Michigan State University
- James O. Fuller, 1996, *Dean*
The Graduate School
 B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary
 Ph.D., 1994, University of North Carolina-Greensboro
- Misty Fultz, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 2006, University of Phoenix; M.S.N., 2008, University of Phoenix

- John Bradley Garner, 2002, *Director, Faculty Enrichment, Center for Learning and Innovation*
College of Adult and Professional Studies
 B.S.Ed., 1971, University of Akron; M.S.Ed., 1974, University of Akron
 Ph.D., 1993, Kent State University
- Paul Garverick, 2007, *Director, Department of Religion, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1986, Asbury College; M.Div., 1990, Asbury Theological Seminary
 Ed.D., 2013, Indiana Wesleyan University
- Mark Gerig, 2007, *Professor of Graduate Counseling, Chair, Division of Graduate Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1980, Purdue University; M.A., 1983, Trinity Evangelical Divinity School
 Ph.D., 1991, University of Toledo
- Pamela Giles, 1993-1997; 2004, *Associate Professor of Nursing*
School of Nursing
 B.S., 1980, Marion College (Currently Indiana Wesleyan University); M.S., 1993, Indiana Wesleyan University
 Ph.D., 2010, Walden University
- Darla Gowan, 2009, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.N., 1991, UCLA
 D.N.P., 2013, University of Southern Indiana
- Annie Greeley, 2012, *Assistant Professor of Art History, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2004 Westmont College; M.St., 2005 University of Oxford
- Brad Grubb, 1988, *Regional Dean, Central Indiana*
College of Adult and Professional Studies
 B.S., 1975, Cincinnati Bible College; M.A., 1981, Ball State University
 M.S., 2004, Indiana Wesleyan University
- Lisa Guy, 2013, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1985, Marion College (Currently Indiana Wesleyan University); M.S.N., 2008, Indiana Wesleyan University
- Todd Guy, 1986-2000; 2001, *Professor of Music; Chairperson, Division of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1984, Marion College (Currently Indiana Wesleyan University); M.M., 1986, Northwestern University
 D.A., 1998, Ball State University
- Audrey Hahn, 1991, *CEO for Non-Residential Education & Executive Vice President*
 B.S., 1976, Manchester College; M.S., 1983, St. Francis College
- Daniel Hall, 2000, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1983, Drake University; M.A., 1991, University of Northern Iowa
- Harry Hall, 2001, *Director, Academic Planning and Evaluation, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1976, Augusta College; M.Ed., 1996, University of North Carolina, Charlotte
 Ed.D., 1999, University of North Carolina, Charlotte
- Stacy Hammons, 2011, *Professor of Sociology, Associate Dean, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1984, University of Missouri; M.A., 1997, Washington State University
 Ph.D., 2000, Washington State University

- Russell Harney, 2011, *Assistant Professor of Criminal Justice, School of Liberal Arts
College of Adult and Professional Studies*
B.S., 1991, Eastern Kentucky University; M.S., 2009, University of Louisville
- Pamela Harrison, 1989, *Professor of Nursing
School of Nursing*
B.S., 1977, George Mason University; M.S., 1992, Ball State University
Ed.D., 2004, Ball State University
- Patricia (Lynn) Hartley, 2006, *Assistant Professor of Nursing
School of Nursing*
B.S., 1999, Indiana Wesleyan University; M.S.N., 2003, Xavier University
- Wendy Hassett, 2013, *Associate Professor, School of Liberal Arts
College of Adult and Professional Studies*
B.S., 1991, Auburn University; M.P.A., 1993, Auburn University
Ph.D., 2003, Auburn University
- J. Russell Hawkins, 2009, *Associate Professor of Humanities and History, John Wesley Honors College
College of Arts and Sciences*
B.A., 1999, Wheaton College; M.A., 2002, Montana State University
- Lee Ann Hawkins, 2013, *Assistant Professor of Nursing
School of Nursing*
B.S., 1996, Azusa Pacific University; M.S.N., 1998, Azusa Pacific University
Ph.D., 2013, University of San Diego
- Martha Hawkins, 2012, *Assistant Professor of Nursing
School of Nursing*
B.S.N., 2002, University of Kentucky; M.S.N., 2002, University of Kentucky
D.N.P., 2010, Vanderbilt University
- Lisa Hayes, 2008, *Reference Librarian, Off Campus Library Services, Cincinnati Education Center*
B.A., 1984, Indiana University; M.L.S., 1989, Indiana University
- Simon C. Henry, 2013, *Assistant Professor, Transfer Advisor
College of Arts and Sciences*
B.A., 2007, Indiana Wesleyan University; M.B.A., 2012, Indiana Wesleyan University
- Roberta Henson, 1992, *Professor of English; Director of the Writing Center, School of Arts and Humanities
College of Arts and Sciences*
A.B., 1989, Indiana Wesleyan University; M.A., 1990, Ball State University
Ph.D., 1995, Ball State University
- Brandon Hill, 2010, *Associate Professor of Graduate Counseling, Associate Dean for the School of Life Calling and Integrative
Learning*
College of Arts and Sciences
B.S., 1993, Greenville College; M.A., 2002, Azusa Pacific University
Ph.D., 2005, St. Louis University
- Patricia Hodges, 2008, *Assistant Professor of Nursing
School of Nursing*
B.S., 1979, Arlington Baptist College; B.S.N., 1999, Andrews University
M.S.N., 2007, Walden University
- Joe Hoffert, 2013, *Assistant Professor of Computer Information Systems, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.A., 1986, Mount Vernon Nazarene College; M.S., 1990, University of Cincinnati
Ph.D., 2011, Vanderbilt University

- Karen Hoffman, 1996, *Associate Professor of Nursing, Associate Dean School of Nursing*
B.S., 1977, Grace College; M.S., 1995, Ball State University
D.N.P., 2006, Rush University Medical Center
- Becky Hoffpauir, 2006, *Assistant Professor of Nursing School of Nursing*
B.S.N., 1980, McNeese State University; M.S., 2006, University of Phoenix
- Richard Hooker, 2010, *Associate Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.A., 1989, God's Bible School; M.A., 1993, Cincinnati Christian University
M.A., 1994, Cincinnati Christian University; Ed.D., 2001, University of Cincinnati
- Stephen Horst, 1999, *Associate Professor of Religion and Philosophy, School of Theology and Ministry College of Arts and Sciences*
B.A., 1977, Houghton College; M.Div., 1983, Trinity Evangelical Divinity School
M.A., 1984, Trinity Evangelical Divinity School; M.A., 1991, Syracuse University
Ph.D., 2010, University of Wales Lampeter
- George Howell, 2011, *Associate Professor, School of Business and Leadership College of Adult and Professional Studies*
B.A., 1977, Ripon College; M.B.A., 1992, Indiana Wesleyan University
D.B.A., 2008, Anderson University
- Barbara Hulsman, 2011, *Associate Professor of Nursing School of Nursing*
B.S.N., 1973, Baylor University; M.S.N., 1988, University of South Carolina
Ph.D., 2011, University of Tennessee
- Tammie Huntington, 2007, *Associate Professor of Music, School of Arts and Humanities College of Arts and Sciences*
B.S., 1991, Grace College; M.M., 2004, Ball State University
D.A., 2008 Ball State University
- Barbara Ihrke, 1994, *Dean, School of Nursing; Professor of Nursing School of Nursing*
B.S., 1977, Crown College; M.S., 1993, Indiana Wesleyan University
Ph.D., 2002, Purdue University
- Mary Jacobs, 2004, *Assistant Professor of Athletic Training; Head Athletic Trainer, School of the Physical and Applied Sciences College of Arts and Sciences*
B.S., 1995, Indiana University; M.A., 1996, Western Michigan University
- Alison Johnson, 2009, *Assistant Library Director; Assistant Professor College of Arts and Sciences*
B.S., 2005, Indiana Wesleyan University; M.A., 2009, Indiana University
- Patricia Johnson, 2013, *Associate Professor, Graduate Studies in Leadership, School of Business and Leadership College of Adult and Professional Studies*
J.D., 1985, Howard University; Ph.D., 2008, Regent University
- R. Boyd Johnson, 1998, *Professor, Chair, Graduate Studies in Leadership, School of Business and Leadership College of Adult and Professional Studies*
B.A., 1974, University of California; M.A., 1976, California State University
Ph.D., 1998, Oxford, England
- Daniel Jones, 2002, *Professor of Biology, School of the Physical and Applied Sciences College of Arts and Sciences*
B.S., 1984, Purdue University; D.D.S., 1987, Indiana University
Ph.D., 1997, Wright State University

- Kevin Jones, 2005, *Associate Director, Instructional Support, Online Region*
College of Adult and Professional Studies
 B.R.E., 1984, Allegheny Wesleyan College; M.Ed., 2005, Indiana Wesleyan University
 M.A., 2009, Indiana Wesleyan University
- Sarah Jones, 2007, *Assistant Professor of Special Education, School of Teacher Education*
College of Arts and Sciences
 B.S., 2002, Indiana Wesleyan University; M.Ed., 2007, Indiana Wesleyan University
- Abson Joseph, 2011, *Associate Professor of New Testament, School of Theology and Ministry*
College of Arts and Sciences
 Diploma in Theology, 2001, Caribbean Wesleyan College
 M.Div., 2005, Asbury Theological Seminary
 Ph.D., 2009, Brunel University/London School of Theology
- Judith Justice, 2005, *Associate Professor of Graduate Counseling, Coordinator of School Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1991, Indiana University; M.A., 1994, Indiana University
 Ed.D., 2003, Nova Southeastern University
- Katrina Karnehm, 2008, *Associate Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 2002, Indiana Wesleyan University; M.Litt., 2004, University of St. Andrews
 Ph.D., 2009, University of St. Andrews, Scotland
- Karla Karr, 2009, *Assistant Professor of Education, School of Teacher Education*
College of Arts and Sciences
 B.S., 1995, Indiana Wesleyan University; M.Ed., 2003, Indiana Wesleyan University
- Laura Kelsey, 2009, *Assistant Professor, Reference Librarian*
College of Arts and Sciences
 B.A., 1990, Anderson University; M.A., 2005 Indiana University
- Kwasi Kena, 2012, *Assistant Professor of Christian Ministry, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.S., 1979, Bradley University; B.A., 1982, Wisconsin College Conservatory of Music
 M.Div., 1988, Oral Roberts University; D.Min., 1994, United Theological Seminary
- Dutch Kendall, 2013, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1994, Rose-Hulman Institute of Technology; M.A., 2000, Webster University
 M.B.A., 2003, Webster University; Ph.D., 2012, Capella University
- Eric Kern, 2005, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2002, Ball State University; M.S., 2005, Ball State University
- Patricia Kershaw, 2013, *Associate Professor of Nursing*
School of Nursing
 B.S.N., 1994, Olivet Nazarene University; M.S.N., 2001, Lewis University
 D.N.P., 2012, Governors State University
- Jule Kind, 1993, *Director, Off-Campus Library Services*
 B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky
- Randall King, 2005, *Professor of Communication and Theatre; Chairperson, Division of Communication and Theatre; Director, Broadcast Media, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1984, Olivet Nazarene University; M.A., 1991, Southwestern Baptist Theological Seminary
 Ph.D., 1998, University of Tennessee-Knoxville

- Daniel Kiteck, 2008, *Assistant Professor of Mathematics, School of the Physical and Applied Sciences
College of Arts and Sciences*
A.B., 2001, Asbury College; M.A., 2003, University of Kentucky
Ph.D., 2008, University of Kentucky
- James Kraai, 2008, *Associate Professor, School of Business and Leadership
College of Adult and Professional Studies*
A.B., 1968, Calvin College; M.A., 1970, Western Michigan University
Ed.D., 1973, Western Michigan University; M.B.A., 1983, University of Chicago
- Matthew Kreitzer, 2003, *Professor of Biology, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1999, Olivet Nazarene University; Ph.D., 2003, University of Illinois at Chicago
- R.B. Kuhn, 2001, *Director, Department of Liberal Studies, School of Liberal Arts
College of Adult and Professional Studies*
B.A., 1977, Allegheny Wesleyan College; M.S., 1983, Pensacola Christian College
- Faith Labus, 2013, *Assistant Professor of Nursing
School of Nursing*
B.S., 1996, Indiana Wesleyan University; M.S.N., 2010, Indiana Wesleyan University
- John Lakanen, 1995, *Associate Professor of Chemistry; Chairperson, Division of Natural Sciences, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1987, Hope College; M.S., 1988, University of Michigan
Ph.D., 1994, University of Michigan
- Christopher Langebartels, 2013, *Assistant Professor of Athletic Training, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 2006, Indiana Wesleyan University; M.S., 2012, Concordia University, Wisconsin
- Soyoung Lee, 2013, *Visiting Assistant Professor of Economics, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.A., 2003, Sogang University, Seoul, South Korea
M.A., 2006, University of Virginia; Ph.D., 2010, University of Virginia
- YoungAh Lee, 2011, *Assistant Professor of Public Relations, School of Arts and Humanities
College of Arts and Sciences*
B.A., 1997, Ewha Women's University; M.A., 1999, Ewha Women's University
M.A., 2008, University of Missouri; Ph.D., 2011, University of Missouri
- Angela Leffler, 2008, *Assistant Professor of Education, School of Teacher Education
College of Arts and Sciences*
B.S., 1991, Ball State University; M.A., 2010, Ball State University
- Thomas Lehman, 1997, *Professor of Economics, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 1992, Indiana Wesleyan University; M.A., 1994, Ball State University
Ph.D., 2004, University of Louisville
- Renee Lehrian, 2013, *Assistant Professor of Nursing
School of Nursing*
B.S., 1993, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University
- Dave Leitzel, 2000, *Instructional Designer, Center for Learning and Innovation
College of Adult and Professional Studies*
B.S., 1973, Marion College (Currently Indiana Wesleyan University)
- Stephen Lennox, 1993, *Professor of Bible, School of Theology and Ministry
College of Arts and Sciences*
B.A., 1979, Houghton College; M.Div., 1982, Evangelical School of Theology
Ph.D., 1992, Drew University

- Pamela Leslie, 2005, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1977, Marshall University-West Virginia
 M.S., 1987, Marion College (Currently Indiana Wesleyan University)
- Chris Lessly, 1993, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas
 Ph.D., 1996, University of Kansas
- Jennifer Light, 2009, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1991, Indiana Wesleyan University; M.A., 1997, Ball State University
- Larry Lindsay, 1995, *Interim Provost*
 B.S., 1961, Ball State University; M.A., 1966, Ball State University
 Ed.D., 1977, Ball State University
- Melissa Lindsey, 2011, *Assistant Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2004, California Polytechnic State University; Ph.D., 2011, Purdue University
- Benjamin Linger, 2010, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1999, Mt. Vernon Nazarene University; Ph.D., 2005, Purdue University
- Mike Linville, 2013, *Assistant Professor, Graduate Studies in Leadership, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1983, The Ohio State University; M.A., 2006, Indiana Wesleyan University
 M.A., 2009, Indiana Wesleyan University; Ed.D., 2012, Indiana Wesleyan University
- James Lo, 1996-2006; 2007, *Dean of the Chapel; Professor of Religion*
College of Arts and Sciences
 A.B., 1978, Oklahoma Wesleyan University; M.A., 1982, Marion College (Currently Indiana Wesleyan University)
 M.A., 1992, Wheaton College; D.Th., 1998, University of South Africa
- Amy Lorson, 2003, *Reference Librarian, Off Campus Library Services, Louisville Education Center*
 B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky
- Lenny Luchetti, 2010, *Associate Professor of Christian Ministry and Proclamation, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.A., 1996, Houghton College; M.Div., 2003, Asbury Theological Seminary
 D.Min., 2010, Asbury Theological Seminary
- Rebecca Luckey, 1993, *Assistant Director, Curriculum Development, School of Liberal Arts*
College of Adult and Professional Studies
 B.S., 2000, Indiana Wesleyan University; M.S., 2003, Indiana Wesleyan University
- Vern Ludden, 2005, *Professor, Graduate Studies in Leadership, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1971, Asbury College; M.P.A., 1973, Ball State University
 Ed.D., 1985, Ball State University
- James Luttrull, Jr., 1984, *Associate Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1978, Marion College (Currently Indiana Wesleyan University); J.D., 1981, Indiana University
- John Maher, 1978-1987; 1988, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1975, Marion College (Currently Indiana Wesleyan University); M.M., 1979, Ball State University
 D.A., 1986, Ball State University; M.L.S., 1988, Indiana University

- Tammy Mahon, 2011, *Assistant Professor, School of Educational Leadership
College of Adult and Professional Studies*
B.A., 1993, Anderson University; M.A., 2001, Ball State University
Ed.D., 2006, Ball State University
- Petros Malakyan, 2010, *Associate Professor of Leadership Studies, Life Coach, Center for Life Calling and Leadership, School of Life Calling and Integrative Learning*
College of Arts and Sciences
B.A., 1989, Yerevan Polytechnic University
M.A., 1994, School of Intercultural Studies, Fuller Theological Seminary
M.A., 1996, School of Theology, Fuller Theological Seminary
Ph.D., 1998, School of Intercultural Studies, Fuller Theological Seminary
- Robert Mallison, 2004, *Associate Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.S., 1981, Purdue University
M.S., 1983, Purdue University; Ph.D., 2007, IUPUI
- James Mike Manning, 2002, *Division Chair, Business, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1988, Sterling College; M.S., 1996, Arkansas State University
M.A., 2009, Indiana Wesleyan University; Ed.D., 2010, Indiana Wesleyan University
- Anita Manwell, 2008, *Associate Professor of Education; Coordinator, Elementary Education, School of Teacher Education*
College of Arts and Sciences
B.S., 1992, Indiana Wesleyan University; M.S., 2000, Indiana University-Kokomo
Ed.D., 2012, Ball State University
- Barbara Matchette, 1996, *Associate Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1974, Anderson University; M.S.W., 1994, IUPUI
- Ronald Mazellan, 1993, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
B.A., 1981, Wheaton College; M.A., 1991, California State University at Fullerton
M.F.A., 2008, University of Hartford
- John McCracken, 2000, *Professor of Education, School of Teacher Education*
College of Arts and Sciences
B.S.Ed., 1978, Miami University at Oxford, Ohio; M.Ed., 1984, Miami University at Oxford, Ohio
Ph.D., 2001, The Ohio State University
- Sue Melton, 1978, *Associate Vice President of Student Services*
College of Adult and Professional Studies
B.S., 1978, Marion College (Currently Indiana Wesleyan University)
- Mike Mendenhall, 1999, *Assistant Director for Faculty Development, School of Liberal Arts*
College of Adult and Professional Studies
B.A., 1978, Loma Linda University; M.S.M., 1997, Indiana Wesleyan University
- Aaron Metzcar, 2011, *Director of Faculty Support, School of Business and Leadership*
College of Adult and Professional Studies
BSE, 1999, Wright State; M.Ed., 2002, Indiana Wesleyan University
Ed.D., 2008, Indiana Wesleyan University
- J. Michael Metzcar, 1995, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.A., 1970, Ball State University; M.A., 1976, Ball State University
M.B.A., 1983, Ball State University
- Kim Mierau, 2006, *Instructional Designer, Center for Learning and Innovation*
College of Adult and Professional Studies
B.A., 2006, Indiana Wesleyan University

- Philip Millage, 1980-1983; 1986-1997; 2000, *Professor of Business, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
 B.S., 1976, Marion College (Currently Indiana Wesleyan University)
 M.A., 1977, Ball State University; M.B.A., 1980, Ball State University
 Ed.D., 1990, Ball State University
- Alban Willis Millard, 1999, *Professor of Leadership Studies; Terry T. Munday Endowed Chair of Life Calling, School of Life Calling and Integrative Learning*
College of Arts and Sciences
 A.B., 1970, Atlantic Union College; M.A., 1976, Loma Linda University
 M.S., 1982, Brigham Young University; Ed.D., 1991, Pepperdine University
- Grace Ju Miller, 2009, *Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1980, Duke University; M.S., 1984, University of California-Davis
 Ph.D., 1990, Purdue University
- Jodi Mills, 2010, *Assistant Professor, Mathematics, School of Liberal Arts*
College of Adult and Professional Studies
 B.S., 1998, Olivet Nazarene; M.A., 2001, University of Findlay
- Matthew Mize, 2009, *Associate Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1993, Manchester College; M.A., 1994, Manchester College
 C.P.A., 1997; J.D., 2000, Indiana University
- Michael J. Moffitt, Sr., 2001, *Vice President of Student Development*
College of Arts and Sciences
 A.A., 1984, Los Angeles City College; A.B., 1987, Fresno State University
 M.A., 2001, Bethel College
- Isai Jess Munoz, 2012, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 2001, University of Cincinnati College - Conservatory of Music
 M.M., 2003, The Manhattan School of Music
 D.M.A., 2011, The State University of New York at Stony Brook
- Nancy Murray, 2008, *Associate Professor of Nursing*
School of Nursing
 B.S., 1990, Indiana Wesleyan University; M.S., 1991, Indiana Wesleyan University
 Ed.D., 1999, Ball State University
- Marcus Myers, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1972, Evangel College; M.B.A., 1993, University of Akron
 Ph.D., 2008, Cappel University
- Georges Nana, 2013, *Associate Professor of Spanish, School of Arts and Humanities*
College of Arts and Sciences
 B.A. and B.Ed., 1992, University of Yaoundé 1, Cameroon
 M.A. and M.Ed., 1994, University of Yaoundé 1, Cameroon
 Ph.D., 2007, University of Bordeaux 3, France
- Terry Neal, 1997, *Associate Professor of Nursing, DNP Coordinator*
School of Nursing
 B.S., 1993, Indiana Wesleyan University; M.S., 1996, Indiana Wesleyan University
 Ed.D., 2008, Ball State University
- Blake Neff, 2006, *Lecturer in Communication, School of Arts and Humanities*
College of Arts and Sciences
 B.I.A., 1975, Kettering University; M.Div., 1980, Asbury Theological Seminary
 Ph.D., 1982, Bowling Green State University

- Daniel Neumann, 2008, *Assistant Professor of Computer and Information Sciences, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1979, Augsburg College; M.A., 1986, Webster University
 Ph.D., 2009, Capella University
- Shirlene Newbanks, 2011, *Assistant Professor of Nursing; Coordinator, Post-licensure Division*
School of Nursing
 B.S., 2007, Indiana Wesleyan University; M.S.N., 2010 Indiana Wesleyan University
- Kimberly Nicholson, 2008, *University Registrar*
 B.S., 1999, Indiana Wesleyan University; M.A., 2005, Indiana Wesleyan University
- Lisa Nieman, 2007, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 2000, Central Michigan University; M.B.A., 2002, Anderson University
 D.B.A., 2010, Anderson University
- Lorne Oke, 2007, *Executive Director, Center for Learning and Innovation*
College of Adult and Professional Studies
 B.A., 1983, Bethel College; M.A., 1992, Indiana University
 Ed.D., 2003, Indiana University
- Rhonda Oldham, 2010, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1990, Murray State University; M.S.N., 2009, Walden University
 D.N.P., 2013, Union University
- Brad Oliver, 2008, *Associate Dean, School of Educational Leadership*
College of Adult and Professional Studies
 B.A., 1992, Marshall University; M.A., 1997, Ball State University
 Ed.S., 2001, Ball State University; Ed.D., 2003, Ball State University
- Joseph Oloyede, 2008, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 H.N.D. (B.S. equivalent), 1986, The Polytechnic
 M.B.A., 1997, Enugu State University of Technology
 M.B.A., 1999, University of Sarasota (now Argosy University, Sarasota)
 D.B.A., 2011, Argosy University
- Oladele Omosogbon, 2001, *Professor of Economics, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1982, University of Sokoto; M.A., 1992, Lakehead University
 Ph.D., 1996, Southern Illinois University
- Donald Osborn, 2006, *Assistant Professor of Graduate Counseling, Director of The Addictions Studies Center; Coordinator, Addictions Counseling Program, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1979, Lincoln Christian College; M.S., 1984, Indiana State University
 M.A., 1987, Saint Mary-of-the-Woods College
- John Ozmun, 2009, *Professor of Physical Education, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1982, Taylor University; M.S., 1985, Indiana University
 P.E.D., 1991, Indiana University
- Phoenix Park-Kim, 2005, *Associate Professor of Music; Coordinator, Accompanists, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1999, Yonsei University; B.A., 1999, Yonsei University
 M.M., 2001, Miami University; D.M.A., 2005, University of Missouri-Kansas City

- Debra Parker, 2010, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2006, Indiana Wesleyan University; M.S.N., 2009, Indiana Wesleyan University
- Jerry Pattengale, 1997, *Assistant Provost for Scholarship and Public Engagement; Professor of History*
 B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.A., 1981, Wheaton Graduate School
 M.A., 1987, Miami University; Ph.D., 1993, Miami University
- Mark Perry, 2008, *Associate Professor of Communication; Radio Advisor, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1986, Loyola University of Chicago; M.A., 1989, Northwestern University
- Veronica Peters, 2007, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1983, Roberts Wesleyan College; M.Ed., 1991, University of Central Oklahoma
 M.S.N., 2008, Indiana Wesleyan University
- Debbie Philpott, 2010, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1994, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University
 Ed.D., 2012, Indiana Wesleyan University
- Jaime Pitt, 2005, *Reference Librarian, Cataloging/Technical Services, Off Campus Library Services*
 B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College
- Daniel Pocock, 2003, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 A.A., 1989, Shepherd College; R.B.A., 1989, Shepherd College
 M.F.A., 1993, Rochester Institute of Technology
- Daniel Poff, 2003, *Associate Professor of Leadership Studies; Life Coach, Center for Life Calling and Leadership, School of Life Calling and Integrative Learning*
College of Arts and Sciences
 B.S., 1981, The Ohio State University; M.S., 1987, The Ohio State University
 Ph.D., 1999, Purdue University
- Frank Ponce, 2011, *Associate Professor, School of Liberal Arts*
College of Adult and Professional Studies
 B.S., 1977, Anderson University; M.S.M., 1982, Wittenberg University
 Ph.D., 1994, Ohio State
- Kersten Priest, 2010, *Associate Professor of Sociology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1980, Columbia International University; M.A., 1998, University of South Carolina
 Ph.D., 2009 Loyola University
- Keith Puffer, 1993, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1979, Michigan State University; M.A., 1990, International Christian Graduate University
 M.A., 1991, Trinity Evangelical Divinity School; Ph.D., 1998, Purdue University
- Wendy Puffer, 2006, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1983, Indiana State University; M.A., 2001, Ball State University
- Roberto Ramos, 2011, *Associate Professor of Physics, Blanchard Endowed Chair for Physics, School of the Physical and Applied Sciences*
College of Arts and Sciences
 M.S., 1991, University of the Philippines; Ph.D., 1999, University of Washington, Seattle
 Postdoc, 2004, University of Maryland, College Park, MD

- Joy Reed, 1994, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1981, Cleveland State University
 M.S., 1985, Marion College (Currently Indiana Wesleyan University)
- Brock Reiman, 2012, *Vice President/Dean*
College of Adult and Professional Studies
 B.A., 1986, Malone University; M.A., 1990, Walsh University
 Ph.D., 1999, Kent State University
- Tara Renbarger, 2012, *Assistant Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2006, Indiana University; Ph.D., 2012, Indiana University School of Medicine
- Nenetzin Reyes, 2007, *Associate Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 2001, Baylor University; M.S., 2004, Texas Tech University
 Ph.D., 2007, Texas Tech University
- Peter Rhettts, 2008, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1973, Indiana University; M.P.A., 1975, Indiana University
 J.D., 1981, Indiana University (Indianapolis)
- Scott Rhoades, 2013, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1995, University of Pittsburgh; M.S., 2006, Indiana University of Pennsylvania
- Curt Rice, 2008, *Reference Librarian, Off Campus Library Services, Northwest Indiana*
 B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University
 M.A., 1979, Wheaton College; M.A., 1989, Northern Illinois University
- Paul Richardson, 2001, *Associate Director, Undergraduate Business Administration, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1969, UCLA; M.S.M., 1975, Purdue University
 M.A., 2009, Indiana Wesleyan University; Ed.D., 2013, Indiana Wesleyan University
- Eunice Rickey, 1998, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 A.A., 1969, Miltonvale Wesleyan; B.S., 1971, Marion College (Currently Indiana Wesleyan University)
 M.A., 1977, Ball State University; D.A., 2004, Ball State University
- Linda Rieg, 2008, *Professor of Nursing*
School of Nursing
 B.S.N., 1980, Edgecliff College; M.B.A., 1982, Xavier University
 M.S.N., 1985, University of Cincinnati; Ph.D., 2000, University of Cincinnati
- Barbara Riggs, 2003, *Professor of Graduate Counseling, Indianapolis Site Director, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S.N., 1978, University of Evansville; M.S.N., 1981, Indiana University
 Ph.D., 1988, Purdue University
- David Riggs, 2000, *Associate Professor of History; Executive Director, John Wesley Honors College*
College of Arts and Sciences
 B.A., 1991, Azusa Pacific University; M.Div., 1994, Princeton Theological Seminary
 M.Phil., 1997, University of Oxford; D.Phil., 2006, University of Oxford
- Laura Rigsby, 2013, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1998, IUPUI; M.S.N./M.B.A., 2007, Anderson University

- Betsye Robinette, 2000, *Professor of Psychology, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.S., 1982, Virginia Tech; M.A., 1984, Wheaton College
Ph.D., 1993, University of Tennessee
- Harriet Rojas, 1999, *Professor of Business Administration; Chairperson, Division of Business, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.S., 1976, Marion College (Currently Indiana Wesleyan University); M.A., 1980, Ball State University
Ph.D., 1998, University of Idaho; M.B.A., 2004, Capella University
- Chuck Roome, 2005, *Assistant Professor, School of Business and Leadership College of Adult and Professional Studies*
B.S., 1983, Marion College (Currently Indiana Wesleyan University); M.S., 2002, Indiana Wesleyan University
- Karen Roorbach, 1980, *Assistant Provost for Academic Support Services*
B.S., 1971, Marion College (Currently Indiana Wesleyan University); M.A., 1982, Ball State University
- Diana Ross, 2011, *Associate Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership College of Adult and Professional Studies*
B.S., 1971, Trevecca Nazarene University; M.M.Ed., 1994, Winthrop University
Ph.D., 2002, Indiana State University
- Melvin Royer, 2001, *Associate Professor of Mathematics; Chairperson, Division of Mathematics and Computer Information Sciences, School of the Physical and Applied Sciences College of Arts and Sciences*
B.S., 1988, Purdue University; M.S., 1989, Purdue University
Ph.D., 1997, Purdue University
- Carl Rudy, 2008, *Assistant Professor of Art; Assistant Chair, Division of Art, School of Art and Humanities College of Arts and Sciences*
B.S., 2006, Indiana Wesleyan University; M.F.A., 2013, Academy of Art University
- Jason Runyan, 2007, *Associate 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
- Allison Sabin, 2006, *Assistant Professor of Nursing School of Nursing*
B.S.N., 1987, Kent State University; M.S.N., 1990, Valdosta State College
- Matthew Sattley, 2010, *Associate 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
- Nancy G. Saunders, 1997, *Professor, School of Educational Leadership College of Adult and Professional Studies*
B.A., 1974, Vassar College; M.A.E., 1995, Ball State University
Ed.D., 1998, Ball State University
- Beverly Schaefer, 2012, *Assistant Professor of Nursing; Coordinator, Post-licensure Division School of Nursing*
B.S.N., 1985, West Liberty State College; M.S.N., 1988, West Virginia University
Ed.D., 2005, West Virginia University
- Kenneth Schenck, 1997, *Dean of Wesley Seminary at Indiana Wesleyan University, Professor of New Testament and Christian Ministry Wesley Seminary at Indiana Wesleyan University*
A.B., 1987, Southern Wesleyan University; M.Div., 1990, Asbury Theological Seminary
M.A., 1993, University of Kentucky; Ph.D., 1996, University of Durham

- Wayne Schmidt, 2010, *Vice President for Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.A., 1979, Marion College (Currently Indiana Wesleyan University); M.A., 1988, Calvin Theological Seminary
 D.Min., 1994, Trinity Evangelical Divinity School
- Robert Schultz, 2011, *Director, Department of Educational Administration, School of Educational Leadership*
College of Adult and Professional Studies
 B.M.E., 1976, Wittenberg University; M.A.E., 1986, Ball State University
 Ed.S., 1991, Ball State University
- Sarah Schultz, 2013, *Assistant Athletic Trainer, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 2011, Anderson University; M.S., 2013, Old Dominion University, Norfolk, VA
- Russell Schwarte, 2008, *Assistant Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1992, Indiana Wesleyan University; Ph.D., 2006, Old Dominion University
- Mary Seaborn, 1984, *Professor of Education; Director, Certification and Student Teaching, School of Teacher Education*
College of Arts and Sciences
 A.B., 1976, Southern Wesleyan University; M.A.Ed., 1979, Eastern Kentucky University
 Ed.D., 1985, Boston University
- Mary Ann Searle, 2010, *Regional Dean, Kentucky and Southern IN*
College of Adult and Professional Studies
 B.S., 1984, University of Wisconsin-Stout; M.S., 1989, University of Tennessee
 Ed.D., 1994, Indiana University
- Eugenia Shapinsky, 2011, *Associate Professor of Nursing*
School of Nursing
 B.S.N., 1988, University of the State of New York; M.S.N., 1995, Bellarmine University
 Ph.D., 2006, Indiana State University
- Daniel Shepherd, 2011, *Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership*
College of Adult and Professional Studies
 B.A., 1988, Cedarville University; M.Ed., 1994, Indiana Wesleyan University
 Ed.S., 2005, Ball State University; Ed.D., 2010, Ball State University
- Eddy Shigley, 2013, *Associate Professor of Religion; Director, Kern Ministry Program, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 1988, Indiana Wesleyan University; M.A., 2000, University of Texas at Tyler
 D.S.L., 2012, Regent University
- Chan Woong Shin, 2013, *Assistant Professor of International Relations, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 2001, Seoul National University; M.A., 2004, Seoul National University
 ABD, Syracuse University
- Jeannie Short, 2004, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1978, Ball State University; M.S., 1983, Indiana University
- Marilyn Simons, 1980, *Professor of Nursing*
School of Nursing
 A.B., 1975, Asbury College; B.S., 1977, Marion College (Currently Indiana Wesleyan University)
 M.S., 1979, Wayne State University; Ph.D., 1992, Indiana University
- Cynthia Sizemore, 2012, *Regional Dean, Northern Indiana*
College of Adult and Professional Studies
 B.A., 1976, Northern Kentucky University; M.S.M., 2007, Indiana Wesleyan University

- Brenda Sloan, 1979, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1976, Marion College (Currently Indiana Wesleyan University)
 M.A., 1982, Ball State University
- Mark Smith, 2001, *Professor of History, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1981, Asbury College; M.A.R., 1984, Asbury Theological Seminary
 M.A., 1989, University of Kentucky; Ph.D., 1992, University of Kentucky
- Steven Smith, 2007, *Associate Professor of Physics, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1981, Wayne State University; M.S., 1984, Wayne State University
 Ph.D., 1989, Wayne State University
- Katti Sneed, 2002, *Associate Professor of Social Work; Director, Social Work Program, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1992, Purdue University; M.S.W., 1995, Indiana University
 Ph.D., 2007, Capella University
- Joseph Snider, 2013, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1982, Illinois College; M.B.A., 1988, Indiana Wesleyan University
 D.B.A., 2011, Northcentral University
- Henrik Soderstrom, 2011, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 Design Certificate, 2004, NyckelviksSkolan, Stockholm, Sweden
 B.F.A., 2008, Rhode Island School of Design
 M.F.A., 2011, Rochester Institute of Technology
- Bradley Spaulding, 2002, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1996, Indiana Wesleyan University; M.A., 2003, University of Wisconsin-Eau Claire
 Ph.D., 2013, Ball State University
- Roxie Sporleder, 2005, *Associate Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.A., 1967, Wheaton College; M.Ed., 1990, Northern Montana College
 Ed.D., 1998, Montana State University
- Keith Springer, 1990, *Associate Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 A.A., 1966, Oklahoma Wesleyan University; A.B., 1969, Southern Nazarene University
 M.Div., 1972, Nazarene Theological Seminary
 D.Min., 2002, Northern Baptist Theological Seminary
- Donald Sprowl, 2006, *Assistant Provost for Institutional Research and Accreditation*
 B.A., 1978, Houghton College; Ph.D., 1985, University of Minnesota
- Rose Sprunger, 2009, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2005, Indiana Wesleyan University; M.S.N., 2008, Indiana Wesleyan University
- Stephen Stahlman, 1979, *Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1973, Anderson University; M.S.W., 1979, University of Michigan
 Ph.D., 1992, Virginia Commonwealth University

- Keith Starcher, 2007, *Professor of Business, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1973, Pennsylvania State University; Ph.D., 1986, University of South Florida
 M.B.A., 1988, University of South Florida; M.Div., 2003, Trinity Theological Seminary
- Timothy Steenbergh, 2003, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1993, Indiana Wesleyan University; M.A., 1995, Ball State University
 Ph.D., 2001, University of Memphis
- David Stefan, 2013, *Director, Department of Behavioral and Social Sciences, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1988, Miami University; M.A., 1992, Asbury Theological Seminary
 M.A., 1996, Asbury Theological Seminary; Ph.D., 1998, The Union Institute and University
- Jill Steinke, 2005, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1981, Marion College (Currently Indiana Wesleyan University); M.S., 2009, Ball State University
- Mari Stormer, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 2006, Urbana University; M.S.N., 2008, Indiana Wesleyan University
- Bruce Stuard, 2005, *Director, Department of Public Services and Applied Sciences, School of Liberal Arts*
College of Adult and Professional Studies
 B.S., 1984, Ball State University; M.P.A., 1993, Ball State University
 J.D., 1998, Indiana University
- Keith Studebaker, 2001, *Assistant Professor, School of Liberal Arts*
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
- Budd Teare, 1991, *Assistant Professor of Graduate Counseling, Clinic Coordinator, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1971, Cornerstone University; M.S., 1989, Nova Southeastern University
 Ph.D., 2006, Capella University
- Adam Thompson, 1999, *Professor of Athletic Training; Director, Athletic Training Education, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1996, Anderson University; M.S.P.E., 1997, Ohio University
 Ph.D., 2005, Capella University
- Jason Thompson, 2006, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 2003, Indiana University; M.M., 2005, Bowling Green State University
- Kurt Thompson, 2012, *Director of Instructional Design, Center for Learning and Innovation*
College of Adult and Professional Studies
 B.S., 2007, Liberty University; M.A., 2009, Liberty University
 M.Ed., 2011, Pennsylvania State University
- Matt Thompson, 2013, *Assistant Professor, Director of Student Transitions*
College of Arts and Sciences
 B.A., 2003, Taylor University; M.A., 2005, Wheaton College Graduate School

- Rob Thompson, 1993, *Associate Professor of Graduate Counseling, Coordinator of Student Development Counseling and Administration, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1982, Iowa State University; M.S., 1985, University of Tennessee (Knoxville)
 Ph.D., 2002, Indiana State University
- Lisa Toland, 2008, *Associate Professor of Humanities and History, Associate Director, John Wesley Honors College*
College of Arts and Sciences
 A.B., 2001, Indiana Wesleyan University; M.A., 2003, Miami University of Ohio
 M.St., 2004, Oxford University; Ph.D., 2009, Jesus College, Oxford, England
- Joy Kooi-Chin Tong, 2011, *Assistant Professor of Intercultural Studies, School of Theology and Ministry*
College of Arts and Sciences
 B.A., 1994, National ChengChi University, Taiwan; M.Div., 2002, Singapore Bible College
 M.A., 2005, Nanyang Technological University; Ph.D., 2009, National University of Singapore
- Robert Townsend, 2006, *Associate Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.M., 1983, Western Michigan University; M.M.Ed., 1991, Indiana University
 Ph.D., 1996, University of Illinois
- Michael Trego, 2010, *Associate Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.S., 1975, University of Dayton; M.S., 1993, University of Dayton
 Ed.D., 2002, Miami University
- Mary Alice Trent, 2011, *Professor of English, Chairperson, Division of Modern Language and Literature, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1987, McNeese State University; M.A., 2007, McNeese State University
 Ph.D., 1995, University of Louisiana at Lafayette
- Steven Tripp, 2007, *Associate Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1996, Indiana Wesleyan University; Ph.D., 2003, Purdue University
- David Vardaman, 2007, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1973, Marion College (Currently Indiana Wesleyan University); M.A., 1978, Western Michigan University
- Jim Vermilya, 2006, 2010, *Director, Global Engagement and Service Learning*
College of Arts and Sciences
 B.S., 1997, Indiana Wesleyan University; M.A., 2005, Fuller Theological Seminary
 Ph.D., 2011, Concordia Theological Seminary
- Sheila Virgin, 2007, *Professor of Nursing*
School of Nursing
 B.S., 1972, Alderson-Broaddus College; M.S.N., 1979, West Virginia University
 D.S.N., 1994, University of Alabama
- Chris Walker, 2011, *Assistant Professor of History, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1993, Olivet Nazarene University; M.A., 1998, University of Indianapolis
- Dallas Walters, 1999, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1972, Graceland College; M.A., 1987, Iowa State University
 M.F.A., 1997, Bradley University
- Katie Wampler, 2011, *Assistant Professor of Theatre, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2003, Harding University; M.A., 2007, Emerson College
 Ph.D., 2011, Texas Tech University

- Dave Ward, 2010, *Associate Professor of Religion, Associate Dean, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 1999, Indiana Wesleyan University; M.Div., 2004, Asbury Theological Seminary
 Ph.D., 2012, Princeton Theological Seminary
- Jack Wheeler, 1988, *Assistant Professor of Accounting and Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1972, Southern Wesleyan University
 M.Acct., 1975, Virginia Polytechnic Institute and State University
 Ph.D., 2003, University of Tennessee-Knoxville
- Bob Whitesel, 2005, *Professor of Christian Ministry and Missional Leadership, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.S., 1973, Purdue University; M.Div., 1977, Fuller Theological Seminary
 D.Min., 1989, Fuller Theological Seminary; Ph.D., 2009, Fuller Theological Seminary
- Alyne Williams, 2000, *Associate Professor of Exercise Science, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1994, Indiana Wesleyan University; M.S., 1995, Eastern Illinois University
 Ph.D., 2012, Walden University
- Kent Williams, 1995, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1984, Olivet Nazarene University; M.B.A., 2002, Ball State University; C.P.A.
- Todd Williams, 2012, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1997, Manhattan School of Music; M.A., 2011, Columbia Teachers College
- Wilbur Williams, 1967, *Associate Professor of Biblical Literature and Archaeology, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1951, Marion College (Currently Indiana Wesleyan University); M.S., 1957, Butler University
 M.A., 1965, New York University; D.D., 1992, Oklahoma Wesleyan University
- Norman Wilson, 2005, *Associate Professor of Global Ministries; Coordinator, Intercultural Studies, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1974, Marion College (Currently Indiana Wesleyan University); M.Div., 1978, Christian Theological Seminary
 S.T.M., 1985, Christian Theological Seminary; Ph.D., 1993, Trinity International University
- Barbara Wise, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1983, Eastern Kentucky University; M.S.N., 1994, University of North Carolina-Chapel Hill
- Jay Wise, 2011, *Reference Librarian, Off-Campus Library Services, Central Ohio*
College of Adult and Professional Studies
 A.B., 1997, Ohio University Honors Tutorial College; M.A., 1997, Ohio University College of Arts and Sciences
 M.L.I.S., 2006, Kent State University
- Michael Wisley, 2008, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1976, Franklin College; M.B.A., 1977, Indiana University
- Steven Wood, 2013, *Assistant Professor of Theatre; Technical Director, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1998, Baptist Bible College, PA; M.A., 2001, Bowling Green State University, OH
 Ph.D., 2012, Texas Tech University
- Marc Wooldridge, 2007, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1981, Indiana University; M.F.A., 1983, University at Buffalo
 M.A., 1990, University at Buffalo; Ph.D., 1992, University at Buffalo

Elizabeth Wright, 2011, *Assistant Professor of Nursing*
School of Nursing

B.S., 1978, Youngstown State University; M.S.N., 1987, University of Akron

Teresa Wright, 2011, *Assistant Professor of Nursing*
School of Nursing

B.S.N., 2007, Indiana Wesleyan University; M.S.N., 2010, Indiana Wesleyan University

John Wrightsman, 1996, *Director, Chaplain Ministries Spiritcare, Student Services*
College of Adult and Professional Studies

A.A., 1969, Kentucky Mountain Bible College; B.A., 1975, Marion College (Currently Indiana Wesleyan University)
M.A., 1987, Marion College (Currently Indiana Wesleyan University)

Sherri L. Wynn, 1998, *Professor, School of Educational Leadership*
College of Adult and Professional Studies

B.S., 1975, IUPUI; M.S., 1988, IUPUI; Ed.S., 1994, Indiana University
Ed.D., 1997, Indiana University; M.A., 2007, Beacon University
M.Div., 2007, Beacon University

Sameer Yadav, 2012, *Postdoctoral Teaching Fellow, John Wesley Honors College*
College of Arts and Sciences

B.A., 1998, Boise State University; M.Div., 2002, Master's College and Seminary
S.T.M., 2007, Yale University; Th.D., 2012, Duke University

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