COMMUNICATION WITH THE UNIVERSITY

ADDRESS:
Indiana Wesleyan University 800-621-8667 (toll free)
College of Adult and Graduate Studies 765-677-2350 (local)
4301 South Washington Street
Marion, Indiana 46953-5279

ADMINISTRATION:
Vice President, Adult and Graduate Studies 765-677-2352
Dean, College of Adult and Professional Studies 765-677-2390
Dean, College of Graduate Studies 765-677-2352

ACADEMIC DEPARTMENTS:
Business and Management 765-677-2345
General Studies 765-677-2343
Nursing Completion 765-677-2898
Center for Distributed Learning 765-677-2271
Graduate Education 765-677-2384
Graduate Nursing 765-677-2148
Graduate Counseling 765-677-2995
Graduate Ministry 765-677-2245

ADMISSIONS OFFICES:
Adult Enrollment Services (Nursing, General Studies, Graduate Education, Graduate Nursing, Graduate Counseling, Graduate Ministry)
765-677-2860
800-621-8667 ext. 2860
Fax: 765-677-2404
LEAP (Business, Management)
765-674-9751
800-234-5327
Fax: 765-674-8028

STUDENT SERVICES OFFICES:
Office of Student Services 765-677-2359
Assessed Learning 765-677-2374
Accounting Offices:
Business/Management 765-674-9751
Fax: 765-674-8028
All other programs 765-677-2761
Fax: 765-677-2404
Resources 765-677-2854
Records Office 765-677-2131
Financial Aid 765-677-2516
Fax: 765-677-2404

EDUCATION CENTERS:
Indianapolis Education Center Fort Wayne Education Center Kokomo Education Center
3777 Priority Way South Drive 8211 West Jefferson Boulevard 207 West Sycamore Street
Indianapolis, Indiana 46240 Olde Canal Place Fort Wayne, Indiana 46804
317-574-3980, 800-456-5327 219-436-7874
Fax: 317-818-4883 Fax: 219-432-0196
207 West Sycamore Street Kokomo, Indiana 46901
765-868-7305

Columbus Education Center Louisville Education Center Cleveland Education Center
726 Washington Street 263 Whittington Parkway 4100 Rockside Road
Columbus, Indiana 47201 Louisville, Kentucky 40222 Cleveland, Ohio 44131
812-376-7346 502-412-7441 216-525-6200
Fax: 812-376-7356 Fax: 502-412-9369 Fax: 216-525-6169
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Indiana Wesleyan University is a Christian liberal arts, coeducational university related to The Wesleyan Church that began serving students in 1920. The original campus was well known in Indiana for teacher education when operated by Marion Normal College (1890-1912) and Marion Normal Institute (1912-1918). Beginning in 1906, The Wesleyan Methodist Church operated Fairmount Bible School at Fairmount, Indiana, and in 1920, this became the Religion Department of Marion College. The institution was known as Marion College from 1920-1988, when the name was changed to Indiana Wesleyan University.

In October, 2000, the Indiana Wesleyan University Board of Trustees approved a new academic governance structure, comprised of two major subdivisions. The first subdivision consists of the College of Arts and Sciences. The second subdivision consists of two colleges, the College of Graduate Studies and the College of Adult and Professional Studies. This bulletin combines the degree programs offered by the Colleges of Graduate Studies and Adult and Professional Studies.

For over 20 years, Indiana Wesleyan University has offered graduate studies programs on its Marion campus. The graduate studies in Nursing and the M.A. in Ministry programs have prepared hundreds of professionals to succeed in their chosen professions. Indiana Wesleyan University’s M.A. in Counseling is one of the nation’s few programs that prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. The Indiana Wesleyan University College of Graduate Studies provides a home for innovative, relevant, and responsive programs in a more traditional graduate studies format.

Since 1985, Indiana Wesleyan University has committed itself to meeting the educational needs of the working adult professional. Indiana Wesleyan University conveniently offers undergraduate and graduate degree programs through evening, Saturday, and online (via the Internet) classes. These courses are offered at six education and conference centers - in Indianapolis, Fort Wayne, Kokomo, Columbus, Louisville, Kentucky, and Cleveland, Ohio - and at more than 80 off-campus locations. The dynamic LEAP program (Leadership Education for Adult Professionals) was founded in 1985 to meet the needs of adult students through learning opportunities which apply to the changing world of work. Since that time, programs in General Studies, Nursing, and Graduate Education have been added to the existing LEAP program to form the College of Adult and Professional Studies (APS). APS now includes more than 18,000 graduates and a current enrollment of more than 6,000 full-time students. Graduates of Indiana Wesleyan University adult programs are representative of learning partnerships with more than 500 Indiana employers, school districts, corporations, health-care agencies, and organizations.

In addition to its instructional programs, Indiana Wesleyan University offers off-campus support services for all of its extended class sites. Students may access special extended university library services by telephone, fax, or mail and will receive assistance with research or bibliographic questions. It is the goal of Indiana Wesleyan University not merely to provide classes but to provide an “extended university” designed to meet the needs of both students and employers.
ACCREDITATION

Indiana Wesleyan University is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (151 N. Dearborn, Chicago, IL 60601; 312-263-0456 or 1-800-621-7440), the State Department of Public Instruction of Indiana, National Association of Schools of Music, National Council for the Accreditation of Teacher Education, Indiana Board of Nursing Registration, the Commission on Collegiate Nursing Education, the National Accrediting Agency for Clinical Laboratory Science, American Medical Association, the Council on Social Work Education, and CACREP (Council for Accreditation of Counseling and Related Educational Programs).

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 life-style of:

• Commitment
• Learning
• Serving
• 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:

• call students to Christian character;
• expect academic excellence;
• equip them for success in their vocations;
• mentor them in leadership; and
• prepare them for service.

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

• a powerful message to our students;
• a way of building positive student self-image and Christian character;
• the basis for integrating faith with learning and living;
• an integrated theme in all our programs;
• the focal point for a student-centered campus experience which integrates spiritual, educational, and leadership development;
• the lens we use for faculty recruitment and development;
• a new way of thinking about who our distinguished alumni are; and
• a basis for rethinking how we relate to our alumni.
WORLD CHANGING OUTCOMES

A “world changer” is a servant leader who exhibits:

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: A competency in at least one major discipline of the university curriculum.
   
   d. INTEGRATION OF KNOWLEDGE: The integration of knowledge with one’s faith and across academic disciplines.

2. Skills

   a. CREATIVITY: The ability to make connections between various bodies of information and to create new forms and structures.
   
   b. CRITICAL THINKING: The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.
   
   c. COMMUNICATION: The ability to read critically, to write clearly, and to communicate effectively in various forms.
   
   d. SELF-DISCIPLINE: The development of personal habits of self-discipline and control.
   
   e. LIFELONG LEARNING: The ability to discover and process information as a self-directed learner.
   
   f. LEADERSHIP: The ability to effect change within various group settings; to martial resources to accomplish one’s vision.
   
   g. SERVANTHOOD: The ability to see and meet the needs of others.

3. Dispositions (Beliefs and Attitudes)

   a. COMMITMENT TO TRUTH: A commitment to the search for objective truth as revealed in the Bible and in God’s created order.
   
   b. INCLUSION: The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.
   
   c. HUMAN WORTH: A belief that God created all life and therefore all people have worth.
   
   d. STEWARDSHIP: A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.
   
   e. LIFE CALLING: The cultivation of a sense of purpose and a passion to pursue God’s call.
   
   f. SERVICE: A commitment to view one’s career as a vocation (calling) rather than an obligation or an end in itself.
   
   g. AGENTS OF CHANGE: A commitment to become an agent of God’s redemptive plan.
   
   h. SELFLESSNESS: The motivation to put others before self.
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, 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.

Indiana Wesleyan
COLLEGE OF ADULT AND PROFESSIONAL STUDIES

MISSION

For wisdom will enter your heart, and knowledge will be pleasant to your soul. Proverbs 2:10.

The mission of the College of Adult and Professional Studies (APS) at Indiana Wesleyan University is to make post-secondary Christian liberal arts and professional education accessible to working adults. This education is characterized by its academic excellence, its life relevance, and its application approach to learning.

APS 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 receiving an Associate, a Bachelor, or a Master degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for those working adults by combining theory with practical experience.

OBJECTIVES

The objectives of APS programs are:

1. To provide educational opportunities to students who need a liberal arts background.
2. To provide the background that students need for a variety of professional careers and to extend the range and nature of available careers.
3. To provide students with opportunities to develop leadership abilities.
4. To challenge students to develop in character.
5. To provide students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
6. To provide training in the skills required for effective decision-making, formulating short- and long-range plans, and critical thinking.
7. To extend degree-oriented 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.
8. To provide an understanding of the importance of the application of Christian principles in a professional environment.
9. To provide students with opportunities to cultivate their scholarship.
ADMISSION REQUIREMENTS

Indiana Wesleyan University accepts adult learners for APS programs on the basis of their qualifications. Decisions for admission are based on previous academic records, work experience, and recommendations of individuals qualified to judge the student’s potential in a university setting. Indiana Wesleyan seeks students who are mature and highly motivated.

Students are required to complete the appropriate application and submit a $25 application fee for acceptance into the university. Admission requirements for the various programs are listed with the program.

POLICIES AND PROCEDURES

The Academic Bulletin for the College of Adult and Professional Studies and the College of Graduate Studies states governing policies and procedures for the programs in each college.

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 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. The curriculum will be completed in the order established by Indiana Wesleyan University.

STATEMENT OF NONDISCRIMINATION IN UNIVERSITY PROGRAMS

Indiana Wesleyan University 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. It 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 and other administered programs. Inquiries or complaints should be addressed on the appropriate form to the Vice President for Adult and Graduate Studies.

ACADEMIC FREEDOM

Students and faculty of the academic community which 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.

SERVICES FOR DISABLED STUDENTS

The Center for Student Support Services (CSSS) at Indiana Wesleyan University assumes responsibility for seeing that the university is properly interpreting federal regulations requiring that the university take such steps as are reasonable to ensure that no disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills, or with properly diagnosed learning disabilities. The CSSS will be responsible for coordinating the university’s compliance with these regulations. See page 23 for additional information.
APS FOUNDATIONS

APS programs offer a challenging educational experience for adult learners. The curricular format is 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, APS 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 foundations of the APS learning experience. The following elements make the APS 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 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 APS 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, APS can rely on them to grasp more knowledge and skills on their own 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, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, APS 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 APS 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 APS 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.

Family support is important for adult learners.
ADMISSION AND REGISTRATION

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university’s purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. 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 (associate program - 2.00, baccalaureate programs - 2.25, Nursing program 2.75, and graduate programs - 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 for APS. 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 Director of 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 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

A student who is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application for an onsite program. Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) prior to admission to the university. A score of at least 550 (paper-based) or 213 (computer-based) is required for regular academic admission.

TRANSFER OF CREDIT POLICY

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 Accrediting Association of Bible Colleges. A maximum of twelve semester hours of credit taken by correspondence from an accredited institution may be applied toward a degree at Indiana Wesleyan University.

The Director of Records 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.

Indiana Wesleyan University has an articulation agreement with Ivy Tech State College that allows a maximum of 62 hours of credit in transfer toward an Indiana Wesleyan degree. 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 hours may be accepted through this process.

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 extramural 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.

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 assessed learning process. The Director of Student Services is responsible for the assessment of all nontraditional learning, and the Director of Records is responsible for approving the transcription of any credits that result.

**TRANSCRIPTS FROM FOREIGN INSTITUTIONS**

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.

**FORMER STUDENT RE-ENROLLMENT**

Students who have previously withdrawn from a program and have not attended classes for six months or more, must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student’s academic file to determine remaining requirements. A student who was academically suspended from an APS program may make application for readmission after six months.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular APS admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an APS program will be individually reviewed by the traditional campus and the APS Admissions Review Subcommittee.

**ACADEMIC CALENDAR**

APS courses 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. 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.

**ACADEMIC ADVISING**

The purpose of academic advising is to acquaint the undergraduate 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 undergraduate student and advises that student throughout the duration of his/her academic program. Advisors meet one-on-one with students at their regional locations, and are also available daily for student contact via phone, email, etc.

**REGISTRATION**

Registration occurs following the first class session of the individual program. At this point, students are registered for the entire degree completion program. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that is convenient to the student. A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

**STUDENT 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 Withdrawal Specialist in the Office of Student Services to complete this process. Students must request the withdrawal/leave of absence form from the Withdrawal Specialist before the last class workshop. Failure to initiate an official withdrawal may result in a “no credit” or an “F” grade for the student in those related courses.

A student receiving financial aid may request a leave of absence up to 180 days in a 12 month period. There is no limit to the number of leave periods a student may request; however, 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. If a student officially withdraws after 50% of any given course is complete, the instructor will issue a “W,” provided that the student is doing passing work at the time of withdrawal. A “WF” is assigned if the student is doing failing work at the time of official withdrawal. A “WF” will be counted as an “F” in the GPA. An “F” will be assigned
to a student who does not attend class but does not officially withdraw.

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.

REGISTRATION THROUGH THE COLLEGE OF ARTS AND SCIENCES

A student enrolled in the College of Adult and Professional Studies who desires to take a course through the College of Arts and Sciences must obtain an unclassified application and permit to register from the traditional Admissions Office and a registration form from the Records Office. The APS Director of Student Services must sign the registration form. The student may register for the course with the Records Office when registration opens for that particular class.

A traditional student desiring to take an APS course must have the approval of the their advisor and the University Registrar and must follow normal APS registration procedures.

SUBJECT AREA PROFICIENCY EXAMS

Subject area proficiency exams are available in the areas of accounting, economics, finance, and mathematics to fulfill prerequisite deficiencies or admission requirements. Students are notified of deficiencies at the time of admission.

Prerequisite deficiencies must be fulfilled as follows:

- BSBA - prior to ADM471
- BSM and BSBIS - prior to MGT412
- BSMK - prior to ADM474
- MBA - economics prior to ADM523, accounting prior to ADM514, and finance prior to ADM537

The BSBIS and MBA mathematics deficiency must be fulfilled prior to beginning the core program.

These proficiency exams are offered at the Marion campus as well as any of the education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70% or higher indicates satisfactory completion.

Technology plays a key role in higher education.
APS ACADEMIC INFORMATION

DEGREES OFFERED

APS offers the following degrees and programs:
  Associate of Science (A.S.)
  • Business
  Bachelor of Science (B.S.)
  • Accounting
  • Business Administration
  • Business Information Systems
  • Management
  • Marketing
  • Nursing
  Master of Science (M.S.) in Management
  Master of Business Administration (M.B.A.)
  Master of Education (M.Ed.)

NON-DEGREE PROGRAMS OFFERED

• Certificates in Religious Studies, Communications, Human Services, Criminal Justice (undergraduate)
• Principal Licensure Program (graduate)
• Transition to Teaching (graduate)

See each program listing for individual program requirements.

WHICH BULLETIN?

Students must meet the graduation requirements as stated in the university bulletin 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 bulletin 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 bulletin under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the bulletin that is current at the time they make such changes. The same holds true for students moving from the College of Adult and Professional Studies to the College of Arts and Sciences or the College of Graduate Studies, or vice versa.

CORE REQUIREMENTS

The integrity of the degree program demands that the core requirements be met at Indiana Wesleyan University. 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.

DEGREE REQUIREMENTS

ASSOCIATE DEGREE

1. Completion of 62 hour core
2. Cumulative GPA of 2.0 or higher.

BACCALAUREATE DEGREE

1. Completion of 124 semester hours.
2. Cumulative GPA of 2.0 (2.75 for Nursing) or higher.
3. Completion of core requirements with a GPA of 2.25 (2.75 for Nursing) or higher.
4. For Nursing students - a grade of “C” or higher in each course.
5. Completion of 30 hours of liberal arts as specified.

GRADUATE DEGREE

1. Completion of core requirements.
2. Cumulative GPA of 3.0 or higher.
3. A grade of “C” 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.
**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points (per credit)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Average</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure (Also given for unofficial withdrawals.)</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
<td>Failing work at time of official withdrawal after 50% of the class is over. Counted as an “F” in the GPA.</td>
</tr>
</tbody>
</table>

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

**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:

1. The student must request an “I” from the instructor.
2. 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, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

**PLACEMENT ON PROBATION**

Students enrolled in an APS program will be placed on probation if their core GPA falls below:

- 2.00 for the associate program;
- 2.25 for baccalaureate programs;
- 2.75 for RNBS program; and
- 3.00 for graduate programs.

Students will be placed on probation if their cumulative GPA falls below:

- 2.00 for the associate and baccalaureate programs;
- 2.75 for RNBS program; and
- 3.00 for graduate programs.

Students are given two consecutive courses to satisfactorily raise their GPA. If the GPA is successfully raised, the probationary status is removed. Academic suspension will result if the student GPA is not successfully raised.

**REPEATED COURSES**

A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. When a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s 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 failed in a classroom format may not be repeated for a grade through independent study, credit-by-examination, or by assessment of prior 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.
ACADEMIC SUSPENSION

Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses.

2. A student has two grades of failure (F) at one time on an academic record in the same degree level. (There are three degree levels: Associate, Bachelor, Master).

3. 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 Records 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 APS.

ACADEMIC DISMISSAL

Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

GRADE REPORTS AND TRANSCRIPTS

At the end of each course, the instructor submits grades for each student. Grade reports are mailed from the Indiana Wesleyan University Records Office and indicate courses taken, credits received, and grades assigned.

The student’s official transcript is prepared by the Indiana Wesleyan University Records Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of course work 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. Financial obligations must be met before a transcript will be released.

A $3 fee is charged for each transcript. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. The $3 fee must be enclosed, along with a complete address to which the transcript is to be mailed.

ATTENDANCE POLICY

Onsite Attendance Policy – The nature of the APS programs requires students to attend all class sessions. Classes are held once per week for four (4) hours, or in the case of the M.Ed. program, once per week for eight (8) hours. At these sessions, the entire class meets with the faculty member. Class attendance records are maintained by the faculty member and submitted to the administrative office.

1. 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 (3) hours or more of a class that is four (4) hours in length or six (6) hours or more of classes that are eight (8) hours in length.

2. Project Team Policy – Students are expected to participate in their project team activities. (Project Team Policy does not apply to M.Ed students.)

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”.

• Under emergency circumstances, a student may be allowed one (1) 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 (2) absences in courses that are 6 or more class sessions in length. Students need to contact the faculty member regarding make up work.

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 Policy: Attendance is determined by participating in discussions. Failure to participate in at least one designated discussion during the workshop it is assigned will constitute an absence for that workshop. Participating in discussions does not guarantee full participation points. The criteria for full participation points will be determined by the course instructor.
STUDENT HONESTY/CHEATING

Students are expected to exhibit honesty in the classroom, in homework, in papers submitted to the instructor, and in 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 submitting work for academic evaluation that is not the student’s own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation and a grade.

Plagiarism in research writing is considered cheating. Plagiarism is defined by the MLA handbook as “the act of using another person’s ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else’s sentences, more or less verbatim.”

Students are expected to submit only their own work. They are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate citations.

An undergraduate student apprehended and charged in cheating, including plagiarism, during his or her college matriculation is subject to the following discipline:

- First incident of cheating--failure in paper or exam;
- Second incident of cheating--failure in the course involved;
- Third incident of cheating--dismissal from the university.

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the academic department which reports to the Vice President for Adult and Graduate Studies. 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 judgment may follow the grievance and appeal policies.

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 Vice President for Adult and Graduate 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/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 Program Director. 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.
1. If the student does not agree that the grade should be changed, the university will notify the student and send a request for subcommittee review form. 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.

2. Upon receipt of the request for subcommittee review form, the matter will be brought to the next regularly scheduled Academic Appeals Subcommittee meeting. (NOTE: The subcommittee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the subcommittee, then that individual will recuse himself/herself from deciding the appeal. The subcommittee 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. 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. 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 Program Director by filing a request for review form, which can be obtained from the Program Director. If complaint involves the Program Director, the student may request that the Dean of APS 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 Program Director (or, if applicable, the Dean) will notify the student of the decision.

3. If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Subcommittee review the matter by filing a request for subcommittee review form, which can be obtained from the APS Dean. If the university does not receive a properly completed form within 15 days of the date on which the notice in step 2 was sent, then the student will forfeit any further right to appeal. The Academic Appeals Subcommittee will notify the student of its decision, which will be final.

Specific academic policies protect the rights of students.
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 3-5 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:

1. Able to take responsibility for the success of the entire team and not just their own success.
2. Able to hold both themselves and the team accountable for mutually agreed-upon goals.
3. Able to negotiate goals and ideas in a team setting.
4. Skilled at listening.
5. Skilled at building on the ideas of others in a creative fashion.
6. Able to give constructive feedback and express emotions to others without damaging relationships.
7. Able to trust others and foster trusted relationships.
8. Value team process.
9. Understand the dynamics of team process and team product in pursuit of collective goals.

Each core group develops a Project Team Plan and Covenant of Expectations at the beginning of the program under the direction of an Indiana Wesleyan University instructor. These documents are then filed with APS. (Note: Only the Project Team Plan is required for elective classes.) Students will be given additional information during the first course concerning project team meeting location and requirements.
WAYS TO EARN UNIVERSITY CREDIT TOWARD A DEGREE

UNDERGRADUATE ELECTIVES

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy liberal arts requirements as well as general elective credit. The elective classes are offered in key locations throughout the state and are in an online format and are scheduled to match the credit needs of our students in the various geographic locations. Most elective classes are “enrollment driven,” which means there must be at least ten (10) 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 check this website: http://www.indwes.edu/aps/electives.

DANTES / CLEP EXAMINATIONS

Indiana Wesleyan University offers CLEP and DANTES tests as an option for students needing to fulfill liberal arts and general 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 DANTES (Defense Activity for Non-Traditional Education Support) examinations, originally developed for military personnel, are offered by the Educational Testing Service.

Students may take both CLEP and DANTES examinations at Indiana Wesleyan University in Marion as well as all education centers. Upon receipt of the test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

The institution from which the test is taken will assess a fee for test administration and purchase of the test from the national organization that sponsors the test. In addition, students who choose to take CLEP or DANTES tests are assessed an IWU transcription fee of $25 per credit hour satisfactorily completed. This applies to all CLEP/DANTES 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 is received. Before taking a CLEP/DANTES test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

CREDIT BY TRANSFER

Students may transfer credit from another university to fulfill liberal arts and general elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Accrediting Association of Bible Colleges and for courses in which a grade of “C” or higher was earned. 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.

ASSESSED LEARNING 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 assessed learning 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:

1. 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.

2. The portfolio represents a learning plan which helps integrate assessed learning experience with the student’s educational and professional objectives.

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 Assessed Learning Portfolio Manual.

Undergraduate students enrolled in or accepted to the APS programs are eligible to complete an assessed learning portfolio. Credit hours awarded may be counted toward liberal arts or general elective requirements as applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum. The opening fee is paid one time only.

Applicants denied entry to the program based on low GPA or insufficient work experience are not eligible to complete the portfolio process until such deficiencies have been removed. In addition, students who are suspended from the program are not allowed to complete the portfolio process. The student is responsible to develop the portfolio independently, following guidelines given at an academic advising interview. The Assessed Learning Portfolio Manual includes all instructions necessary to 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.

Credits awarded through portfolio can be transcribed onto a student’s permanent record once the student has started a core program. The portfolio opening fee is due when the portfolio is submitted to the Office of Student Services for evaluation. All assessed fees for credits awarded through the portfolio will be billed after each assessment and are due 30 days from that date.

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.

Portfolios may be submitted at any time; however, if the credits are needed for graduation, the portfolio must arrive at the Office of Student Services at least three months prior to the expected graduation date. Portfolios may be submitted only up to one (1) year after the student’s core completion date.

**PORTFOLIO FEES**

Students petitioning for prior learning credit are required to remit a $100.00 opening fee for Portfolio Option I or a $150.00 opening fee for Portfolio Option II. This is to be included with the portfolio at the time it is submitted. In addition, there will be a $40.00 transcription fee for each credit awarded. The student will receive an invoice/credit by assessment report for the amount of the credit awarded. Credit is not placed on the academic record until all fees have been paid. Therefore, before starting a core program or graduating from IWU, all fees must be paid. All assessed credit fees are due 30 days from the invoice date unless payment is required sooner due to the aforementioned special circumstances.
GRADUATION AND HONORS

GRADUATION CEREMONIES

APS graduation ceremonies are held three times a year: April, August, and December. 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.

GRADUATION REQUIREMENTS

All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking courses from other colleges/universities, elective courses, CLEP/DANTES tests, or completing a portfolio need to make sure that transcripts, grades, and scores can be received and transcripted 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.

Students who have withdrawn from an associate degree program to enter a baccalaureate degree program are not eligible to apply for the associate degree. In order to receive the associate degree, all requirements must be met prior to starting a baccalaureate degree program.

ACADEMIC HONORS - UNDERGRADUATE 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:

1. A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges.

2. A minimum of 40 graded hours must be from Indiana Wesleyan University.

3. For transfer students, all graded hours transferred and transcripted are counted.

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 Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:
- GPA of 3.5 or higher - “cum laude” (with honors)
- GPA of 3.7 or higher - “magna cum laude” (with high honors)
- GPA of 3.9 or higher - “summa cum laude” (with highest honors)

DIPLOMAS

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, and honors, but not major area. A student’s financial account must be settled to receive a diploma.

OUTSTANDING PROFESSIONAL AWARD

As part of the commencement celebration, individuals who exemplify outstanding achievement as professionals are honored. Recipients of the Outstanding Professional Award are chosen by their peers. The following criteria are used in determining the choice for the one most outstanding professional in each group: leadership, integrity, initiative, enthusiasm, character, achievement, cooperation, and trustworthiness.

Students will select one person in their cohort group who they feel best demonstrates these qualities. That person will be given an award at commencement, be noted in the commencement program, and receive cords in the university’s colors.

Learning occurs in informal settings as well as the classroom.
# APS GENERAL INFORMATION

## BOOKS AND MATERIALS

Indiana Wesleyan University is the sole provider of all books and materials for students who enroll in a program within the College of APS. Books and materials will be provided for each student, and will be delivered prior to the first class session. “Sharing of materials” is not an option. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. For the convenience of many students whose employers reimburse book fees, all students are billed an average book fee for each course. The average book fee varies with each degree and is determined by dividing the total book fee by the number of courses within the degree program. The university does have an arrangement with a vendor who conducts “book buybacks” several times a year. Students desiring more information may contact the university bookstore.

Please note: Textbook changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately 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 reentry, the student will be charged for new materials. Books are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions and the book has not been used or damaged (writing, highlighting, physical damage, etc.).

## LIBRARY SERVICES

Off Campus Library Services allows APS students access to the library of Indiana Wesleyan University. The Jackson Library in Marion includes approximately 110,000 titles, 8,500 audiovisual titles, and it subscribes to over 600 periodical titles. The library has subscribed to the ERIC documents since approximately 1985 and now provides access to online ERIC documents. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, and Cleveland campuses of the university and include some reference books and access to the library catalog and subscription based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library’s web page (http://www.indwes.edu/ocls) for any students with Internet access. Many journal titles are available from the collection in Marion and from titles that are provided online.

Library services for the distance student are available via email, web page form, 800 telephone, and fax as provided by Off Campus Library Services. The student has access to the online Library Resource Guide, available from the OCLS web page, http://www.indwes.edu/ocls/student_services.html. All provided services are further described in this document.

The library is part of the Private and Academic Library Network of Indiana (PALNI) that includes access to the library collections of 26 institutions of higher learning in the state of Indiana. This consortium allows for cooperative access to each collection.

## CHAPLAINCY PROGRAM

The Chaplaincy Program provides supportive opportunities for the growth of the complete person. Through the services of both onsite and online Chaplains, students have direct contact with a minister who can help meet the student’s spiritual needs. 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

For additional information about the Chaplaincy Program, contact the APS Office of Student Services or visit the website at http://www.indwes.edu/aps/stuservices/chaplain.
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.

ALCOHOL, ILLegal DRUGS, AND FIRE-ARMS

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.

STUDENT RECORDS, RIGHTS, AND PRIVACY

The university complies with the Family Education Rights and Privacy Act of 1974 and as it appears in final form in June 1976. This law protects the rights of students to review their own records and to challenge any of the content of the record. Grade records are kept in the Records Office, discipline records are kept in the Student Development Office, and financial records are kept in the Financial Aid and Accounting Offices. APS students’ personal records are kept in the APS Office of Student Services. Students may request access to their records in these offices.

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 three classes of “directory information” as follows:

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

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

CHANGE OF ADDRESS/CHANGE IN PERSONAL INFORMATION

Students should notify the APS 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.

INSTITUTIONAL RESEARCH

Students are asked to fill out various surveys as provided by the university. These surveys evaluate the curriculum, instructors, and the services provided by the university.

SERVICES FOR DISABLED STUDENTS

The process for serving a disabled or impaired student in the College of Adult and Professional Studies is as follows:

1. 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.

2. Once this documentation is in hand, the APS coordinator 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 APS coordinator, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The APS coordinator 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).
INCLEMENT WEATHER PROCEDURES

The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. 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 classes will be announced by the Dean’s office. Classes will be rescheduled by the university in cooperation with the facilitator and class representative. Students unable to attend the rescheduled class must make appropriate arrangements to make up the work.

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.

Postponement decisions will not be announced over local media. 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 APS and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call the APS administrative offices or class sites.

LEARNING ENVIRONMENT

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.

NON-ACADEMIC GRIEVANCE

A non-academic grievance involves only those situations in which a student is seeking recourse from (a) a university non-academic program 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. A student who wishes to file such an appeal 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 Vice President for Adult and Graduate Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

1. The student must first contact the person or the department concerned to resolve the dispute informally.

2. If the matter is not satisfactorily resolved, then the student may request that the Dean of APS review the matter by filing a request for review form, which can be obtained from the Dean. If a properly completed request for review 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. If the complaint is not satisfactorily resolved, then the student may request that the Student Affairs Committee review the matter by filing a request for committee review form, which can be obtained from the Dean. If the university does not receive a properly completed form within 15 days of the date on which the notice in step 2 was sent, then the student will forfeit any further right to appeal. The Student Affairs Committee will notify the student of its decision, which will be final.
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 Support Services (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.

The National Cocaine Hotline  
(800) COCAINE  
(800) 262-2463

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

CAMPUS CRIME STATISTICS

The Higher Education Amendments of 1992 require a school to compile an annual campus security report. This report is available upon request from Indiana Wesleyan University’s Student Development Office (765-677-2201).

Adult learners come from all walks of life.
Financial Information

APS FINANCIAL INFORMATION

FEE STRUCTURE - DEGREE PROGRAMS

Students are advised of financial obligations for the core degree 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 class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. However, tuition and fee schedules are guaranteed for students who complete the program according to the prescribed curriculum schedule. 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 and fees will be refunded.

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:
   - Written notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Written notification of withdrawal prior to the second class session of a course - 90% tuition refund.
   - Withdrawal after second class session - 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 a grade lower than a “C” will be allowed to repeat that course with another group of students if arrangements are made with the Registration Specialist. 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.

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 policies are outlined in the Undergraduate Electives section.
FINANCIAL AID

TYPES OF FINANCIAL AID AVAILABLE

The following types of financial aid are available to persons enrolled as degree seeking students who meet the eligibility criteria for the financial 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. Recipients must show financial need, be a US Citizen (or eligible non-citizen), and complete the Free Application for Federal Student Aid (FAFSA). The amount of eligibility is determined by the enrollment of the student as well as the financial resources the student and family are able to provide. The Pell grant award is based on the number of credits a student will complete during the fiscal year (July 1 – June 30). Students enrolled in either core or elective classes are eligible for Pell grant consideration if all other criteria are met. Pell grant is disbursed directly to the student’s account in two equal payments during the year.

Indiana State Aid – is the Indiana Higher Education Award and the Indiana Freedom of Choice Grant that are awarded to undergraduate students who filed the FAFSA prior to the March 10th state filing deadline and who demonstrate financial need as defined by the State Student Commission of Indiana. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 or January 1 and June 30. Students must be residents of the state of Indiana, be eligible for federal financial aid, and be enrolled in classes that meet at a site located within Indiana. The state award confirmation notice received by the student is based on the tuition charges for the traditional undergraduate program at IWU. Therefore, all awards are adjusted by the APS Financial Aid Office to reflect awards based on the reduced tuition charges for the APS programs. The typical Indiana state award will be less than the amount reported on the state award notification.

Kentucky State Aid - is available to students who are residents of Kentucky and who are enrolled in classes that meet at a location within Kentucky; students must also be undergraduates, be eligible for federal financial aid, show financial need (as defined by the commonwealth of Kentucky), and complete the FAFSA by the deadline prescribed by Kentucky. While this deadline can change from year to year, applicants are encouraged to apply early. Students may be eligible for the CAP (College Access Program) and/or the KTG (Kentucky Tuition Grant) award. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 and/or January 1 to June 30 for full time eligibility or enrolled in 6-11 credits (for the same period of time) for part time eligibility.

Ohio State Aid – The Ohio Instructional Grant (OIG) is available to Ohio residents who are enrolled in classes located with Ohio. Students must be undergraduates and show financial need as defined by the state of Ohio. Students must complete the FAFSA by the Ohio state deadline.

Federal Stafford Loan – is available to any student enrolled who files the FAFSA and all other required financial aid forms. The maximum loan amounts are $2,625 for a freshman, $3,500 for a sophomore, $4,000 for a junior, $5,500 for seniors, and $8,500 for graduate students in a graduate program. For students who demonstrate financial need, the federal government subsidizes the loan interest while the student is enrolled in school. Interest rates are set on July 1st each year. For July 1, 2002 through June 30, 2003 the interest is 3.46% during in school (unsubsidized loans) and 4.06% during repayment (both subsidized and unsubsidized loans). Self-supporting students may borrow an additional unsubsidized Stafford Loan for up to $4,000 for freshmen and sophomores, up to $5,500 for juniors and seniors, and up to $10,000 for students enrolled in graduate programs. Lifetime maximums for the loans are $46,000 for undergraduate and $138,000 for graduate (including undergraduate borrowing) students. Parents of undergraduate, dependent students can borrow through the PLUS program. For the PLUS program, borrowers must be credit worthy and repayment begins immediately. Interest rates are set annually and for July 1, 2002 – June 30, 2003 the interest rate is 4.86%.

ALL FIRST-YEAR, FIRST-TIME BORROWERS AT IWU MUST COMPLETE LOAN ENTRANCE COUNSELING AND THE ENTRANCE INTERVIEW FORM. THIS WILL BE DONE ON YOUR FIRST CLASS NIGHT. You may also complete loan entrance counseling online at http://www.indwes.edu/finaid.

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 6 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 6-month grace period during which no interest or principal payments are due on subsidized loans, and only interest continues to accrue on the unsubsidized loans. The minimum monthly payment is $50 but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies
Sample repayment of Stafford Loans - estimates only:

<table>
<thead>
<tr>
<th>Interest Rate</th>
<th>5%</th>
<th>6.5%</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Borrowed</td>
<td>Monthly Payment Amount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5,500</td>
<td>$58</td>
<td>$62</td>
<td>$67</td>
</tr>
<tr>
<td>$8,500</td>
<td>$90</td>
<td>$97</td>
<td>$103</td>
</tr>
<tr>
<td>$15,000</td>
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</tr>
<tr>
<td>$70,000</td>
<td>$742</td>
<td>$795</td>
<td>$850</td>
</tr>
</tbody>
</table>

**GENERAL ELIGIBILITY REQUIREMENTS**

1. A student must be accepted as a regular student (cannot be “unclassified”).

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap 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 which require stopping out of class again, the student should contact the Financial Aid Office to discuss options.

4. Any changes in registration, such as withdrawals or cancelled classes, may result in cancellation or reduction of any or all financial aid. In such cases, the student is responsible for any remaining balance on the student account.

5. A student who requests the credit balance from his/her student account and then makes registration changes may need to repay funds to the university and/or to the financial aid programs.

**HOW TO APPLY FOR FINANCIAL AID**

1. Obtain a financial aid packet from the APS Financial Aid Office. This packet contains the institutional aid application, an authorization to retain funds form, and directions for completing the FAFSA (the Free Application for Federal Student Aid) online.

2. Complete all forms as instructed.

3. The Free Application for Federal Student Aid (FAFSA) may be completed online at www.Fafsa.ed.gov.

4. Return all forms to the APS Financial Aid Office.

5. Respond to requests for additional information. You may be asked to provide a copy of your federal tax return (and your spouse tax return or your parents tax as appropriate), verification of untaxed income, or a verification of household members.

6. If borrowing a student loan, complete the loan master promissory note during the first class session. If in online classes, an MPN will be sent to you; sign and return the note as directed in the cover letter.

7. Forms filled out incorrectly or sent to the wrong place will delay your financial aid award.
HOW ELIGIBILITY IS DETERMINED AND FINANCIAL AID IS PROCESSED

1. All forms must be received in the APS Financial Aid Office before eligibility can be determined.

2. The APS Financial Aid Office must be made aware of the number of credit hours for which the student plans to enroll before determining aid amounts. Any changes in planned enrollment will affect the amount of aid for which the student may qualify.

3. The student will receive a financial aid letter indicating the types and amounts of aid for which he/she qualifies.

HOW AND WHEN FINANCIAL AID IS DISBURSED

Federal Pell Grant is disbursed as a credit to the student’s account in two separate disbursements in each academic year. Disbursements are generated once each month.

Federal Stafford Loan is certified and processed as soon as possible. The funds are applied as a credit to the student’s account in two or three disbursements depending on the student’s status in the program.

Indiana State Grants are disbursed as a credit to the student’s account in two separate disbursements. A state grant can only be applied toward tuition costs. Disbursements are generated once each month.

Kentucky State Grants are disbursed as a credit to the student’s account in two separate disbursements. A state grant can only be applied toward tuition costs. Disbursements are generated once each month.

Ohio State Grants are disbursed as a credit to the student’s account in two separate disbursements. A state grant can only be applied toward tuition costs. Disbursements are generated once each month.

All financial aid forms must be received at least three weeks before a planned class start.

Applying for 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

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.
- Completing all of the credit hours used in determining financial aid eligibility for the academic year (i.e. if 24 credit hours are used in the academic year, the student must complete at least 24 credits).
- Maintaining good academic standing. Students on academic probation will be allowed to continue on financial aid for two classes, but then eligibility will be terminated if the student does not return to good academic standing.
- Completing the program within 150% of the time normally required to complete the course of study (i.e. if the program requires 104 weeks of class to complete, then the student may be enrolled for no more than 156 weeks).

Academic progress is reviewed each year before financial aid funding is provided. Students who fail to make satisfactory academic progress will no longer be eligible for financial aid. 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 financial aid eligibility due to failure to make academic progress by writing to the Director of Financial Aid.

REFUNDS

If a student finds it necessary to withdraw from the program or to take leaves of absence that exceed 180 days in a twelve month period, a federal refund will be calculated. This calculation is based on the amount of class work completed during the payment period when the student withdraws. The amount of refund of federal financial aid money is based on the amount of financial aid that is considered not earned by the student. The following is an example of the refund 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 financial aid received.
The financial aid office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grant. The student will have 45 days to contact the APS 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 financial aid at any institution until full repayment is made.

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 financial aid programs available.
• The cost of attending the 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 aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.
• 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 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 in a timely manner to the correct address.
• Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your 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.
• Return all additional information, verification, corrections, and/or new information requested by either the APS Financial Aid Office or the agency to which you submitted your FAFSA.
• 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 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 of the information pertaining to financial aid, please contact: Indiana Wesleyan University, APS Financial Aid, 4301 South Washington, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030
APS employs a core of full-time instructors who are responsible for instruction and curriculum development in selected specialty areas. These individuals also mentor and develop adjunct faculty in the selected area of study.

APS 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, APS maintains a quality faculty for all its programs.

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 fit, academic qualification, professional experience, and the ability to facilitate adult learning.

Faculty candidates are screened through an application, a series of interviews, and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

APS provides opportunities for its faculty to regularly network with one another through faculty meetings, development workshops, and focus groups.

APS faculty members bring workplace experience to the classroom.
**APS UNDERGRADUATE DEGREES**

The associate and baccalaureate degrees offered by APS are designed for working adults who may have acquired learning through college or university courses, career experiences, professional or military schools, and in-service training. For those with college credit at approved institutions, courses that do not replicate the content of the core may be transferred at the discretion of Indiana Wesleyan University. In addition, a method of assessing college-level learning gained through experience has been developed, and the credit awarded may be applied toward a baccalaureate degree.

APS courses relate theory to practice. Instructional methods include lectures, class discussion, case studies, simulations, clinical practicums, and projects. Each course is a required component of the program (core) and is generally taken in sequence. No waivers are permitted for core courses.

Program curricula are designed to provide preparation in the knowledge and skills required for leadership in one’s profession. The program also offers learning in the personal skills needed for effective performance. These skills include:

- The ability to see things from the perspective of a Christian worldview.
- Skill in ethical thought and action.
- Values and skills necessary for lifelong learning.
- The ability to read complex materials with comprehension.
- Skill in thinking critically concerning ideas and performance.
- Skill in problem solving and decision-making.
- The ability to communicate effectively through writing.
- The ability to communicate effectively orally.
- The ability to find needed information.
- The ability to work effectively in teams.

All undergraduate programs consist of a core requirement. Completion of the core courses fulfills the minimum requirement for the major.

IWU faculty members bring professional expertise to their areas of instruction.
APS ASSOCIATE DEGREE PROGRAMS

ADMISSION REQUIREMENTS

The admission requirements are as follows:

1. Proof of high school graduation or GED certification.

2. Original transcripts from all previous college/university study.

3. A minimum of two years of significant full-time work experience beyond high school.

4. Two letters of recommendation from persons qualified to judge the applicant's professional expertise, character, and capacity for university-level study.

GRADUATION REQUIREMENTS

To graduate with an associate degree from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of the 62 credit hour core.

2. Cumulative GPA of 2.0 or higher.

3. A minimum of “C” (2.0) must be achieved in both of the communications courses (ENG140 and ENG141). 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 on page 14 does not apply in this case.)

4. Payment of all tuition and fees.

Indiana Wesleyan University’s main campus in Marion, Ind., covers more than 200 acres.
The Associate of Science degree in Business (ASB) program consists of 62 credits of course work, which includes both business and liberal arts courses. The ASB design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option for this degree.

The major in Business at Indiana Wesleyan University is designed either to be a degree in general business, or 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, simulations, and business case studies. 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.

Online Associate of Science in Business Degree:

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

BUSINESS COURSE DESCRIPTIONS

**UNV111 Philosophy and Practice of Lifelong Learning I**
(4 Weeks)
This course focuses on understanding and managing the transitions encountered by adult professionals, with special attention to the transition to formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

**ENG140 Communications I**
(5 Weeks)
This course provides the student with a basic understanding of the writing process with emphasis on those skills necessary for successful expository writing. (Must be passed with a grade of “C” or higher.)

**ENG141 Communications II**
(5 Weeks)
This course provides instruction and practice in written communication with special emphasis on types of writing most used in business situations. (Must be passed with a grade of “C” or higher.)

**BUS105 Introduction to American Business**
(5 Weeks)
A survey of business principles, problems, and procedures including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

**PHE140 Concepts of Wellness**
(4 Weeks)
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

**BIL102 New Testament Survey**
(5 Weeks)
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

**COM115 Introduction to Human Communications**
(5 Weeks)
This course is designed to provide students with an understanding of communication encountered in various social settings. This will be done with emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

**MAT110 Business Mathematics**
(6 Weeks)
A study of the basic arithmetic and algebra used most commonly in general business operations.
HST180  Humanities: World Civilization  3
(5 Weeks)
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance.

ECO205  Basic Economics  3
(5 Weeks)
An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

PSY155  Personal Adjustment  3
(5 Weeks)
This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

ENG242  Literature and Ideas  3
(5 Weeks)
The course traces the impact of a particular literary focus or theme that recurs through British and/or American literature. Examples would include literary satire, war literature, literature of protest, etc.

BUS215  Human Resource Management  3
(5 Weeks)
An exploration of the various roles of people within the business community with emphasis on the nature of work, human efficiency and performance, leadership within work groups, and human relations problem solving.

MUS180  Humanities: Fine Arts  3
(5 Weeks)
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

BUS220  Accounting for Business  3
(5 Weeks)
A course in basic accounting including an emphasis on understanding how systems work, analysis of transactions, journals and ledgers, financial statements, and accounting information as a management tool.

PHL283  Philosophy and Christian Thought  3
(5 Weeks)
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

BUS150  Personal Finance  3
(5 Weeks)
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BIO203  Environmental Conservation  3
(5 Weeks)
An ecological approach to the study of conservation of natural resources as related to current environmental problems.

BUS225  Legal Environment of Business  3
(5 Weeks)
An introduction to the legal environment of business. Emphasis will be on a realistic application of legal principles to everyday business situations.

BUS230  Global Issues  3
(5 Weeks)
A consideration of the key ecological, social, economic, and political issues confronting the business world as it enters the 21st century.

BUS274  Business Case Study  3
(5 Weeks)
An integration of business principles, concepts, and skills applied to an actual business problem case study. The course includes a “World Changing” component as it relates to organizational structures.
APS BACCALAUREATE DEGREE PROGRAMS

APS baccalaureate degree programs consist of a 40-45 credit hour core requirement. Successful completion of the core courses fulfills the minimum requirements for the major.

ADMISSION REQUIREMENTS

The admission requirements are as follows:

1. Proof of high school graduation or GED certification;

2. Original transcripts from all previous college or university study;

3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Accrediting Association of Bible Colleges; up to 40 hours of credit may be equivalent education assessed and approved through the portfolio process;

NOTE TO NURSING PROGRAM APPLICANTS:
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. Credit hours awarded may be counted toward the 60 required for admission to the core, up to a maximum of 40 credits.

4. 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;

5. A minimum of two years of significant full-time work experience beyond high school. For the Nursing program, one year of the work experience is waived for clinical practicum experience during basic nursing education;

6. Two letters of recommendation from persons qualified to judge the applicant’s professional expertise, character, and capacity for university-level study.

Additional admission requirements for the Nursing program:

7. Proof of current RN licensure;

Additional requirements for the Accounting program:

8. Evidence of the equivalent of one semester of mathematics or statistics;

Additional requirements for the Business Information Systems program:

9. Evidence of the equivalent of one semester of mathematics.

Core courses are the foundation for a baccalaureate degree.
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:

1. Completion of 124 semester hours;
2. Completion of the required core courses with a GPA of 2.25 (2.75 for the Nursing program) or higher;
3. Cumulative GPA of 2.0 (2.75 for the Nursing program) or higher;
4. Completion of 30 hours of liberal arts as specified;
5. Payment of all tuition and fees;

For the Nursing program:

6. All individual core courses must be completed with a grade of “C” or better.

LIBERAL ARTS (GENERAL EDUCATION) REQUIREMENTS

In addition to the regular core curriculum (major), a 30-credit liberal arts core is required of all students in APS baccalaureate programs. This 30-credit liberal arts core includes:

- 6 semester credits in Philosophy/Religion/Biblical Literature (3 of the 6 semester credits MUST be in Biblical Literature)
- 6 semester credits in English/Composition/Speech/Literature
- 6 semester credits in Social Sciences
- 3 semester credits in Math/Science
- 3 semester credits in Fine Arts/Foreign Language
- 6 semester credits in liberal arts electives (from any of the above listed categories)
The major in Accounting (BSA) program 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, ACC201 (Accounting Principles I) and ACC202 (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:** The BSA degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in the BSA 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 the BSA 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 BSA degree program at Indiana Wesleyan University. Students cannot realistically expect to complete the BSA 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 their state if they plan 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 APS program.

**Additional admission requirements:**

To be admitted to the BSA program, students must give evidence of knowledge equivalent to one semester of course work in mathematics or statistics by meeting one of the following options:

1. Transferring in a mathematics or statistics course from another institution.
2. Taking a mathematics or statistics course from Indiana Wesleyan University.
3. Satisfactorily completing the mathematics examination supervised by Indiana Wesleyan University.

**PREREQUISITES**

Students in the BSA program are required to demonstrate proficiency in the area of accounting prior to taking ACC311 (Intermediate Financial Accounting I) by meeting one of the following options:

1. Successfully completing the IWU courses ACC201 (Accounting Principles I) and ACC202 (Accounting Principles II).
2. By transferring in the equivalent of the above two courses from an accredited university with a grade of “C” or higher.

**ACCOUNTING COURSE DESCRIPTIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC201</td>
<td>Accounting I (7 Weeks) Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization.</td>
<td>3</td>
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<tr>
<td>ACC202</td>
<td>Accounting II (6 Weeks) Emphasizes the process of producing accounting information for internal use of the company’s management. Prerequisite: ACC201</td>
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<td>Course Code</td>
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</tr>
<tr>
<td>ADM201</td>
<td>Principles of Self-Management</td>
<td>2</td>
</tr>
<tr>
<td>ECO330</td>
<td>Applied Microeconomics for Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO331</td>
<td>Applied Macroeconomics for Business</td>
<td>3</td>
</tr>
<tr>
<td>ADM447</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ACC341</td>
<td>Managerial Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
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<tr>
<td>ACC423</td>
<td>Auditing</td>
<td>3</td>
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<tr>
<td>ADM448</td>
<td>Strategic Planning</td>
<td>3</td>
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<tr>
<td>ACC451</td>
<td>Advanced Accounting</td>
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<tr>
<td>ACC371</td>
<td>Federal Income Tax I</td>
<td>3</td>
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<tr>
<td>ACC372</td>
<td>Federal Income Tax II</td>
<td>3</td>
</tr>
<tr>
<td>ACC491</td>
<td>Accounting Seminar</td>
<td>3</td>
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</tbody>
</table>
The major in Business Administration (BSBA) program is an academic program designed for the working professional employed in a business or public organization.

The curriculum is designed to enable graduates to deal effectively with an increasingly complex business environment. The program stresses skill development in the areas of management, decision-making, business communications, managerial accounting and finance, economics, and marketing.

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.

**PREREQUISITES**

Students in the BSBA program are required to demonstrate proficiency in the area of accounting prior to taking ADM471 Managerial Accounting by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS220 within the past five years.
3. The IWU course BUS220P as scheduled within the BSBA curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

**BUSINESS ADMINISTRATION COURSE DESCRIPTIONS**

**ADM201 Principles of Self-Management**  
(4 Weeks)  
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management.

**MGT302 Management and Leadership**  
(5 Weeks)  
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

**MGT205 Professional Communication**  
(5 Weeks)  
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

**ADM316 Computers and Information Processing**  
(5 Weeks)  
An introduction to the equipment, techniques, and concepts of information systems processing. Emphasis has been placed on the components of information processing systems and the part each plays in the processing of data.

**ADM320 Business Statistics**  
(6 Weeks)  
This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.

**ECO330 Applied Microeconomics for Business**  
(5 Weeks)  
An overview of microeconomic theory as it relates to the individual business. Microeconomics introduces the student to the overall environment in which business functions. Economic analysis explains the uses and limits of opportunity cost, marginal analysis, and market structure in managerial strategy.

**ECO331 Applied Macroeconomics for Business**  
(5 Weeks)  
An overview of macroeconomic theories and policy. The course focuses on the analysis of the current national economic environment and its effects on business operations.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
<td>A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.</td>
</tr>
<tr>
<td>BUS220P</td>
<td>Managerial Accounting</td>
<td>0</td>
<td>This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Must complete with a grade of &quot;CR&quot; in order to proceed to ADM471.</td>
</tr>
<tr>
<td>ADM471</td>
<td>Managerial Accounting</td>
<td>4</td>
<td>The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision-making with special emphasis on the planning and control responsibilities of practicing managers.</td>
</tr>
<tr>
<td>ADM474</td>
<td>Managerial Finance</td>
<td>4</td>
<td>An overview of the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds.</td>
</tr>
<tr>
<td>MGT421</td>
<td>Strategies in Marketing Management</td>
<td>3</td>
<td>An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.</td>
</tr>
<tr>
<td>ADM447</td>
<td>Business Law</td>
<td>3</td>
<td>A review of the legal requirements facing business enterprise, including bailments, bankruptcy, sales, negotiable instruments, and key points in the development of modern business and commercial law.</td>
</tr>
<tr>
<td>ADM495</td>
<td>Seminar in Business</td>
<td>3</td>
<td>This capstone course in business administration is designed to integrate the content of the core courses into an applied management framework. Elements of this course include decision-making in a wide variety of areas based on advanced level case analyses. Substantial reading of various managerial perspectives and applications of those perspectives to the student’s work setting is required.</td>
</tr>
</tbody>
</table>

Student presentations are an integral part of IWU classes.
The major in Business Information Systems (BSBIS) program 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, programming, and web development. The emphasis in this program is in developing the quantitative skills necessary to be successful in implementing computers and information systems in the modern business world.

Throughout the program, an applied project will unfold. At the end of the program, the completed project (by an individual or a group) will be a basis for assessing the learning experience. It will also provide students with a physical illustration of their abilities for future employers.

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.

Online Business Information Systems Degree:

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

Additional admission requirements:

To be admitted to the BSBIS program, students must give evidence of knowledge equivalent to one semester of course work in mathematics by meeting one of the following options:

1. Transferring in a mathematics course from another institution.
2. Taking a mathematics course from Indiana Wesleyan University.
3. Satisfactorily completing the mathematics examination supervised by Indiana Wesleyan University.

PREREQUISITES

Students in the BSBIS program are required to demonstrate proficiency in the area of accounting prior to taking MGT412 Financial Planning and Control Systems by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS220 within the past five years.
3. The IWU course BUS220P as scheduled within the BSBIS curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

Students in the BSBIS 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:

1. Have a working knowledge of the Windows operating system as well as word processing and spreadsheet applications.
2. Own or have access to a personal computer with sufficient RAM, hard drive, browser, multi-media, modem graphics and printer capabilities.

BUSINESS INFORMATION SYSTEMS COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS215</td>
<td>Introduction to Business Information Systems (7 Weeks)</td>
<td>3</td>
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</tbody>
</table>

An introduction to fundamental concepts of management information systems in the information age. Addresses the impact of information systems in each of the functional areas of business to improve organizational effectiveness. Ethical considerations related to information and technology will be discussed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT205</td>
<td>Professional Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(5 Weeks)</td>
<td>The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.</td>
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<tr>
<td>BIS224</td>
<td>Business Information Systems Technology</td>
<td>3</td>
<td></td>
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<tr>
<td>(5 Weeks)</td>
<td>This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, computer hardware components, I/O devices, storage, and Internet/Intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.</td>
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<tr>
<td>BIS220</td>
<td>Analytical Thinking and Problem Solving</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(7 Weeks)</td>
<td>An introduction to managerial decision-making using information systems. Emphasis on group interaction skills in identifying causes of problems, identifying options, and proposing solutions.</td>
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<tr>
<td>BIS340</td>
<td>Business Programming I</td>
<td>3</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course provides a general introduction to programming paradigms including procedural and object-oriented approaches. Students will learn the basics of a programming language that is widely used in the business environment. Prerequisite: BIS220</td>
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<tr>
<td>BIS341</td>
<td>Business Programming II</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course extends the knowledge base of the programming language used in Business Programming I. Coding and applications development will be emphasized. Prerequisite: BIS340</td>
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<tr>
<td>BIS342</td>
<td>Business Programming III</td>
<td>3</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course provides an introduction to object-based programming concepts. Students will learn the basics of an object-oriented programming language that is widely used in the business environment. Prerequisite: BIS220</td>
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<tr>
<td>BIS343</td>
<td>Business Programming IV</td>
<td>3</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course extends the knowledge base of the programming language used in Business Programming III. Coding and applications development will be emphasized. Prerequisite: BIS342</td>
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<tr>
<td>BUS220P</td>
<td>Managerial Accounting</td>
<td>0</td>
<td>Prerequisite: MGT205</td>
</tr>
<tr>
<td>(3 Weeks)</td>
<td>This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Must complete with a grade of “CR” in order to proceed to MGT412.</td>
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<tr>
<td>MGT412</td>
<td>Financial Planning and Control Systems</td>
<td>3</td>
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<tr>
<td>(6 Weeks)</td>
<td>The analysis of managerial planning and control systems with emphasis on the development and administration of the budget and financial support systems.</td>
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<tr>
<td>BIS320</td>
<td>Managerial Relational Database Systems</td>
<td>3</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course develops skills in the design and implementation of business database systems using modern database tools. It covers data structures, file management, and the conceptual, logical, and physical design of databases.</td>
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<tr>
<td>MGT421</td>
<td>Strategies in Marketing Management</td>
<td>3</td>
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</tr>
<tr>
<td>(5 Weeks)</td>
<td>An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.</td>
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<tr>
<td>BIS350</td>
<td>Web Application Development in a Business Environment</td>
<td>3</td>
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<tr>
<td>(5 Weeks)</td>
<td>This course will introduce the principles of JavaScript control structures, various markup languages, and scripting languages. Students will develop fundamental skills in programming using the client-side Internet model. In addition, students will utilize multimedia technology to design and develop web-based applications. Hands-on skill development is emphasized.</td>
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<tr>
<td>BIS352</td>
<td>Advanced Web Application in a Business Environment</td>
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<tr>
<td>(5 Weeks)</td>
<td>Students will learn multi-tiered, database-intensive, Intranet/Internet applications by using ADO (ActiveX Data Objects) and SQL (Structured Query Language). Topics covered include server-side Internet and web-programming techniques. Prerequisite: BIS350</td>
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<tr>
<td>BIS460</td>
<td>Business Information Systems Project</td>
<td>4</td>
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<tr>
<td>(8 Weeks)</td>
<td>In this capstone course, students will investigate, analyze, design, and document an information system. The course will emphasize analysis and investigation of business problems in an organization and the subsequent design of computer information systems to solve those problems. Students will study the entire process of systems development including problem definition, consideration of alternate solutions, selection of a solution, and implementation, control, and maintenance of the system.</td>
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</tbody>
</table>
The major in Management (BSM) program is an academic program designed for the working professional employed in a business or public organization.

This program stresses skill development in the areas of management, decision-making, organizational behavior, and negotiation and conflict resolution.

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.

Online Management Degree:

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

PREREQUISITES

Students in the BSM program are required to demonstrate proficiency in the area of accounting prior to taking MGT412 Financial Planning and Control Systems by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS220 within the past five years.
3. The IWU course BUS220P as scheduled within the BSM curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

MANAGEMENT COURSE DESCRIPTIONS

ADM201 Principles of Self-Management 2 (4 Weeks)
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management.

MGT302 Management and Leadership 3 (5 Weeks)
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

ADM316 Computers and Information Processing 3 (5 Weeks)
An introduction to the equipment, techniques, and concepts of information systems processing. Emphasis has been placed on the components of information processing systems and the part each plays in the processing of data.

MGT205 Professional Communication 3 (5 Weeks)
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

MGT432 Organizational Behavior 3 (5 Weeks)
A study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing, and motivating are explored in the contexts of both individual and group behavior.

MGT435 Personnel Management 3 (5 Weeks)
The development of policies and techniques necessary to ensure effective management within complex organizations. Civil Service regulations, unions in the public and private sectors, and organizational training and development will be examined.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
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<td></td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of representative ethical</td>
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<td>theories as they relate to various</td>
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<td>contemporary problems in management</td>
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<td></td>
<td>(business). Special consideration</td>
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<td>will be given to the application</td>
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<td>decision-making in the business</td>
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<td>world.</td>
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<tr>
<td>BUS220P</td>
<td>Managerial Accounting</td>
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<td></td>
<td>(3 Weeks)</td>
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<td>This not-for-credit course is</td>
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<td>offered in a shortened and less</td>
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<td>in-depth manner. It is a basic</td>
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<td>course in accounting including</td>
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<td>an emphasis on understanding how</td>
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<td>systems work, analysis of</td>
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<td>transactions, journals, ledgers,</td>
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<td>and financial statements. Must</td>
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<td>complete with a grade of “CR” in</td>
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<td>order to proceed to MGT412.</td>
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<tr>
<td>MGT412</td>
<td>Financial Planning and Control</td>
<td>3</td>
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<tr>
<td></td>
<td>Systems</td>
<td>(6 Weeks)</td>
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<tr>
<td></td>
<td>The analysis of managerial</td>
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<td></td>
<td>planning and control systems with</td>
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<td></td>
<td>emphasis on the development and</td>
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<td></td>
<td>administration of the budget and</td>
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<tr>
<td></td>
<td>financial support systems.</td>
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<tr>
<td>MGT421</td>
<td>Strategies in Marketing</td>
<td>3</td>
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<tr>
<td></td>
<td>(5 Weeks)</td>
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<tr>
<td></td>
<td>Management</td>
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<td></td>
<td>An integrated analysis of the role</td>
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<td></td>
<td>of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.</td>
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<tr>
<td>MGT450</td>
<td>Negotiation/Conflict Resolution</td>
<td>3</td>
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<tr>
<td></td>
<td>(5 Weeks)</td>
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<tr>
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<td>Using simulation, case studies, and</td>
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<td>fieldwork assignments, this course</td>
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<td></td>
<td>focuses on the development of the</td>
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<td></td>
<td>communication and management skills</td>
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<td>essential for successfully resolving conflict situations involving both labor and management practices, and the structural dysfunctions of organizations.</td>
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<tr>
<td>MGT441</td>
<td>Philosophy of Corporate Culture</td>
<td>3</td>
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<tr>
<td></td>
<td>(5 Weeks)</td>
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<td></td>
<td>A capstone study of the philosophical assumptions upon which American business and management are based. The course defines corporate culture as a contemporary phenomenon distinguishable from the historical roots of traditional labor and management.</td>
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<tr>
<td>MGT460</td>
<td>International Issues in Business</td>
<td>3</td>
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<tr>
<td></td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of the issues created by the internationalization of markets and competition for both small proprietorships and large corporations. Included will be discussion of problems in establishing overseas markets, financing production abroad, legal restrictions, cross-cultural interactions, foreign and domestic tax complications, and theories of world trade.</td>
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<tr>
<td>MGT490</td>
<td>Human Resources Development</td>
<td>2</td>
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<td></td>
<td>(4 Weeks)</td>
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<td></td>
<td>This course will emphasize the</td>
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<td></td>
<td>importance of training and</td>
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<td></td>
<td>development in organizations. The</td>
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<td>primary issues involved in</td>
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<td></td>
<td>developing curriculum and</td>
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<td></td>
<td>implementing a training program</td>
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<tr>
<td></td>
<td>will be studied and discussed.</td>
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<tr>
<td></td>
<td>Students will also be challenged</td>
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<td>to establish their own “curriculum” for personal development and lifelong learning.</td>
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<tr>
<td>ADM495</td>
<td>Seminar in Business</td>
<td>3</td>
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<tr>
<td></td>
<td>(6 Weeks)</td>
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<tr>
<td></td>
<td>This capstone course in business</td>
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<td>management is designed to integrate the content of the core courses into an applied management framework. Elements of this course include decision-making in a wide variety of areas based on advanced level case analyses. Substantial reading of various managerial perspectives and applications of those perspectives to the student’s work setting is required.</td>
<td></td>
</tr>
</tbody>
</table>

IWU’s APS Programs began with business and management degrees.
MARKETING

The major in Marketing program (BSMK) 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 as necessary.

PREREQUISITES

Students in the BSMK program are required to demonstrate proficiency in the area of accounting prior to taking ADM 474* by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS220P within the past five years.
3. The IWU course BUS220P as scheduled within the BSMK curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

*Satisfaction of the BUS220P prerequisite accounting proficiency for the ADM474 course applies only to students in the BSMK program.

MARKETING COURSE DESCRIPTIONS

ADM201 Principles of Self-Management 2
(4 weeks)
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management.

MGT421 Strategies in Marketing 3
(5 weeks)
Management
An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies and the recognition of marketing variables.

MGT302 Management and Leadership 3
(5 weeks)
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

MKG348 Service Marketing 3
(5 weeks)
A study of the marketing services as opposed to marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization.

MGT425 Issues in Ethics 3
(5 weeks)
A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision making in the business world.
BUS220P Managerial Accounting 0
(3 weeks) Prerequisite
This not-for-credit course is offered in a shortened and less
in-depth manner. It is a basic course in accounting including
an emphasis on understanding how systems work, analysis of
transactions, journals, ledgers, and financial statements. Must
complete with a grade of “CR” in order to proceed to
ADM474.

ADM474 Managerial Finance 4
(8 weeks)
An overview of the fundamentals of financial administration
emphasizing the development of the issues and techniques
involved in the cost of capital, capital budgeting, cash
budgeting, working capital management, and long-term
sources and uses of funds.

MKG353 Sales 3
(5 weeks)
A study of sales effectiveness, management of sales activities,
the character of the marketplace, and development of creative
selling skills.

ECO330 Applied Microeconomics for Business 3
(5 weeks)
An overview of microeconomic theory as it relates to the
individual business. Microeconomics introduces the student
to the overall environment in which business functions.
Economic analysis explains the uses and limits of opportunity
cost, marginal analysis, and market structure in managerial
strategy.

MKG346 Consumer Behavior 3
(5 weeks)
A study of major factors that influence consumer purchase
behavior. Such factors as cultural, social, personal, and
psychological are studied. Special emphasis is given to the
buyer decision-making process.

MGT460 International Issues in Business 3
(5 weeks)
A study of the issues created by the internationalization of
markets and competition for both small proprietorships and
large corporations. Included will be discussion of problems
in establishing overseas markets, financing production abroad,
legal restrictions, cross-cultural interactions, foreign and
domestic tax complications, and theories of world trade.

MKG357 Advertising 3
(5 weeks)
An in-depth study of the administration of advertising,
consumer advertising, industrial advertising, and professional
and trade advertising. Actual advertisements will be developed
and tested for effectiveness.

ADM447 Business Law 3
(5 weeks)
A review of the legal requirements facing business enterprise,
including bailments, bankruptcy, sales, negotiable
instruments, and key points in the development of modern
business and commercial law.

ADM448 Strategic Planning 3
(5 weeks)
Students will develop or improve skills in the critical areas
of applied organizational research and managing the planning
process with a focus on strategic and operational planning.

MKG398 Marketing Research 3
(6 weeks)
An in-depth study of the various methods of marketing
research. Both quantitative and qualitative methods will be
taught in the course. Students will be involved in the
development of an actual marketing research project.

MKG496 Marketing Seminar 3
(6 weeks)
A seminar for senior marketing students focusing on current
issues and special marketing topics. Student-led discussions
and presentations, as well as guest speakers, are used
extensively in the classroom portion of the course which
provides two hours of credit. Students prepare two
presentations, one oral and one written, to satisfy the third
credit hour.

Education is a key to job advancement
for young professionals.
The College of Adult and Professional Studies offers an RNBS completion program leading to a Bachelor of Science (B.S.) with a major in nursing. The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

The College of Adult and Professional Studies: RNBS Completion Program is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2503, the Commission on Collegiate Nursing Education, the Indiana Professional Standards Board, and Indiana Board of Nursing Registration. Memberships include the American Association of Colleges of Nursing, the Midwest Alliance in Nursing, and the Council for Christian Colleges and Universities.

Throughout the RNBS Completion 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 RNBS Completion 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.

Program Requirements:

1. Students must complete each individual core course with a grade of “C” or higher.

2. To progress in the major, RNBS students must have obtained a core GPA of 2.75 by the end of the third course.

The curriculum of the baccalaureate program is designed to:

1. Call students to Christian character in development of professional values;

2. Expect students to develop academic excellence in core knowledge;

3. Equip students with core competencies for success in the nursing profession;

4. Mentor students in leadership through professional role development.

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.

Online Bachelor of Science in Nursing Degree:

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

NURSING COMPLETION PROGRAM COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR205</td>
<td>Nursing’s Role in the Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>NUR224</td>
<td>Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NUR332</td>
<td>Nursing Theory for the Clinician</td>
<td>3</td>
</tr>
</tbody>
</table>

NUR205 Nursing’s Role in the Health Care System
Designed to acquaint the practicing nurse with a perspective on the unique role of nurses in the health-care system. Content includes role theory, change theory, and political advocacy. Presents the efforts of nursing to help create a health-care system that assures access, quality, and services at affordable costs.

NUR224 Nursing Informatics
This course is designed to provide nursing students with an opportunity to acquire and apply knowledge and skills from information systems and computer technology. The focus will be on using computers in nursing practice, nursing education, nursing administration, and nursing research.

NUR332 Nursing Theory for the Clinician
Designed to familiarize the practicing nurse with theory-based, research-supported nursing within a Christian framework. Content covers how theory-based, reflective practice can impact nursing and health care for the benefit of humanity. The Neuman Health Care Systems Theory will be presented within a nursing process framework of nursing practice.

Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR365</td>
<td>Ethics</td>
<td>2</td>
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<td></td>
<td>Focuses on the ethical decision-making process with emphasis on Judeo-Christian values. Designed to foster ethical development, values clarification, and effective analysis of ethical issues encountered by professional nurses. A Christian ethical perspective is promoted.</td>
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<tr>
<td>NUR370</td>
<td>Gerontology</td>
<td>3</td>
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<td>Concepts of aging including physical, psychological, sociocultural, and spiritual variables will be addressed for the practicing nurse. The impact of the aging population on the health-care system will be applied to nursing practice with the older adult client.</td>
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<tr>
<td>NUR334</td>
<td>Comprehensive Physical Assessment of the Well Adult</td>
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<td>The purpose of this course is to enhance knowledge and basic skills of the practicing nurse in the performance of a physical exam and health assessment of the well adult.</td>
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<tr>
<td>NUR436</td>
<td>Research</td>
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<td>The course is planned to provide the student with an understanding of the research process. Basic elements of research design, sampling, data collection, and analysis are discussed. Students critique research articles and develop a proposal for an investigation of significance to the practice of nursing.</td>
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<tr>
<td>NUR350</td>
<td>Seminar in Nursing Leadership</td>
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<td>Students will explore theories related to leadership skills. This will lay the foundation for the development of strategies and resources to gain personal and professional nursing leadership abilities. An emphasis will be placed on servant leadership.</td>
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<tr>
<td>NUR401</td>
<td>Intercultural Nursing</td>
<td>3</td>
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<td>Designed to provide the practicing nurse with tools for effective delivery of health care to clients from different cultures. A practical, integrative nursing experience with another culture.</td>
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<tr>
<td>NUR470</td>
<td>Community Health Nursing</td>
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<td>Applies the nursing process to promotion of health at the community level. Population-focused practica sites include a variety of community settings. Unstructured, non-institutional practice settings are emphasized. Practicum required.</td>
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<tr>
<td>NUR437</td>
<td>Pathophysiology</td>
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<td>Concepts of pathophysiology will be presented as practicing nurses study the relationships between wholistic persons and their environments in times of physical stress.</td>
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<tr>
<td>NUR478</td>
<td>Critical Care Nursing</td>
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<td>For the practicing registered nurse. Concentrates on advanced nursing management principles for clients with acute and complex medical or surgical conditions. Designed to refine, deepen, and extend critical thinking skills in situations where dynamics of core survival are threatened. Practicum required.</td>
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<tr>
<td>NUR490</td>
<td>Management in Nursing</td>
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<td></td>
<td>The final capstone course, this is designed to develop leadership and management skills in practicing nurses. Considers dynamics and management of individual, group, and organizational behavior in health-care agencies. Examines issues in management: power and conflict resolution, work stress, discrimination, group dynamics, organizational change, and other topics. Prerequisite: All prior RNBS core courses Practicum required.</td>
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</tbody>
</table>

Hundreds of registered nurses have earned a B.S. degree through APS classes.
The College of APS offers graduate degrees designed specifically to help working adults advance their professional and personal proficiencies. These degree programs offer intensive study in the disciplines and skill areas required for success in today’s challenging social and economic conditions. Further, they are designed to equip working professionals to function as lifelong learners in their areas of specialty and to strengthen their ability to serve as leaders in their chosen professions.

Curricula for the MBA and MSM programs are designed to provide preparation in the knowledge and skills required for leadership in one’s profession. The program also offers learning in the personal skills needed for effective performance. These skills include:

• The ability to see things from the perspective of a Christian worldview.
• Skill in ethical thought and action.
• Values and skills necessary for lifelong learning.
• The ability to read complex materials with comprehension.
• Skill in thinking critically concerning ideas and performance.
• Skill in problem solving and decision-making.
• The ability to communicate effectively through writing.
• The ability to communicate effectively orally.
• The ability to find needed information.
• The ability to work effectively in teams.

The graduate programs demand from participants a high level of commitment, intensity, and prior professional experience. For this reason, entrance requirements are purposeful and followed carefully. These include the need to have demonstrated an aptitude for graduate study, strong professional references, and substantive work experience.

Each course is a required component of the program (core) and is generally taken in sequence. In general, no waivers are permitted for core courses. In some cases, graduate electives may be required in addition to the core courses to complete the degree.

APS administrators have been drawn from the ranks of higher education and business.
The Master of Business Administration (MBA) is a 41-credit hour program designed to meet the worldwide need for knowledgeable, principle-centered leadership of organizations. Intended to prepare managers as both economic and ethical leaders, the MBA program emphasizes the integration and application of knowledge.

Students connect with business; the connection deepens and broadens as their programs proceed. New knowledge, skills, and tools quickly form the basis of leadership in business decision-making. To that end, the class structure deals with both the qualitative and quantitative skills required of today’s managers.

The MBA program emphasizes the acquisition of technical management skills within a peer group or management team context. Each course requires the adoption of an individual and cooperative approach to problem solving. Written problem analysis is required throughout the program, as is the development of presentation skills.

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

**Online Master of Business Administration Degree:**

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

**ADMISSION REQUIREMENTS**

The admission requirements for the MBA program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. 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.

3. A minimum of three (3) years of significant full-time work experience.

4. Two letters of recommendation from persons qualified to judge the applicant’s professional expertise, character, and capacity for university-level study.

5. Evidence of knowledge equivalent to one undergraduate semester of course work in mathematics or statistics by meeting one of the following requirements:
   a. Three hours of mathematics or statistics.
   b. Acceptable performance on the mathematics exam supervised by Indiana Wesleyan University.

**PREREQUISITES**

Students in the MBA program are required to demonstrate proficiency in the areas of economics, accounting, and finance prior to taking the corresponding advanced course in the core by successfully completing one of the following:

1. A minimum of six semester hours of undergraduate course work in each required area taken within the past five years and documented on an official transcript.

2. IWU courses in each required area required at the baccalaureate level within the past five years.

3. Three hours of graduate course work in each required area taken within the past five years and documented on an official transcript.


5. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.
GRADUATION REQUIREMENTS

To graduate, students must have completed all of the following:

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course.

2. Payment of all tuition and fees.

3. Applied Management Project that meets the specifications and requirements of Indiana Wesleyan University.

MASTER OF BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

ADM511 Introduction to Research and Technology 1 (3 Weeks)
This asynchronous course will prepare the student to use the Internet and the World Wide Web as informational tools to achieve educational goals in the pursuit of lifelong learning. Topics covered include business research sources, integration of traditional research formats with newer formats, copyright issues, MLA writing style, and evaluation of the quality of information found on the World Wide Web.

ADM519 Methods of Executive Management 4 (8 Weeks)
This course examines the philosophy and practice of managing organizations and their subunits in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within organizations, to include the human resource process. Topics covered will include organizational culture, change processes, team building, motivation, decision-making, and diversity.

ADM471P Managerial Accounting 0 (3 Weeks) Prerequisite
This not-for-credit course is offered in a shortened and less in-depth manner. The course surveys the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making. It also touches on the planning and control responsibilities of practicing managers. Must complete with a grade of “CR” in order to proceed to ADM514.

ADM514 Advanced Managerial Accounting 4 (8 Weeks)
A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions. Special attention will be given to the preparation and analysis of financial statements, budgeting, and systems of planning and control.

ADM518 The Ethical and Legal Environment of Business 4 (8 Weeks)
The focus of this course is the development of moral leadership in the identification, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business. Emphasis given to the Christian worldview.

ADM474P Managerial Finance 0 (3 Weeks) Prerequisite
An overview of the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Must complete with a grade of “CR” in order to proceed to ADM537.

ADM537 Advanced Managerial Finance 4 (8 Weeks)
A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various management dilemmas as defined by selected cases.

ADM566 Managing Business Information Systems 3 (6 Weeks)
This course covers the management of the flow of information and services across the information systems User-Producer interface. It is presented in two separate components, one designed for users of information systems and one designed for the producers of information systems.

ADM515 Statistical Analysis 4 (11 Weeks)
Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ADM470P</td>
<td>Economics Prerequisite</td>
<td>0</td>
<td></td>
<td>An introductory course designed to relate economic theory and current economic events to the problem of effective managerial decision-making. Must complete with a grade of “CR” in order to proceed to ADM523.</td>
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<tr>
<td>ADM523</td>
<td>Advanced Managerial Economics</td>
<td>4</td>
<td>ADM470P</td>
<td>The application of economic theory to the problems of contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participants.</td>
</tr>
<tr>
<td>ADM549</td>
<td>Management of International Business</td>
<td>3</td>
<td>ADM523</td>
<td>This course examines the management challenges associated with entering markets outside the U.S. and maintaining global operations. Topics covered include: comparative economic and political systems, regional trade blocs, forms of foreign business involvement, geographic strategies, and functional management of the global enterprise. Emphasis is given to the mechanics of entering global markets. Case studies are used to identify both unique and universal practices.</td>
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<tr>
<td>ADM557</td>
<td>Applied Management Project</td>
<td>4</td>
<td>ADM549</td>
<td>The management project is designed to demonstrate that the student has developed the ability to integrate a diverse education and several years of practical experience. (NOTE: Any MBA student who has not satisfactorily completed all prior courses (“C” or better) may not register for ADM557.)</td>
</tr>
</tbody>
</table>

The MBA degree has been one of the most popular APS programs.
MASTER OF SCIENCE - MANAGEMENT

The Master of Science with a major in Management (MSM) program 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.

The MSM is a career-oriented degree program with emphasis on knowledge and skill in working with and leading people in an organizational environment. The program revolves around the ideal of servant leadership present in both quality management literature and the Christian tradition. Strategy, decision-making, quality, and the dynamics of change in organizations are all explored in the curriculum.

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Online Master of Science - Management Degree:

This program offers the same courses as the traditional classroom setting but via the Internet. Details are available at http://www.IWUonline.com.

ADMISSION REQUIREMENTS

The admission requirements for the MSM program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. 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.

3. A minimum of three (3) years of significant full-time work experience.

4. Two letters of recommendation from persons qualified to judge the applicant’s professional expertise, character, and capacity for university-level study.

GRADUATION REQUIREMENTS

To graduate, students must have completed the following:

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course.

2. Payment of all tuition and fees.

3. Applied Management Project that meets the specifications and requirements of Indiana Wesleyan University.

MANAGEMENT COURSE DESCRIPTIONS

MGT510  Theory and Practices of Leadership  3
(6 Weeks)

In this course students will survey the current literature on the topic of leadership. A solid foundation of research and theory will be laid to form the context for more specific topical study throughout the Master of Science in Management program. Special emphasis will be placed on the knowledge, skills, attitudes, and values involved in “servant leadership.”

MGT541  Advanced Marketing Management  3
(6 Weeks)

A study of marketing management with emphasis on product, price, promotion, and distribution problem solving. The legal and social environment within which marketing problems occur will receive special emphasis.

Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT518</td>
<td>Communication in Organizational Settings</td>
<td>3</td>
<td>This course will explore the major management issues related to communication patterns in an organizational setting. Strategies for diagnosing and dealing with communication problems will be discussed. Students will be called upon to critically evaluate the possibilities and dilemmas of current and future communication technologies.</td>
</tr>
<tr>
<td>MGT530</td>
<td>Strategy Formulation</td>
<td>3</td>
<td>Students will enhance their skills in developing mission and vision for a business, setting objectives, and formulating strategies to meet those objectives. Consideration will be given to analysis of external and internal environments and to the formulation of a business plan.</td>
</tr>
<tr>
<td>MGT532</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
<td>An examination of personnel management and human relations theory in relationship to the design and evaluation of organizational structures in contemporary businesses and public agencies.</td>
</tr>
<tr>
<td>MGT524</td>
<td>Finance for Managers</td>
<td>3</td>
<td>This course provides an overview of the objective and methods of finance for managers. The course provides managers with an understanding of financial reports of a company with the main focus on assisting developing managers in becoming more comfortable dealing with financial issues and in understanding and avoiding potential accounting abuses.</td>
</tr>
<tr>
<td>MGT525</td>
<td>Managerial Ethics</td>
<td>3</td>
<td>An analysis of the major ethical theories as they relate to contemporary management situations. The course emphasizes the ethical responsibilities of management as well as the practical application of Christian principles to managerial decision-making.</td>
</tr>
<tr>
<td>MGT535</td>
<td>Legal Issues for Managers</td>
<td>3</td>
<td>This course provides an overview of legal issues for managers. It introduces the student to the legal system and the legal environment of business. Topics include civil procedure, alternative dispute resolution, agency, administrative law, torts, contracts, sales, product liability, employment law, labor law, and forms of doing business.</td>
</tr>
<tr>
<td>ADM549</td>
<td>Management of International Business</td>
<td>3</td>
<td>This course examines the management challenges associated with entering markets outside the U.S. and maintaining global operations. Topics covered include: comparative economic and political systems, regional trade blocs, forms of foreign business involvement, geographic strategies, and functional management of the global enterprise. Emphasis is given to the mechanics of entering global markets. Case studies are used to identify both unique and universal practices.</td>
</tr>
<tr>
<td>MGT540</td>
<td>Motivation, Development, and Change</td>
<td>3</td>
<td>Students will examine the problems and dynamics of organizational change. Various leadership strategies and resources, which may facilitate change and on-going personal development, will be studied. Students will be asked to investigate principles in a specific organizational context through the use of qualitative research methods.</td>
</tr>
<tr>
<td>MGT513</td>
<td>Managerial Economics</td>
<td>3</td>
<td>An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro-and micro-economic phenomena necessary for sound management decision-making.</td>
</tr>
<tr>
<td>MGT557</td>
<td>Applied Management Project</td>
<td>3</td>
<td>The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. (NOTE: Any MSM student who has not satisfactorily completed all prior course (“C” or better) may not register for MGT557.)</td>
</tr>
</tbody>
</table>
The Master of Education (M.Ed.) program is designed for practicing classroom teachers seeking an advanced degree with an emphasis on standards-based curriculum and instruction. The program emphasizes the application of theories of learning and instruction to the professional setting. Courses are designed to provide participants with methods and materials they can use in their classrooms, including the latest available technology. Instruction is designed to model best practices and procedures in the classroom. Diversity themes run throughout the program.

The advanced M.Ed. degree has developed five domains in preparing the adult professional educator as “The Teacher As Agent of Change.”

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.

There are two components in the program:

1. A core of thirty (30) semester hours is offered in two delivery formats:
   - **Onsite**
     - Eight courses (total of 24 credit hours) are taught in five 8:00 a.m. to 5:00 p.m. Saturday sessions; each course is approximately 8 to 10 weeks in length. These courses are taught in a specific, sequential order.
     - One course (EDU558) is taught completely online and is done somewhat independently; M.Ed. candidates must complete work in stages and submit that work electronically to faculty over the course of about a year’s time.
     - One course (EDU559) is divided into four, one-week workshops over the course of about a year’s time; course work is completed through a practicum model and is done somewhat independently.
   - **Online (Web-Based, Windows format)**
     - Eight courses (total of 24 credit hours) are taught in eight, one-week workshops. Each course is approximately 8 to 10 weeks in length, depending on holiday breaks. These courses are taught in a specific, sequential order.
     - One course (EDU558) is done somewhat independently; M.Ed. candidates must complete work in stages and submit that work electronically to faculty over the course of about a year’s time.

2. Six semester hours of elective credit. This credit may be earned by one of the following:
   - Through IWU’s elective offerings
   - Transferred from college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges provided a grade of “C” or higher was earned in a graduate course of appropriate subject area

**MISSION**

The mission of the Graduate 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.

**OBJECTIVES**

The purpose of the graduate program in education is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations of the Teacher as Agent of Change are:

1. **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.
2. **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
3. **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
4. **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.

5. **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.

**ADMISSION REQUIREMENTS**

The admission requirements for the M.Ed. program are as follows:

1. A baccalaureate or graduate degree in education from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Students whose baccalaureate degree is in an area other than education must meet the following criteria:
   - have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
   - hold an Association of Christian Schools International (ACSI) teaching license.
   - have two years of teaching experience.

2. An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

3. 6 credits of graduate level work with a GPA of 3.0 or above; **OR**

4. Acceptable score on one of the following: (photocopy of scores accepted)
   - Miller Analogies Test (minimum 40)
   - Graduate Record Examination (minimum 1000)
   - National Teachers Examination (NTE does not keep scores after 5 years. If you received your original Indiana license after July 1, 1985, a copy of the license will serve as proof of acceptable NTE scores.)

5. One (1) year of teaching experience, under contract and performed in a classroom.

6. Recommendations from two individuals familiar with the applicant’s professional or academic background. These forms may be completed by superintendents, principals, department heads, supervisors, or other qualified educators who can attest to the applicant’s professional or academic achievements. Family members do not qualify as references.

7. A copy of a valid (but not necessarily current) state or ACSI teacher’s license.

**PROGRAM ADMITTANCE POLICY**

Formal admittance to candidacy for the Master of Education Degree from Indiana Wesleyan University will commence at the time a student successfully completes the Assessment Day One requirements. *(Note to Students: Assessment Day One occurs after the first three core courses are completed.)* An admissions committee composed of Unit Faculty will review appropriate candidate data and grades earned in the program in making the final recommendation for candidacy.

**NON-ADMITTANCE POLICY**

If the student’s work is not acceptable at the end of Assessment Day One, the following options are available to the Instructor/Advisor (IA) who is the university assigned advisor to assist all students through the program;

1. allow ten (10) extra days to bring submissions to an acceptable level
2. fail the student in the initial portfolio class (EDU559A)

Students who fail EDU559A must re-enroll in EDU559A and will not be enrolled in EDU559B.

If ten (10) extra days are allowed and the level is acceptable, the student continues in the program and becomes a candidate for degree upon formal approval of the admission committee.

If the level of submission is not acceptable, the IA has two options;

1. fail the student in the initial portfolio class (EDU559A)
2. award an incomplete in the initial portfolio class (EDU559A)

Students who fail EDU559A must re-enroll in EDU559A and will not be enrolled in EDU559B. Students awarded an incomplete have ten (10) weeks to complete Assessment Day One at an acceptable level.

Students who successfully complete the requirements for Assessment Day One within the ten (10) week period become a candidate for degree upon formal approval of the admission committee.

Students who do not successfully complete Assessment Day One within the ten (10) week period will be awarded a failing grade in EDU559A, must re-enroll in EDU559A, and will not be allowed to complete EDU559B or any other course in the program.

GRADUATION REQUIREMENTS

To graduate, students must have completed the following:

1. Successful completion of the M.Ed. thirty (30) semester hour core curriculum and successful completion of six (6) approved elective semester hours.

2. Cumulative GPA of 3.0 or above and a minimum grade of “C” in each course.

3. Payment of all tuition and fees.

4. Satisfactory completion of the Applied Masters Portfolio as a culminating project.

ADMISSION AS A NON-DEGREE STUDENT

An applicant not seeking the M.Ed. degree from Indiana Wesleyan University may enroll in graduate elective courses as a non-degree student based on submission of the following:

1. Unclassified student application.

2. A copy of an official transcript from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges which indicates the recipient has earned a baccalaureate or graduate degree.

M.Ed. core courses are not open to non-degree seeking students. Admission as a non-degree student does not constitute admission to the M.Ed. degree program. A maximum of six (6) semester hours earned as a non-degree student may be applied toward a degree. If a non-degree student should decide at any time to apply for admission to the M.Ed. program, the student must complete the regular admission process.

IWU offers a Master of Education degree online or onsite.
MASTER OF EDUCATION COURSE DESCRIPTIONS

EDU545 Contemporary Issues in American Education 3
This course provides an opportunity for students to investigate the influence that contemporary social issues exert on systems of formal education. In particular, students will examine change processes as they occur in education and acquire the basic skills needed to serve as agents of change in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, students will initiate work, which will enable the students to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

EDU559A Applied Masters Portfolio Practicum 1
This course will provide the candidate with supervised practical application of Teacher as Agent of Change research to practice authentic learning experiences at the classroom and building level. Candidates will demonstrate and exhibit curriculum and instruction skills leading to greater success for the diverse needs of learners. Authentic performance-based assessment performances will be observed, assessed, and documented in the Applied Masters Portfolio through the program.

EDU554 Computers in Education 3
This course will examine the use of computer technology for instructional and classroom management purposes. Students will become acquainted with hardware and courseware through “hands on” experience with laptop computers (IBM compatible). Emphasis is placed on the use of available equipment and upon the evaluation and integration of instructional software within the standard classroom. The delivery support and classroom use of technology are examined. Special attention is given to the curricular integration of those technologies. Students are exposed to and trained in the use of computer applications. Participants will evaluate their own use and their school district’s use of technology. They will examine ways they might serve as change agents by moving the use of technology forward in their schools.

EDU565 Theory and Design of Problem-Based Content Learning 3
This course focuses on the major theories, strategies, and applications of standards-driven learning environments. Participants in this course will utilize self-assessment tools and reflective practices in addition to reviewing current literature and educational research studies prior to developing a personal growth plan based around content and developmental standards for professional educators.

EDU550 Curriculum: Development and Design 3
Emphasis will be placed on the nature of the educational change process in a problem-based learning environment from a Christian worldview.

EDU558A Integrating Educational Technology Across the Curriculum 1
This course has two primary purposes. First, M.Ed. candidates will build and implement a Professional Technology Growth Plan in EDU554 to build knowledge and skills by incorporating educational technology across their curriculum. Candidates will demonstrate their technology growth through the portfolio process and by developing lessons for the classroom setting. Second, candidates will expand proficiency development by utilizing educational technology for major course work in all M.Ed. classes beyond EDU554 and in the development of the Applied Masters Portfolio.

EDU553 Individual Assessment for Student Performance 3
This course will explore current practices and research on effective models of traditional and non-traditional methods of P-12 classroom assessment. Differences between qualitative and quantitative assessment tools will be examined within the context of classroom learning, including references to action research data collected by classroom teachers. Emphasis is placed on measuring and recording P-12 learning.

EDU551 Instructional Theory and Design 3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.
License Renewal, Recertification

EDU558B Integrating Educational Technology Across the Curriculum 1
A continuation of EDU558A.

EDU559B Applied Masters Portfolio Practicum 1
A continuation of EDU559A.

EDU556 Applied Educational Research 3
This course is an introduction to research strategies with an emphasis on the conceptualization of educational problems. Topics included in the course are a statistical test common to research studies, the basis of elementary statistics and probability, development of the hypothesis, and approaches to organization of a research study. The final portion of the Unifying Assessment project will be completed.

EDL557 Educational Leadership 3
An examination of the skills required for effective leadership in educational settings. Problems of communication and effective group processes will be highlighted. Discussions will include site-based management, supervision, evaluation, effective policy decisions, and implementation of reforms. Candidates will submit the Applied Masters Portfolio as a culminating project.

EDU558C Integrating Educational Technology Across the Curriculum 1
A continuation of EDU558A and B.

EDU559C Applied Masters Portfolio Practicum 1
A continuation of EDU559A and B.

LICENSE RENEWAL

Courses offered through the department of Graduate Studies in Education are designed to further develop the skills of classroom teachers. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses may be used to renew the Indiana teaching certificate. Renewal requires completion of six (6) semester hours of graduate level credit. All courses have been approved by the Indiana Professional Standards Board.

PROFESSIONAL LICENSE

The requirements for professionalizing a teaching license vary according to academic discipline. ALL professionalization applications, however, will require completion of a graduate degree. In addition, applicants must submit proof on employer letterhead of having completed five (5) years of teaching experience (subsequent to the issuance of the standard license) in accredited schools at the level covered by the license.

RECERTIFICATION REQUIREMENTS

1. Applicants must have a valid standard/provisional license from the State of Indiana. (IWU cannot process a reciprocal license. This must be sent directly to the Professional Standards Board for processing.)

2. Applicants must complete the Application for Indiana Teaching, Administration, or School Services License provided by Indiana Wesleyan University.

3. Applicants must include a copy of their license. If the license is unobtainable, please contact IWU.

4. Applicants must provide a $25 personal check payable to Indiana Wesleyan University as a processing fee. (Fee is waived for IWU graduates.)

5. A maximum of three (3) credit hours may be taken outside of Indiana Wesleyan University for the renewal process. IWU will need an official transcript of those credit hours.

6. The Indiana Professional Standards Board does not accept applications until two months prior to the expiration date of license.

GENERAL INFORMATION

Graduate elective courses provided by Indiana Wesleyan University meet at various days and times throughout the state of Indiana and may also be offered online.

GRADUATE EDUCATION ELECTIVE COURSE DESCRIPTIONS

At times, Indiana Wesleyan University partners with other learning associates to provide more diverse graduate elective course offerings that will fulfill the requirements of renewal in the state of Indiana. These courses also serve as electives in the Master of Education program offered through Indiana Wesleyan University.

EDS500 Methods for Effective Inclusion 3
Review of effective methods for working with learners who have special needs in the regular classroom. Topics include identification of learner needs, programming for individual needs in the regular classroom, and team building for successful program implementation. Not open to students who have received credit for EDU530.
EDU500  Teacher Effectiveness and Classroom Handling 3
This course is designed to quickly produce successful classroom management. Students will learn the verbal skills and strategies that produce mastery of positive communication. Students will learn how to build classrooms without stress and motivate students, thus increasing teaching time by reducing time needed for discipline. Techniques in critical thinking and problem solving will enable students to be more effective in handling the classroom.

EDU502  Professional Refinements in Developing Effectiveness 3
This course empowers teachers to use advanced teaching skills and strategies. Students will learn how to promote self-esteem through the questioning/thinking process. The impact of nonverbal communication on learning will be studied. Students will also learn to manage disruptions in the classroom through behavior change, rewards and penalties, and keeping students on task by increasing their involvement by stimulating their thinking and creativity.

EDU503  Teaching through Learning Channels 3
This course is a high-impact staff-development program that empowers teachers to reach the learning style preferences of all students. Learn to rotate kinesthetic, tactual, auditory, and visual verbs and activities. Increase academic success for all students by using teaching activities for all student preferences. Observe and practice five steps that ensure concept development in students. Build memory techniques to expand students’ short- and long-term memory.

EDU504  Patterns for Induction, Deduction, Enquiry, Analysis, and Synthesis 3
This course opens the doors to brain-compatible teaching by matching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that simulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.

EDU505  Keys to Motivation 3
Designed to create a motivating environment for all students, this course provides understanding of students who are unmotivated to learn or participate, fosters the use of student grouping strategies, and applies encouragement and leadership strategies to enhance student motivation. Some of the skills covered are: understanding enhancers and roadblocks to student motivation and involvement, mastering verbal skills for an encouraging environment, developing teacher leadership strategies and group learning to enhance student involvement in classroom decision-making, and creating mind maps to organize information to maximize learning. Not open to students who have received credit for EDU529.

EDU510  Assertive Discipline and Beyond 3
The behavior management program that teachers have turned to for over 15 years has been revised and updated for the modern classroom. Teachers today face more complex situations in the classroom than they did just a few years ago. In this course teachers will learn how they can prevent behavior problems by teaching all students to choose the responsible behavior that results in fewer classroom disruptions, increased academic success, and higher self-esteem.

EDU511  How to Get Parents on Your Side 3
Research indicates that the key to a student’s success in school is parent support and involvement. How to Get Parents on Your Side is designed to help educators gain the skills and confidence necessary to build positive, cooperative relationships with all parents, even the most difficult ones. Course participants will learn how to increase their teaching success with step-by-step parent communication techniques. Interactive group sessions applying the course concepts will assist participants in assessing and planning for their parent involvement needs. Emphasis is placed upon confident and professional communication through phone contact, letters, and conferencing, as well as ensuring parental support for homework, academic, and behavioral problems.

EDU513  Teaching the Skills of the 21st Century 3
Through the use of video productions, activities, articles, and research, this course focuses on the skills students need to live life successfully. In a forum where educators can share their vision of how a curriculum should be developed and taught, the course introduces facilitation skills that insure the successful education and enrichment of both student and teacher.

EDU514  Succeeding With Difficult Students 3
Succeeding With Difficult Students introduces a proactive approach to working with students with whom your general classroom management techniques just don’t work. This course teaches specific, proven methods and intervention strategies to create a classroom environment where students are taught how to make responsible choices and become contributing members of their class.
EDU515 Advanced Teacher Effectiveness and Classroom Handling Lab 3
This course focuses on the practice of, experimentation with, and the internalization of the skills taught in EDU500. Included in the class are verbal skills to uncover student agenda, to meet resistances presented by students, and to move students to problem resolution, creating a positive classroom environment through team building, recognition and use of student satisfactions, and implementation of the P.O.W.E.R. Judgment as a structure for problem exploration and resolution. Prerequisite: EDU500

EDU516 Coaching Skills for Successful Teaching 3
This course is designed to prepare administrative personnel to coach teachers to perform at higher levels of effectiveness. Superintendents, principals, assistant principals, supervisors, and department chairpersons will be synthesizing the research on effective teaching, identifying teacher strengths and areas for growth using observation based on effective teaching research, practicing the verbal and nonverbal skills vital to the coaching process, and practicing the conference and coaching process specifically designed to improve teacher performance.

EDU517 Advanced Professional Refinements in Developing Effectiveness Lab 3
This course focuses on the practice of, experimentation with, and the internalization of the skills taught in EDU502. Significant emphasis will be given to utilization of the eleven Questions for Life as well as teaching the questions to students so that they can answer and ask the questions themselves. Techniques will be demonstrated to help teachers develop positive nonverbals to generate enthusiasm, upstage the environment, and motivate students. Prerequisite: EDU502

EDU518 Advanced Teaching Through Learning Channels Lab 3
The Advanced Teaching Through Learning Channels Lab focuses on the practice of, experimentation with, and the internalization of the skills taught in Teaching Through Learning Channels. Emphasis is given to recognizing student learning styles and teaching to those styles, internalizing formats for lesson design that utilize various forms of concrete and abstract concepts, learning techniques to expand students’ short- and long-term memory, and designing assessment and processes to identify student learning using these strategies. Prerequisite: EDU503

EDU519 Questions for Life 1
Questions for Life trains teachers to ask questions in the classroom that are the same as those that people ask in all life situations. At the same time, teachers are trained to help students recognize the type of questions being asked and the type of critical thinking required to get the answers. Teachers are trained to teach their students to ask the questions themselves. There are eleven questions: Perception, Induction, Analysis, Same/Different, Insight, Appraisal, Summary, Evaluation, Idea, Prediction, and Action. Teachers become familiar with highly effective questioning combinations which produce student thinking and internalization of curriculum.

EDU522 Achieving Student Outcomes Through Cooperative Learning 3
Students working in groups engage in decision-making processes similar to real-life situations. Learning is enhanced through the cooperative learning model. Teachers will be training in the techniques for setting up effective cooperative learning models. Classroom management techniques, which provide structure while students work in groups, will be discussed and modeled.

EDU525 The High-Performing Teacher 3
High student self-esteem has been identified as being a key factor in determining student academic success, behavioral performance in the classroom, and peer relations. More students are coming to school each day facing problems such as broken homes, poverty, psychological and physical abuse, and other problems reflecting difficulties in society. This course is designed to improve the teacher’s self-esteem which leads to improvement in student self-esteem. Teachers are shown methods for reducing their stress, difficulties in managing classrooms, and planning.

EDU527 Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in the Classroom (Grades K-8) 3
This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their students, to increase positive pro-social behavior, and to reduce the possibility of violence in the classroom. Learning activities will direct course participants toward understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.
EDU528 Strategies for Preventing Conflict and Violence (Grades 5-12)
This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to reduce the threat of violence and increase the safety for themselves and their students. Learning activities will direct course participants toward understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU529 Motivating Today's Learner
This course is designed to assist teachers in learning the theoretical foundations and quality strategies which are designed to motivate all students and provide active learning opportunities equitably. Students will learn how to present instruction that improves the academic performance of all students, how to assign more meaningful homework that brings students back to class eager to learn more, how to create a classroom environment that turns kids on to learning, and how to use current techniques to reach students who resist completing course assignments. Not open to students who have received credit for EDU505.

EDU530 Including Students with Special Needs in the Regular Classroom
This course specifically addresses the diverse learning and behavioral needs of exceptional students in the regular classroom. The focus will be on those students who have been formally identified as having disabilities, as well as students without disabilities who demonstrate the need for special accommodations in the classroom. Topics include identifying students with special needs, legal issues regarding students with special needs, classroom accommodations, collaboration, and the use of outside resources. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. Not open to students who have received credit for EDS500.

EDU531 Create Meaningful Activities Generate Interesting Classrooms
This course focuses on unlocking teachers’ creativity so they can develop lessons that motivate their students to participate and to learn. Teachers learn to design compelling activities through which students develop their own creativity, use more lateral/right brain thinking, and become more involved in their own learning.

EDU532 Building Your Repertoire of Teaching Strategies
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU533 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which are designed to address the diverse learning needs of students. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU534 Discovering the Power of Live-Event Learning
This course gives educators a direct experience and a variety of activities that model the power of Live-Event Learning. It mirrors cognitive research on how people learn and retain information. Educators learn how to use live events - real-life experiences - as a basis for lesson plans that integrate academic curriculum with important life skills while promoting lifelong learning. The course incorporates substantive research that documents the need to provide meaning and impact learning in a real-world environment.

EDU535 Helping Students Become Self-Directed Leaders
The course is designed to assist teachers in learning the theoretical foundations, skills, and strategies to prepare today’s students for living productively in a global society. Learning activities will direct course participants towards understanding current research and applying the concepts to their students. Participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU536 Technology and Learning in Today’s Classroom
Technology is revolutionizing education. Infusing technology into classroom instruction can help teachers engage their students in ways they never thought possible. This course will show teachers how to incorporate technology to actually
improve learning and help teachers to understand the barriers and the dynamics of technological change. Technology and Learning will give practical classroom techniques to design projects that take advantage of the vast new resources available to students.

**EDU537 Purposeful Learning Through Multiple Intelligences**

Based on the work of Howard Gardner, this course focuses on understanding each of the eight intelligences. Participate in discovery centers to experience each intelligence. Using real-life examples, practice identifying people’s dominant intelligence. Learn teaching strategies and classroom activities that enhance the intelligences. Find out how to design lessons incorporating all eight intelligences into the lesson framework. View a school district’s program for integrating the intelligences into a schoolwide framework.

**EDU538 Managing Behavior in the Diverse Classroom**

Participants will examine the elements and models of classroom management and discipline. Participants will explore their philosophical beliefs about how students learn best with the intention of devising a personal approach to management -- one that meets the needs of their students, their needs, and the needs of the situation. Emphasis will be placed on preventive strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth.

**EDU539 Assessment to Improve Student Learning**

This course is designed to assist teachers in learning the theoretical foundations and practical strategies that address the current thinking on classroom assessment. Participants will learn the critical role that classroom assessment plays in the learning process. Both traditional and contemporary methods of assessment will be presented. The ultimate goal of the course is to provide assessment strategies that not only measure student progress but also significantly improve teaching and learning.

**EDU541 Hands-on Science**

This course introduces K-8 teachers to science experiments utilizing common inexpensive equipment and material. Teachers will do many of the hands-on activities designed to supplement regular classroom science programs. Printed directions will be given and experiments planned such that these projects may be used in the normal K-8 classroom.

**EDU542 Linking New Brain Research to Classroom Practice**

This course will examine the major theories behind recent brain research as it relates to educational settings. Special emphasis will be placed on the practical applications of this research with respect to curriculum design, assessment methods, and instructional strategies in the classroom.

**EDU543 Teaching Reading in the Elementary Grades**

Teaching Reading in the Elementary Grades is a three-semester (five-quarter) hour graduate course requiring 122.5 hours of coursework by participants. The course is designed to assist teachers in learning the theoretical foundations and practical strategies that incorporate current research and models of what works in classrooms. Participants will learn how to create and manage a balanced curriculum of reading instruction to meet the needs of all learners; how to diagnose and assess reading difficulties and provide appropriate interventions. The goal of the course is to enable teachers to apply their knowledge based on current research in reading and effective strategies for teaching reading in their classrooms and to provide balanced reading instruction for all students. A balanced approach to reading instruction combining the best components of the top-down and bottom-up approaches will be included in this course. Presentations and classroom scenes will show students reading authentic, engaging texts and learning specific word analysis skills, and teachers engaging their students in responding to texts at a holistic level and systematically teaching the language structures and skills students need to decode and gain meaning from print. Classroom demonstrations will also show students using decoding and other cueing strategies they need to develop reading fluency. Students will be viewed employing a variety of comprehension strategies to gain meaning from print. Reading and writing will be presented as reciprocal constructive processes and special attention will be given to intermediate grade students engaged in reading-writing activities in content-area study.

**EDU544 Using the Internet to Enhance Teaching and Learning**

This course is designed to provide teachers with both the theoretical foundations and practical skills and strategies for using the Internet in their personal lives, professional development and in the classroom learning opportunities they provide to their students. Participants will learn effective search strategies, explore a variety of free and pay-for educational resources available online, and investigate three models for Internet-based learning: Research Modules, WebQuests and Telecollaborative Projects.
EDU 546  Improving Reading in the Content Areas  3
Content literacy is the ability to use reading and writing to learn subject matter in a given discipline. Making literacy a top priority means reading strategies must be incorporated into courses across the curriculum throughout the middle school and high school years. Content-area teachers are in a strategic position to influence adolescents’ use of literacy for academic learning. To this end, every teacher has a role to play. Improving Reading in the Content Area is designed to help teachers understand their roles in building content literacy in their classrooms. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 547  Successful Teaching for Acceptance of Responsibility  3
This course emphasizes practical skills that will help students increase self-responsible behaviors and assume increasing amounts of control over their school lives. It will help teachers create a classroom learning environment that models, invites, and teaches self-responsible behaviors.

EDU 548  Building Your Technology Education Skills (BYTES)  3
This course gives teachers the basics for building an understanding of the power of technology to enhance teaching, create educational materials, manage classroom chores, provide motivational instruction, communicate with and research the vast virtual world of the internet. (Lab Fee in addition to tuition)

EDU 560  Toolkit for Teaching Chemistry  3
This course will allow participants to review state curriculum teaching standards with an emphasis on developing a toolbox of demonstrations and labs to facilitate teaching Chemistry in middle and high schools. This class will provide a hands-on experience as participants perform lab experiments and replicate demonstrations.

EDU 561  Math: Teaching for Understanding  3
This course will present research-based concepts and strategies to help elementary teachers teach mathematics effectively and confidently. Participants will learn how to incorporate critical processes for developing mathematical understandings and designing instruction that will help all students learn significant mathematics concepts, processes, and procedures with depth and understanding. The goal is to aid students in reaching higher levels of achievement in math.

EDU 562  Learning to Read: Beginning Reading Instruction  3
Learning to Read will enable educators to utilize the necessary knowledge and strategies to teach beginning reading utilizing a balanced and integrated approach, to use technology as a tool in furthering professional growth, and will lead to increased student learning through its connections to local instructional programs as participants teach to state and/or local standards in beginning reading instruction.

EDU 563  Merging Educational Goals and Interactive Multimedia Projects (MEGABYTES)  3
This course will lead teachers from the entry level of technology use in their classroom to integration of new technologies into class activities and projects, and development of new approaches to teaching and learning that use technology and the natural curiosities of their students. Participants should have completed the BYTES course or have a strong foundation in Microsoft Power Point programs. Not open to students who have received credit for EDU544. This course cannot be applied to the M.Ed. degree.

EDU 564  Supporting the Struggling Reader  3
Supporting the Struggling Reader is a video-based course developed for teachers in grades K-6. It is designed to give teachers a working knowledge of common reading difficulties, methods for diagnosing those difficulties, guidelines for accessing appropriate resources, and instructional strategies to support students’ literacy growth. Informal diagnostic tools with which to identify specific reading difficulties will be introduced and research-based intervention strategies will be presented and demonstrated. Guidelines for communicating with and enlisting support from parents and other members of the school community will be offered. Participants will gain practical experience in diagnosing the literacy abilities of a struggling reader and implementing appropriate interventions that will advance the student’s literacy development.

EDU 584  Preparing Effective Mentors  3
This course is designed to train experienced teachers to assist beginning teachers through the first year teaching experience. The focus will be effective communication, support, adult learning theory application to mentor relationships, classroom observation techniques, and standards-based teaching techniques.
The Principal Licensure Program (PLP) is a post-master’s, non-degree licensure program leading to a comprehensive K-12 building administration and supervision license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables candidates to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive K-12 perspective. The program is developed upon the foundation of the IPSB Building Level Administration and Supervision Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Candidates will experience ISLLC standards-based preparation incorporating a variety of field experiences and performance assessments. The culminating ISLLC standards-based Applied Principal’s Portfolio will prepare candidates to pass the SLLA standards written test.

The program curriculum consists of three components including a master’s degree:

1. 15 hours of foundational courses (these courses are covered in Indiana Wesleyan University’s M.Ed. program);
2. 12 hours of professional studies; and
3. six hours of clinical and school-based learning.

Nine semester hours with a grade of “B” or higher from an approved institution may be transferred in for the foundational or professional studies.

ADMISSION REQUIREMENTS

All candidates will:

1. be enrolled as a full time M.Ed. candidate or have completed the M.Ed. degree at Indiana Wesleyan University or a masters degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges.
2. be currently employed in a public or non-public school or have access to school-based learning and a principal mentor in a K-12 school;
3. hold a teaching license;
4. have a minimum of three years of teaching experience.

MISSION

The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders. Aspiring principals are equipped as visionary servant-leaders able to facilitate a culture of optimal health, continuous improvement, and successful learning for all students and adults. The program emphasizes the development of the core values of character, compassion, competence, and community in all licensure candidates.

OBJECTIVES

The Graduate Studies in Education department has adapted the IPSB/ISLLC Standards as the program objectives for the Principal as Servant Leader conceptual framework. The standards have been incorporated into the objectives of each course, the multiple means of authentic assessment and reflection within the program, and the culminating standards-based portfolio assessment process that runs through all professional studies courses. The program objectives are:

1. **A Vision of Learning**: To facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the greater school community.
2. **School Culture and Instructional Leadership**: To advocate, nurture, and sustain a school culture and instructional program conducive to student learning and continuous instructional improvement.
3. **Managerial Leadership**: To ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. **Collaboration with Families and the Community**: To collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. **Acting with Integrity and Fairness and in an Ethical Manner**: To act with integrity, fairness, and in an ethical manner.
6. **The Political, Social, Economic, Legal, and Cultural Context:** To understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

**PROGRAM OF STUDY**

**Foundational Studies – 15 Hours (These courses are included in Indiana Wesleyan University’s M.Ed. core)**

- EDU545 Contemporary Issues in Education 3
- EDU550 Curriculum: Development and Design 3
- EDU551 Instructional Theory and Design 3
- EDU553 Individual Assessment of Student Performance 3
- EDU556 Applied Educational Research 3

**Professional Studies – 12 Hours**

- EDL557 Educational Leadership (Introduction to School Administration) 3
- EDL610 Principalship 3
- EDL616 School-Community Collaboration 3
- EDL618 Legal Aspects of Building Administration 3

**Clinical School-Based Learning – 6 Hours**

- EDL612 Principal Internship and Portfolio 3
- EDL625 Applied Principals Portfolio Practicum 3

**EXIT FROM THE PRINCIPAL LICENSURE PROGRAM**

When the candidate has successfully completed the requirements of the Principal Licensure Program, he or she may apply for the Building Administration and Supervision license through Indiana Wesleyan University. The candidate will be recommended for comprehensive K-12 licensure as a beginning school administrator to the Indiana Professional Standards Board by the principal mentor, the university supervisor/advisor, and the certification advisor. The candidate will be prepared to successfully pass the SLLA written examination required by the IPSB.

**PRINCIPAL LICENSURE PROGRAM - COURSE DESCRIPTIONS**

**EDU545 Contemporary Issues in American Education**

This course provides an opportunity for students to investigate the influence that contemporary social issues exert on systems of formal education. In particular, students will examine change processes as they occur in education and acquire the basic skills needed to serve as agents of change in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, students will initiate work, which will enable the students to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

**EDU550 Curriculum: Development and Design**

This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Unifying Assessment Project that will synthesize their learning. Activities will be consistent with the Teacher as Agent of Change conceptual framework and its corresponding five outcomes.

**EDU551 Instructional Theory and Design**

This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.

**EDU553 Individual Assessment for Student Performance**

This course will explore current practices and research on effective models of traditional and non-traditional methods of P-12 classroom assessment. Differences between qualitative and quantitative assessment tools will be examined within the context of classroom learning, including references to action research data collected by classroom teachers. Emphasis is placed on measuring and recording P-12 learning.

**EDU556 Applied Educational Research**

This course is an introduction to research strategies with an emphasis on the conceptualization of educational problems. Topics included in the course are a statistical test common to research studies, the basis of elementary statistics and probability, development of the hypothesis, and approaches to organization of a research study. The final portion of the Unifying Assessment project will be completed.
EDL557  Educational Leadership  3
An examination of the skills required for effective leadership in educational settings. Problems of communication and effective group processes will be highlighted. Discussions will include site-based management, supervision, evaluation, effective policy decisions, and implementation of reforms. Candidates will submit the Applied Masters Portfolio as a culminating project.

EDL610  Principalship  3
The school principal must be able to facilitate vision, culture, management, and school-community collaboration leading to a responsive community of learners. The principal is an agent of continuous improvement linking the improved learning to the quality of life of the individual. The course will include a review of the structure of K-12 education at the state and local levels; an examination of current knowledge, principles, issues, trends, models, methods, relationships, and goals of K-12 schools; and a focus on the best practices, duties, responsibilities, and competencies of school principals.

EDL612  Principal Internship and Portfolio  3
Experiential practice in the duties and responsibilities of the school principal and related problems or opportunities will be emphasized. Instructional leadership, clinical supervision, curriculum development, staff development, program development, and program evaluation will be major areas of proficiency development during the internship. Proficiencies will be exhibited and explained in phase I of the Applied Principal’s Portfolio. The intern will be supervised by a practicing principal (mentor) and the University Leadership Supervisor/Advisor.

EDL616  School-Community Collaboration  3
Examination of models and practices in dialogue and collaboration between the school and home and the school and local community. Focus upon shared vision, community involvement, school community relations, utilization of community resources, power structures, institutional change, and media relations. The school administrator will promote the success of all students and staff by collaborating with all stakeholder audiences in responding to diverse community interests.

EDL618  Legal Aspects of School Administration  3
The knowledge base, current best practice, and applied learning experiences of this course will enable teachers and aspiring building level administrators to attain a working knowledge of school law. Knowledge of pertinent court cases relative to education, the state school code, Department of Education regulations, and local school board policy will enable candidates to establish and maintain effective leadership roles as team leaders and school administrators.

EDL625  Applied Principal’s Portfolio Practicum  3
The professional growth and development of the aspiring building level administrator will culminate in the presentation and explanation of the phase II Applied Principal’s Portfolio. The non-degree licensure candidate will “show proficiency” in the six domains and priority knowledge, disposition, and performance expectations of the IPSB Building Level Administrator Standards. The candidate will demonstrate the fundamental proficiencies to serve as an agent of continuous improvement.
TRANSITION TO TEACHING

Indiana Wesleyan University’s Transition to Teaching (TTT) program is 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. Students 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.

1. **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 students to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.

2. **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the student 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.

3. **Field Experience:** Secondary and elementary candidates will be in a K-12 classroom in their area of licensure for two separate Field Experiences. Elementary candidates will also have two additional reading Field Experiences. The university will arrange appropriate field experience placements based on the area of licensure and geographical preference.

**ADMISSION REQUIREMENTS**

All candidates will:

1. Meet one of the following:
   - A baccalaureate degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges with a grade point average of at least 3.0, both in the major and overall. Secondary candidates must also average a 3.0 in the area in which they wish to be licensed.
   - Both a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and for secondary candidates in the area in which they wish to be licensed and five (5) years of full time employment in an education related field, or, for Secondary Candidates, in the field in which the person intends to be licensed.
   - A graduate degree, applies to Secondary Candidates only.

2. Satisfactorily pass a criminal history search by the Indiana State Police.*

3. Satisfactorily pass sexual offender screening from the Indiana Sex and Violent Offender Directory.*

4. Provide a satisfactory character reference letter from non-family member.

5. Provide a two page essay describing personal qualities, talents, experiences, life goals, etc. that will contribute to the applicant’s growth in becoming a quality teacher of children and a contributing member of the teaching profession.*

6. Provide documentation demonstrating prior content knowledge in the area of desired licensure to assure that the candidate will be able to provide a physically safe and academically sound learning experience for the K-12 students in the Field Experience courses.

*These items and the student’s academic record may be forwarded to the cooperating school corporation to facilitate field placements in local K-12 schools.

**MISSION**

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 Professional Standards Board while eliminating as many barriers to the working adult as feasible.
OBJECTIVES

1. Content/Subj ect Matter Expertise: Demonstration of a liberal arts education which provides a foundation for future professional growth.

2. Personal Development (Morals and Ethics): Internalization of an individual set of moral and ethical behaviors.

3. Professional Development: Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.

4. Rights and Responsibilities: Application of decision making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.

5. Methodology: Integration of instruction which permits the teacher to plan, implement and evaluate master learning.

6. Management of Time, Classroom, and Behavior: Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.

7. Communication: The ability to communicate effectively with students and peers in written and verbal forms.

8. 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.

PROGRAM OF STUDY

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CANDIDACY REQUIREMENTS

All of the following must be satisfactorily met before enrollment in Phase III, the Candidacy Phase.

1. Earn a cumulative GPA of 3.0 with a minimum grade of “C” in Phase I and Phase II Transition to Teaching Courses.


3. Present satisfactory scores on the PPST Reading, Writing, and Math sections.

4. Complete a favorable interview with the candidate’s Instructor/Advisor.

5. Receive a letter of recommendation from the candidate’s Instructor/Advisor.

REQUIREMENTS FOR TEACHER’S LICENSE RECOMMENDATION

To be eligible to be recommended for licensure a student must:

1. Earn a cumulative GPA of 3.0 a minimum grade of “C” in all Transition to Teaching Program courses.

2. Submit a portfolio demonstrating satisfactory competence in required standards.

3. Receive a letter of recommendation from the candidate’s Instructor/Advisor.
4. Receive a recommendation from the principal of the candidate’s cooperating K-12 school.

5. Submit a satisfactory score on the appropriate subject area(s) Content Knowledge Praxis II test(s).

**TRANSITION TO TEACHING COURSE DESCRIPTIONS**

**EDU570**  
*The Development of K-12 Education in the United States*  
2  
An in-depth study of the historical models of K-12 education in the United States analyzing related curriculum models, philosophies of education and instructional and assessment practices from the context of the societal forces within the corresponding eras of United States History is the focus of this course. Traditional and field research are employed by candidates in demonstrating acquisition of knowledge, related skills and dispositions.

**EDU571**  
*Psychology of Learning*  
2  
This course is a study of learning theory and its application within a K-12 classroom of diverse learners. Emphasis is given to its influences on the selection of instructional and assessment practices, curriculum design and classroom management techniques. The candidates employ traditional and field research models.

**EDU572**  
*The Exceptional Child*  
2  
An exploration of children who differ in cognitive-academic, social-emotional and physical-sensory characteristics is key course elements. Emphasis is placed on assisting the learning of these children at various developmental states in their growth toward adulthood. Traditional and field investigation is course elements.

**EDU573**  
*Assessment and Learning*  
2  
The interrelatedness of assessment practices, instructional decisions and K-12 student learning are explored in light of models of assessment, learning styles, curriculum designs, instructional theory and practice and students’ developmental stages. Traditional and field research is course components.

**EDU574**  
*Facilitating Learning With Technology*  
2  
This is a hands-on experience course where candidates gain skill in the selection and utilization of appropriate technological applications to facilitate K-12 student learning. Learning theory, curriculum models and developmental levels of K-12 students will be presented as guides for the selection of technology tools and applications.

**EDU575**  
*Integrated Field Experience and Competency Assessment One*  
2  
This course provides the candidates with supervised practical application of program knowledge, skills and dispositions and assessment of candidate’s growth in Teacher as Decision Maker domains. Authentic assessments documenting candidate’s professional growth will be exhibited in a portfolio.

**EDU576**  
*General Methods of Instruction*  
2  
This course emphasizes the development of skills in managing a classroom of diverse learners. Skill is gained in areas such as lesson design, design of the learning environment, classroom management and implementation of curriculum designs. Developmental and learning styles of K-12 students are guiding forces.

**EDU577**  
*Methods of Teaching the Elementary School Curriculum*  
2  
The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of language arts, mathematics, science and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research and developmentally appropriate for the target student population.

**EDU578**  
*Content Methods of Instruction in the Senior High/Junior High/Middle School Setting*  
2  
The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and demonstration.

**EDU579**  
*Integrated Field Experience and Competency Assessment Two*  
2  
This course provides the candidates with supervised practical application of program knowledge, skills and dispositions and continued assessment of the candidate’s progress in Teacher as Decision Maker domains. Special emphasis is placed in assessing and documenting growth in instructional, assessment, and classroom management areas. The completed portfolio is the culmination of this course.

**EDU580**  
*Reading Instruction in the Elementary Grades*  
2  
This is a study of theories, approaches and methodologies of teaching reading/literacy in the elementary classroom. The gap from theory to practice is bridged by an emphasis on the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, the assessment of the candidates and their K-6 students’ performances and the self-analysis, reflection and corrective action cycle for candidate growth.
EDU581   Reading Field Experience and Assessment One    1
This course provides candidates with K-6 classroom opportunities to implement various theories, approaches, and methodologies of teaching reading and language arts. An on-site mentor and a university professor provide guidance and assessment of candidate performance. A Reading Portfolio is begun in this course and finished in EDU583 Reading Field Experience and Assessment Two.

EDU582   Diagnostic Practices and Implications in the Teaching of Reading    2
This course provides candidates with diagnostic teaching strategies based on current theory research and International Reading Association guidelines. Practical experience in classroom diagnosis of reading problems as well as techniques, methods and materials involved in remediation are emphasized.

EDU583   Reading Field Experience and Assessment Two    1
This course, under the direction of a site based mentor and university professor, guides and assesses the candidate’s demonstration of the knowledge, skills and disposition necessary for appropriate diagnosis and remediation of K-6 learner reading/literacy deficiencies. Artifacts demonstrating appropriate conceptual framework domains as well as state and national standards will be compiled in the Reading Portfolio.

The Transition to Teaching program offers a pathway to a new career.
The electives program within the General Studies Department enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy liberal arts requirements as well as general elective credit. The elective classes are offered in key locations throughout the state or via distance education and are scheduled to match the credit needs of our students in the various geographic locations. Most elective classes are “enrollment driven,” which means there must be at least ten (10) students registered for the class to meet. A complete listing of electives and other pertinent information is published twice yearly and is distributed by November and May. The schedule is also available by accessing the APS web page at http://www.indwes.edu/APS, clicking on “Current Students,” then clicking on “Elective Courses.” It is regularly updated.

**ADD-ON CLASSES**

Add-on classes may be arranged if a class is requested by at least (10) ten students. These classes are subject to enrollment, faculty, site availability, and scheduled confirmed classes. To request an add-on elective class, complete the request form found in the Electives Schedule, at the Electives website, or contact the Electives Office at 765-677-2343.

**WITHDRAWAL / REFUND**

Official withdrawal from a course must be completed in order to avoid receiving a failing grade and being charged. The student must call the Office of Student Services at 765-677-2371 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 (2) weeks before the course begins, all payments may be refunded.

If a student withdraws less than two (2) 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.

**BOOKS**

UPS ships textbooks and class materials approximately one week before the class start date. UPS cannot deliver to a post office box number. If a student wishes to have materials sent to an address other than the home address, that should be indicated on the electives registration form. If a student has not received the books a few days before the class start, he/she should call the Resources Department.

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Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies
CLASS MEETING TIMES

Monday through Friday classes meet from 6:00 PM until 10:00 PM. Saturday classes meet from 9:00 AM until 1:00 PM.

ONLINE COURSES

Because Indiana Wesleyan University is dedicated to meeting the needs of the adult learner in today’s society, IWUOnline was created to provide accredited courses through online means accessible from virtually any computer.

IWUOnline provides student access to a virtual classroom at any time, allows interactivity among participants and instructors, and provides 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 familiar five-week format, with specific beginning and ending dates, thereby allowing students to complete their electives in a timely fashion.

The online elective course interface provides a course outline in the left frame, and the content of the course material in the right frame. Navigation buttons provide ease of maneuvering throughout the course sections. Email 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 and instructors exchange assignments and feedback via email and attachments. 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. A final exam may be given by a designated proctor and then returned to the instructor. Students may complete an end-of-course evaluation form.

The schedule, course specifications, and other important information are available by accessing the APS web page at http://www.indwes.edu/APS, clicking on “Current Students,” then clicking on “Elective Courses.” 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.

ONSITE AND ONLINE UNDERGRADUATE ELECTIVES COURSE DESCRIPTIONS

(*indicates online offering only; **indicates onsite and online offering)

LIBERAL ARTS CREDIT

ENGLISH

COM110 Speech Communication (5 Weeks) 3
Basic introduction to theory and practice of public speaking: listening, analyzing, organizing, adapting, and delivering ideas effectively. Special attention to skill development.

COM115 Introduction to Human Communication (5 Weeks) 3
This course is designed to provide students with an understanding of communication encountered in various social settings. This will be done with emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

COM211 Introduction to Mass Communication (5 Weeks) 3
An overview of the mass communication industries, introducing the student to all areas of professional work in the mass media institutions. This course also addresses the social, cultural, and moral impact of mass communication.

ENG121 English Composition II (5 Weeks) 3
This course will prompt students to develop writing skills by using pre-writing, drafting, revising, and editing. This is a process-oriented class in which students will complete several essays analyzing literature read in the course. Students will employ both expository and persuasive aims of discourse, as well as participate in workshops with peer editing. The course will also include impromptu writing and a documented research essay.

ENG241 Studies in English Grammar (5 Weeks) 3
Analysis of the forms, functions, and arrangements of words that signal meaning in our system of language. Topics include (but are not limited to) sentence patterns and types, modification principles and applications, concord, complementation, logic of structure, mechanical accuracy, and punctuation precision. Course objective is operational command of the syntax of English.
ENG242  Literature and Ideas  3
(5 Weeks)
The course traces the impact of a particular literary focus or theme that recurs through British and/or American literature. Examples would include literary satire, war literature, literature of protest, etc.

WRI235  Creative Writing  3
(5 Weeks)
An introduction to the writing of fiction, poetry, and drama. Emphasizes both the exercising of the imagination and the shaping of that imagination into artistic forms.

FINE ARTS

ART121  Drawing  3
(5 Weeks)
This course presents the basic element of drawing: composites and structure, use of line, movement, and space. Gain an awareness and confidence to create on paper what your eye sees.

ART134  Introduction to Photography  3
(5 Weeks)
This course will introduce the basic historical events, visual concepts, and technical methods that allow the beginning photographer to communicate visual impressions more effectively. Instruction will facilitate technical and aesthetic expression through an exploration of the basic tools and techniques of color photography, with emphasis on creative use of current technology, film exposure, and application to electronic media. (Students must have a 35mm camera with independently controlled aperture and shutter settings, and bring it to each class. Students are responsible for film and processing costs.)

ART170  Art Appreciation**  3
(5 Weeks)
A study of the history of the art of the Western culture from ancient times to the present. Not open to students with credit in MUS180.

ART256  Weaving  3
(5 Weeks)
A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending.

MUS170  Music Appreciation**  3
(5 Weeks)
A review of the history of music with interest of providing students with aesthetic and cultural experiences. Covers some elements of music and explores works of a variety of composers from different style periods. Not open to students with credit in MUS180.

SPA110  Conversational Spanish  3
(6 Weeks)
A course that develops a basic working vocabulary and the use of the simple tenses. Listening and speaking in Spanish are emphasized during class time. Language laboratory required.

MATH/SCIENCE

EAR130  Earth Science**  3
(5 Weeks)
An introduction to the physical environment of planet earth. Selected topics from astronomy, geography, geology, and meteorology. Not open to students with credit in GEO201.

MAT103  General Mathematics**  3
(5 Weeks)
A study of introductory and intermediate algebra. Topics include linear equations with one and two variables, exponents, radicals, polynomials, graphs, and their applications. Other topics may include rational and quadratic equations.

RELIGION

BIL101  Old Testament Survey**  3
(5 Weeks)
A study of the Old Testament, highlighting the cultural background underlying the books of the Old Testament. Topics include major archaeological finds, Old Testament culture as it relates to today’s culture, and the foundational relationship between the Old Testament and the New Testament.

BIL102  New Testament Survey**  3
(5 Weeks)
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

BIL120  Themes in Biblical Literature**  3
(5 Weeks)
This course will explore Biblical passages which exemplify major themes of the Bible in order that the student will gain an overall understanding of the message of this significant historical, literary, and religious text. Themes which will be explored include the nature of God, creation, sin and human nature, covenant, the Messiah, atonement, faith, eternal life and the resurrection, hope, and the ethic of love. The impact of these themes on history and current life will be emphasized.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIL201</td>
<td>Methods in Bible Study**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of assumptions, procedures, and guidelines to be used in understanding the Bible. Emphasis is upon refinement of the student’s skills in observation and interpretation. The course is designed to develop the student’s ability to study the Scriptures accurately, systematically, and independently as a basis for all future personal and professional use of the Bible. Prerequisite: BIL101 or BIL102.</td>
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<tr>
<td>BIL231</td>
<td>Biblical Archaeology**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>An investigation into the methods and details of the science of archaeology. Special interest will be expressed in exploration of the last hundred years in the Near East with special attention to how finds relate to Scripture. Chronologically, the time covered will be from about 10,000 B.C. to 200 A.D. Prerequisite: BIL101 or permission of instructor or department. (One class will be held at the University of Chicago Oriental Archaeological Museum. Students are responsible for their own transportation to the museum.)</td>
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<tr>
<td>PHL282</td>
<td>Ethics**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of the fundamental ethical problems of the individual and society and a survey of the various fields of practical ethics. Prerequisite: PHL180 or permission of department.</td>
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<tr>
<td>PHL283</td>
<td>Philosophy and Christian Thought**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.</td>
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<td>REL225</td>
<td>American Religious Issues**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>Religion has played a central role in the shaping of America. Students will explore issues such as, Religion in 21st Century America: Is America still religious?; American Churches: Where did all the churches come from?; World Religions in America: How do the religions get along in America?; Pivotal People, Ideas, and Events: What were the Great Awakenings and why do they matter?; Finding God in America: Where is God in America?</td>
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<tr>
<td>SOCIAL SCIENCE</td>
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<tr>
<td>HST102</td>
<td>American Civilization after 1865**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A survey of the intellectual, political economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the Civil War to the present.</td>
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<tr>
<td>POL100</td>
<td>American Government</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A student of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.</td>
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<tr>
<td>PSY150</td>
<td>General Psychology</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td>Acquaints the student with various schools of psychology as they relate to an understanding of man’s behavior as he interacts with his environment. This course relies heavily on student interaction and written communication.</td>
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<td>PSY250</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td>A survey of human development and changes throughout the life cycle. Prerequisite: PSY150.</td>
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<td>PSY365</td>
<td>Psychology of Personality**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>Basic concepts of personality traits and their measurement with emphasis on contemporary theories. Prerequisite: PSY150.</td>
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<td>SOC150</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of the nature of social phenomena, fields, and methods of sociology and the social processes involved in the development of human society.</td>
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<tr>
<td>SOC152</td>
<td>Social Problems**</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td></td>
<td>A study of issues in contemporary American society. These issues are examined from a sociological perspective and include crime, poverty, violence, racism, and sexism.</td>
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<tr>
<td>SOC200</td>
<td>Marriage and Family</td>
<td>3</td>
<td>(5 Weeks)</td>
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<td>An examination of dating patterns, courtship, marriage, and family living, with special emphasis on adjustments and values necessary for healthy marital and family relationships. Practical topics such as dating problems, budgeting, life insurance, family planning, and aging will be included.</td>
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<tr>
<td>SOC225</td>
<td>Cultural Anthropology**</td>
<td>3</td>
<td>(5 Weeks)</td>
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</table>
|             | An introduction to cultural anthropology which seeks to expose students to different cultures of the world as well as help them to appreciate cultural diversity. An excellent orientation course for those who will be working in cross-cultural contexts.
SOC246 | Criminology | 3 | (5 Weeks)
A study of crime and delinquency as social phenomena. Theories of causation, methods of correction, and prevention of crime are included in the study. Prerequisite: SOC150.

GENERAL ELECTIVES

ADM400 | Personal and Professional Assessment | 3 | (5 Weeks)
The investigation and application of techniques used in personal, professional, and educational assessment. Development of lifelong learning principles; preparation of prior learning portfolio an optional outcome.

BIS225 | Software Tools** | 3 | (5 Weeks)
Provides a detailed introduction to hardware and software tools with special emphasis on the Windows Operating System, word processing, spreadsheets, presentation graphics, and databases. Through guided practice, students are taught practical applications of these programs for both personal and on-the-job use. The impact of computers and information technology on the workplace is also explored. Not open to students with credit in CIS110.

BUS175 | Introduction to Personnel Supervision | 3 | (5 Weeks)
An introduction to professional personnel development. The course emphasizes the fundamentals for constructive feedback, law governing the treatment of employees in the business setting, salary administration, performance management, benefit design, training, and development.

BUS326 | Administrative Office Management | 3 | (5 Weeks)
A study of human relations and adjustments in business organizations. Deals with such problems as proper placement of individuals on the job, methods of motivation, supervision, discipline, promotion, and office environment.

CRJ181 | Introduction to Criminal Justice** | 3 | (5 Weeks)
The course presents an overview of the major components of the criminal justice system: law enforcement, prosecution, the courts and corrections. A discussion of each from a historical perspective as well as current trends and events is also considered.

CRJ202 | Introduction to Corrections | 3 | (5 Weeks)
An introduction and analysis of American correctional systems with emphasis on the community-based agencies, including an examination of the correctional officer’s behavior and correctional legislation.

CRJ268 | Crisis Intervention | 3 | (5 Weeks)
A study of the dynamics of crisis events including rape, child molestation, suicide, death, hostage situations, stress, and specific intervention strategies with an emphasis on practical application.

MGT440 | Management of Employee Relations in a Service Environment | 3 | (5 Weeks)
This course explores managerial decision-making and action as these concepts apply to labor-management relations in a service environment. The course will provide hands-on exploration of time, information, and power as they affect positive win-win results through creative problem-solving processes.

PHE362 | Nutrition and Health | 3 | (5 Weeks)
Emphasis on the relationship between diet and nutrition to healthful living. Topics include fad diets, nutritional deficiencies, effect on athletic participation, and consumer information.

PHE366 | Alcohol and Drug Education | 3 | (5 Weeks)
A discussion of the major health problems of today. Drugs, sex, mental health, plus others are stressed to give a better understanding of some of the physical, emotional, and mental problems with which our entire student body will have to deal.

REC385 | Challenge Education | 3 | (5 Weeks)
This course will introduce the student to adventure learning and attempt to incorporate Biblical principles and appreciation of God’s creation with challenge education. Environmental concerns, programming and facilitating, plus hardware and safety orientation will be explored.

UNV115 | Drivers Ed on the Information Superhighway* | 1 | (3 Weeks)
This course will prepare the student to use the Internet and the World Wide Web (WWW) to get information needed to conduct personal, professional, and educational goals. It will explain the basic communications features of a personal computer and basic network topology. The student will know how to connect to the Internet and the WWW through the telephone system or computer networks. The student will be able to use email and FTP to get information on the Internet and be able to use a browser to get information on the WWW. Further, the student will be introduced to the search tools available in order to help locate information on the Internet and WWW.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>UNV116</td>
<td>Internet Tools*</td>
<td>1</td>
<td>This course will introduce students to additional basic tools (applications) which they can use on the Internet for a variety of functions such as communication, file transfers, and research. (Windows 95 and 100 mg free on hard drive are required since many software packages are downloaded.)</td>
</tr>
<tr>
<td>UNV120</td>
<td>Career Development**</td>
<td>3</td>
<td>A course dealing with the issues related to managing personal career growth and development.</td>
</tr>
<tr>
<td>UNV114</td>
<td>Investigation and Utilization of Information</td>
<td>1 (10 Weeks)</td>
<td>A self-directed learning course designed to familiarize students with various methods available to gather and utilize information. Using self-selected topics, students will develop skill in the use of such tools as traditional or nontraditional library collections, microfilm and microfiche, online catalogs and databases, searching protocols, interviewing for information, Internet search tools, and online networking. The student has a maximum of ten weeks from the date of registration to complete the course.</td>
</tr>
</tbody>
</table>

Many electives for adult learners are offered online.
In order to provide APS 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 four broad career areas.

To be awarded the Certificate, a student will need to take fifteen credit hours from the selected courses in the specified certificate area. At least nine of the fifteen credit hours must be taken at IWU. (Six of the credits may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.) A grade of “C” or better must be earned in each course. The Certificate area will be noted on the transcript.

Both baccalaureate and associate degree seeking students as well as unclassified students may earn Certificates. Unclassified students must provide proof of high school diploma or GED at the time of application.

To indicate their desire to earn a Certificate, students will need to complete and submit a Certificate Application Form. This form may be submitted at any time while the certificate requirements are being completed. While some courses may be offered for more than one Certificate, any course itself may be applied to only one certificate requirement.

### Human Services

- SOC150 Principles of Sociology
- SOC152 Social Problems
- SOC200 Marriage and Family
- SOC225 Cultural Anthropology
- PSY365 Psychology of Personality
- CRJ268 Crisis Intervention

### Criminal Justice

- SOC246 Criminology
- PSY365 Psychology of Personality
- CRJ181 Introduction to Criminal Justice
- PHE366 Alcohol and Drug Education
- CRJ268 Crisis Intervention
- CRJ202 Introduction to Corrections

### Communications

- COM110 Speech Communications
- COM115 Introduction to Human Communications
- WRI235 Creative Writing
- ENG121 English Composition II
- COM211 Introduction to Mass Communication

### Religious Studies

- BIL101 Old Testament Survey
- BIL102 New Testament Survey
- BIL120 Themes in Biblical Literature
- BIL201 Methods in Bible Study
- BIL231 Biblical Archaeology
- PHL282 Ethics
- PHL283 Philosophy and Christian Thought
- REL225 American Religious Issues
Programs of graduate study are offered by Indiana Wesleyan University in Community Health Nursing, Primary Care Nursing, Community Counseling, Marriage and Family Counseling, and Ministry. The programs are designed to provide advanced study toward leadership roles in the professions.

All graduate programs are accredited by The Higher Learning Commission and Indiana Wesleyan University is a member of the North Central Association of Colleges and Schools (151 N. Dearborn, Chicago, IL 60601; 312-263-0456 or 1-800-621-7440). Graduate Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduate Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

ADMISSION TO GRADUATE STUDY

All programs of graduate study require the following minimal achievements. Specific programs may have additional criteria for admission.

1. Applicants must have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Accrediting Association of Bible Colleges.

2. Normal admission to any master’s degree program will require a minimal undergraduate grade point of 2.5 from the student’s degree granting institution at which at least a minimum of 30 hours was completed. Individual programs may require a higher grade-point level for admission; e.g., Nursing and Counseling require a 3.0. Applicants should see the specific requirements in the bulletin section describing the graduate program of interest.

3. Graduate Studies in Nursing requires one year of professional experience.

POLICIES GOVERNING GRADUATE PROGRAMS

1. The number of credits required in a specific graduate program will range from a minimum of 36 credits for the M.A. in Ministry to a maximum of 60 credits for the M.A. in Marriage and Family Counseling.

2. Students must maintain a GPA of 3.0 on a 4.0 scale to continue in a graduate degree program.

3. All graduate programs require one or more of the following: 1) a component of scholarly research, 2) an applied project, and/or 3) a supervised internship. The specific nature of this requirement will be specified by the department offering the program.

4. The university may allow a maximum of 9 credits in transfer to some graduate programs.

5. Only those credits earned in the seven years prior to admission will be eligible to be applied in transfer to a graduate program.

6. Credits earned in a graduate degree course may not, at the same time, apply to undergraduate and graduate program requirements.

7. The maximum number of years in which to complete a master’s degree program is six years.

COURSES OF INSTRUCTION - GRADUATE

1. Community Health Nursing
   Primary Care Nursing
   Dual Major—Community Health/Primary Care Post Master’s Certificate

2. Counseling
   With concentrations in Community Counseling and Marriage and Family Counseling

3. Ministry
   Biblical, doctrinal, historical, and practical courses
COMMUNITY HEALTH NURSING

The purpose of the Master’s Degree Program in Community Health Nursing is to prepare advanced practice specialists for leadership roles in community health practice, education, and administration; to provide graduate nursing education which integrates faith with learning; and to provide the foundation for doctoral studies.

Concepts and theories of nursing, public health, and community development, planning, organization, education, administration, evaluation, and research are integrated into the advanced community health nursing specialty. Practicum courses provide experience in developing appropriate solutions to priority community health needs through partnerships with local communities, state and county health departments, and health-related organizations and agencies. Graduates are able to assess the health needs of populations and to plan, administer, and evaluate community-based primary health care and nursing services.

PROGRAM OF STUDY

Core Courses: 14 hours
- CHN510 Theoretical Foundations 3
- CHN515 Research Methods 3
- CHN530 Epidemiology 3
- CHN544 Health Policy: Process and Analysis 2
- CHN590/592 Nursing Investigation/ Capstone Project 3

Community Health Curriculum: 13 hours
- CHN520 Contemporary Issues in Health Care 2
- CHN525 Cultural Implications 2
- CHN535 Advanced CHN I: CH Assessment Seminar 3
- CHN535P Advanced CHN I: CH Assessment Practicum 2
- CHN540 Advanced CHN II: Planning/Evaluation Seminar 3
- CHN540P Advanced CHN II: Planning/Evaluation Practicum 1

Electives: 9 hours

PRIMARY CARE NURSING

The Master’s Degree Program in Primary Care Nursing prepares registered nurses as Adult, Family, or Gerontological Nurse Practitioners (NP). The focus of Primary Care is the interrelationship of theory, research, and 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. The 40-hour curriculum consists of 14 credits of Core Courses taken by all graduate nursing students, 18 credits in the Primary Care Curriculum for all practitioner students, and 8 credits in the respective option.

PROGRAM OF STUDY

Core Courses: 14 hours
- CHN510 Theoretical Foundations 3
- CHN515 Research Methods 3
- CHN530 Epidemiology 3
- CHN544 Health Policy: Process and Analysis 2
- CHN590/592 Nursing Investigation/ Capstone Project 3

Primary Care Curriculum: 18 hours
- CHN554 Care of Aging and Chronically Ill Populations 2
- PYC512 Advanced Pharmacology for Primary Care 3
- PYC514 Advanced Pathophysiology 3
- PYC530 Primary Care of Adults-Seminar 3
- PYC530P Primary Care of Adults-PRACTICUM 4
- PYC552 Advanced Health Status Assessment 3

Options: 8 hours
- Adult Nurse Practitioner:
  - PYC545 Practicum in Primary Care Nursing 5
  - Elective 3

Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies
Family Nurse Practitioner:
PYC532 Primary Care of Children-Seminar 2
PYC532P Primary Care of Children-Practicum 3
PYC534 Primary Care of Women-Seminar 1
PYC534P Primary Care of Women-Practicum 2

Gerontological Nurse Practitioner:
PYC536 Primary Care of Older Adults-Seminar 3
PYC536P Primary Care of Older Adults-Practicum 5
PYC545 Advanced Practicum 1

COMBINED COMMUNITY HEALTH AND PRIMARY CARE CURRICULA

Students have the option of a dual major program earning a Master of Science Degree with a concentration in both Community Health and Primary Care Nursing. The purpose of the dual focus is to prepare nurse practitioners for community-based roles in the changing health-care system.

The Adult Practitioner/Community Health student completes: 53-56 hours
Core Courses 14
Community Health Nursing Courses 13
CHN Electives 3
Primary Care Curriculum 23-26

Family Nurse Practitioner or Gerontological Nurse Practitioner students complete 8 additional credit hours from the respective option.

POST MASTER’S DEGREE CERTIFICATE AS PREPARATION TO BE A NURSE PRACTITIONER

An individual with a Master’s Degree in Nursing from an accredited nursing program may complete a post master’s degree certificate as a nurse practitioner in any of the three practitioner options. Master’s Degree prepared nurses who complete the course of study are eligible to seek certification from the appropriate credentialing body.

Adult Nurse Practitioner: 26 hours
CHN530 Epidemiology 3
CHN554 Care of Aging and Chronically Ill Populations 2
PYC512 Advanced Pharmacology for Primary Care 3
PYC514 Advanced Pathophysiology 3
PYC530 Primary Care of Adults 3
PYC530P Primary Care of Adults - Practicum 4
PYC545 Practicum in Primary Care Nursing 5
PYC552 Advanced Health Status Assessment 3

Family Nurse Practitioner: 29 hours
Same as Adult Nurse Practitioner except delete PYC545 and add:
PYC532 Primary Care of Children-Seminar 2
PYC532P Primary Care of Children-Practicum 3
PYC534 Primary Care of Women-Seminar 1
PYC534P Primary Care of Women-Practicum 2

Gerontological Nurse Practitioner: 29 hours
Same as Adult Nurse Practitioner except delete PYC545 and add:
PYC536 Primary Care of Older Adults-Seminar 3
PYC536P Primary Care of Older Adults-Practicum 5
PYC545 Advanced Practicum 1

ADMISSION REQUIREMENTS

Admission to Graduate Studies in Nursing begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies to the College of Graduate Studies.

Criteria for regular admission to Graduate Studies in Nursing are:

1. B.S. degree with an upper-division nursing major from an accredited program. (Registered nurses who have a baccalaureate degree in a non-nursing academic area are eligible for consideration for admission into the graduate nursing program pending evaluation of all transcripts and completion of specified bridge courses.)

2. 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.

3. R.N. licensure. International students must have licensure in the country of origin. Students must be licensed in the state where they are completing practicum experiences.

4. Evidence of personal and professional qualifications from three persons familiar with applicant’s academic ability, work experience, professional nursing contributions, and potential to achieve in graduate school.
5. Original transcript from the degree granting institution.
6. Personal statement of goals for graduate study.
7. At least one year of professional practice.
8. Test of English as a Foreign Language (TOEFL) if English is not first language.
9. Master’s Degree in Nursing for Post-Master’s degree Nurse Practitioner Certificate.

Scores from the Graduate Record Exam (GRE) may be required for students on conditional admission and GPA below 3.0.

Conditional Admission: Applicants not meeting all requirements for regular admission who wish to pursue work toward a master’s degree at Indiana Wesleyan University while completing these requirements may be granted conditional admission permitting them to enroll in a maximum of 9 hours of non-clinical courses. Waivers will be considered on an individual basis.

Prerequisites

Students in the graduate nursing program are required to demonstrate proficiency in the area of statistics prior to taking CHN515 Research by meeting one of the following options:

1. Transferring in a graduate course in statistics equivalent to CHN528 with a grade of “C” or higher.
2. Successfully completing the IWU course CHN528 Biostatistics which is offered online (http://www.indwes.edu/online)

Progression Policy

Graduate nursing students must maintain a GPA of 3.0 or higher to remain in the graduate nursing program or to graduate. Any student whose GPA falls below 3.0 will be placed on probation. Failure to raise the GPA to 3.0 or better during the following three courses may result in dismissal from the program. A student may not register for a practicum course while on probation. Exceptions may be petitioned through the Graduate Nursing Committee.

A minimum grade of “B” must be obtained in each course with a practicum or lab component. A minimum grade of “C” is required in each non-practicum course.

Students must have health clearance for TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.

The graduate program is accredited by the Commission on Collegiate Nursing Education (CCNE). Courses are offered all year to facilitate completion of degree requirements. Evening and Saturday classes accommodate working professionals. Faculty and students collaborate in selection of practicum sites.

Graduate Nursing Course Descriptions

CHN510 Theoretical Foundations 3
Introduces philosophy, conceptual frameworks, models, and theories which provide a theoretical foundation for advanced nursing practice. Discusses strategies of theory development, relationship of theory-research-practice, and criteria for evaluating theories. Considers the philosophical, ethical, and cultural aspects of nursing theories.

CHN515 Research Methods 3
Considers research in the field of nursing, health, and human services and the relationship of research to knowledge and practice, including cross-cultural research in national and international communities. Emphasizes conceptual understanding of design, methodology, and the development of a structural investigation of a problem. Prerequisite: CHN528 or equivalent

CHN520 Contemporary Issues in Health Care 2
Analyzes the social, economic, political, ethical, and professional implications of contemporary issues in healthcare and advanced practice nursing. Considers the Biblical Christian perspective on such issues.

CHN525 Cultural Implications 2
Develops a framework for analyzing social, economic, political, psychological, and religious factors affecting health care in multiple cultural settings. Examines the role of the Christian nurse in cross-cultural community health practice.

CHN528 Biostatistics 3
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences.

CHN530 Epidemiology 3
Examines basic concepts of epidemiology, including methods of identifying distributions and determinants of health and disease and analytical techniques used in epidemiology. Integrates application of epidemiologic principles to community health and primary care.
Graduate Nursing - Course Descriptions

CHN534  Principles and Theories of Education in Community Health Nursing
Theories of adult and community health education are analyzed and applied to community health nursing practice. Ethical considerations of community health education are discussed.

CHN535  Advanced Community Health Nursing I: Community Health Assessment Seminar
Analyzes principles, theories, and research data from epidemiology, nursing, community development, and other disciplines related to cross-cultural community health nursing assessment of populations. Prerequisites or co-requisites: CHN510, CHN530; regular student status

CHN535P  Advanced Community Health Nursing I: Community Health Assessment Practicum
Students will conceptualize, operationalize, and implement a comprehensive community health assessment, according to an identified theoretical framework, integrating principles of epidemiological analysis, community participation, interdisciplinary collaboration, and cultural competence. Maintenance of community-oriented health records to document the on-going processes of community assessment. Analysis and synthesis of assessment data within a theoretical framework and identification of substantiated community health priorities.

CHN538  Health Teaching Methods for Developing Areas
Focuses on adapting educational content, lesson planning, and teaching methods to identified training needs of health personnel at hospital and village (community) levels. Students will develop a teaching project, using appropriate health-teaching principles, methods, and resources. Production of low-cost visual aids will be included.

CHN540  Advanced Community Health Nursing II: Planning/Evaluation Seminar
Analysis of concepts, theories, and frameworks from nursing, public health, health education, management, community organization, community development, and other interdisciplinary areas of knowledge applicable to the processes of planning, implementation, and evaluation in community health nursing, health education, and health promotion.

CHN540P  Advanced Community Health Nursing II: Planning/Evaluation Practicum
Active participation in the planning, implementation, and evaluation of community health initiatives, within the context of selected target community settings and populations and in conjunction with interdisciplinary professional teams and community groups. Examination of professional role development of the advanced practice community health nurse.

CHN542  Health Services Administration
Principles and theories of health care administration are analyzed and evaluated, incorporating the influences of Christian values and beliefs on administrative practices.

CHN544  Health Policy: Process and Analysis
Examines the process of public policy information in health care and provides techniques for analysis of such policies. The focus is on application of knowledge to specific health policy issues.

CHN545  Internship-Community Health Nursing
Elective in which the student can gain additional clinical experience in an area related to career goals. Prerequisites: Regular admission status; permission of instructor

CHN548  Program Evaluation
This course provides an overview of the evaluation process applied to health care. It introduces students to the role of evaluation in designing, monitoring, and assessing utility and performance of health and social programs. It permits students to develop and apply evaluation techniques and strategies used in evaluative research.

CHN550  Special Topics Seminar
A seminar course for graduate students designed around a special topic or area of interest relevant to advanced practice nursing in diverse settings. Students will examine the topic of interest in diverse contexts. Analysis will include current practice issues, research, management strategies, theories, and policies related to the topic of interest.

CHN554  Community Health Nursing Care of Aging and Chronically Ill Populations
Considers theories of aging and associated developmental changes. Analyzes trends, issues, and policies affecting the elderly and chronically ill. Explores ways to provide health care for this population.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN555</td>
<td>Tropical Health</td>
<td>3</td>
<td>Examines major health problems common to tropical climates and developing areas. The focus is on prevention and control of tropical diseases and promotion of health in community settings. Prerequisite: CHN530 or permission of instructor</td>
</tr>
<tr>
<td>CHN556</td>
<td>International Nursing</td>
<td>3</td>
<td>Analyzes nursing systems in a variety of developed and developing countries. Evaluates major trends and issues related to international nursing education, practice, and research.</td>
</tr>
<tr>
<td>CHN557</td>
<td>Ethics in Health Care</td>
<td>3</td>
<td>A seminar course which will assist the student in applying ethical theories to decision-making within the scope of practice for nurse managers and administrators in institutional, community, and cross-cultural settings. Students will develop an ethical decision-making model and an ethical code of conduct which is compatible with Christian values.</td>
</tr>
<tr>
<td>CHN560</td>
<td>Community Health Nursing- Independent Study</td>
<td>1-3</td>
<td>An elective course in which the student can focus on an area of nursing pertinent to individual career goals.</td>
</tr>
<tr>
<td>CHN590</td>
<td>Nursing Investigation</td>
<td>3</td>
<td>Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN515</td>
</tr>
<tr>
<td>CHN592</td>
<td>Applied Nursing Capstone Project</td>
<td>3</td>
<td>Students demonstrate the scholarship of application through the development and implementation of an applied nursing project in a specific community health or primary care practice arena. Prerequisite: CHN515</td>
</tr>
<tr>
<td>CHN595</td>
<td>Nursing Investigation Continuation</td>
<td>0</td>
<td>Continuation of the process involved in completing the requirements for CHN590, Nursing Investigation.</td>
</tr>
<tr>
<td>PYC509</td>
<td>Clinical Procedures for Advanced Practice Nursing</td>
<td>2</td>
<td>This course is designed to provide the advanced practice student with essential knowledge and introductory skill in procedures commonly performed in advanced practice nursing care settings. The course involves both lecture and laboratory practice. Laboratory fees are charged for this course. Prerequisite: PYC530</td>
</tr>
<tr>
<td>PYC511</td>
<td>Laboratory Techniques, Procedures, and Interpretations for Nurses in Advanced Practice</td>
<td>2</td>
<td>A course designed to acquaint advanced practice nursing students with current laboratory practices in diverse settings. Includes guidelines for ordering common laboratory tests and evaluation of results. Lecture and demonstration.</td>
</tr>
<tr>
<td>PYC512</td>
<td>Advanced Pharmacology for Primary Care</td>
<td>3</td>
<td>Explores various pharmacological agents used to treat common recurrent health problems; indications, contraindications, side, and interactive effects of commonly prescribed drugs. Legal and prescriptive regulations will be considered.</td>
</tr>
<tr>
<td>PYC514</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td>Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.</td>
</tr>
<tr>
<td>PYC530</td>
<td>Primary Care of Adults</td>
<td>3</td>
<td>This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as an adult nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of common acute and stable chronic disease states of the adult client enabling the advanced practice student to develop advanced clinical judgement, technical skills, and decision-making skills is required. Prerequisites: PYC512 (may be a co-requisite), PYC514, and PYC552</td>
</tr>
<tr>
<td>PYC530P</td>
<td>Primary Care of Adults Practicum</td>
<td>4</td>
<td>Supervised clinical practice of adults in primary care settings, to develop clinical judgment, technical assessment and management; totaling 280 hours.</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
College of Adult and Professional Studies and College of Graduate Studies
### PYC532 Primary Care of Children 2
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations in care of children and families needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health assessment, health promotion, and disease prevention and the diagnosis and management of common congenital, acute, and stable chronic conditions in children. A supervised clinical preceptorship experience (PYC532P, 210 hours) enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required.

### PYC532P Primary Care of Children Practicum
A supervised practicum experience that builds assessment management, clinical judgment and technical skills related to the health of children and their families.

### PYC534 Primary Care of Women 1
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on physical and environmental assessment, health promotion and disease prevention education, and the diagnosis and management of common acute and stable chronic conditions peculiar to women. A supervised clinical and preceptorship experience (PCY534P, 140 hours) enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisites: PYC512 (may be co-requisite), PYC514, and PYC552

### PYC534P Primary Care of Women Practicum
A supervised practicum experience that builds assessment, management, clinical judgment and technical skills related to women’s health, totaling 140 hours.

### PYC536 Primary Care of Older Adults 3
An in-depth, research-based course in assessment and management of older adults by the advanced practitioner. Emphasis is on health maintenance, illness or disability, legal and ethical concerns related to practice with geriatric populations.

### PYC536P Primary Care of Older Adults Practicum
Supervised clinical practice in settings focused upon care of older adults, totaling 350 hours.

### PYC545 Advanced Practicum in Primary Care Nursing 1-5
Designed to provide the advanced practice student opportunity to gain additional primary care clinical experience related to the role of a nurse practitioner.

### PYC552 Advanced Health Status Assessment 3
Provides for an enhancement of knowledge and skills necessary for performing a thorough health assessment for clients of all ages in a variety of settings.

### PYC554 Primary Care of Older Clients with Psychiatric Co-Morbidity 2
This course prepares the advanced practice nurse in gerontology to manage the geriatric client with co-morbid psychiatric illness. Emphasis upon research, pharmacology, behavioral interventions, and caregiver support will be incorporated. The utilization of the interdisciplinary team will be a focus of this content as it is applied to geriatric clients in a variety of community-based settings.

### PYC556 Concepts of Advanced Pharmacology in Geriatrics 2
This course prepares the advanced practice nurse to prescribe medications for the complex medical problems of the geriatric client, with a special emphasis on minimizing side effects. Advance application of pharmacokinetics and pharmacodynamics as well as the unique issues of compliance in older populations will be addressed.

### PYC560 Primary Care Nursing-Independent Study 1-3
An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

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**IPW offers several options for graduate nursing students.**

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**Indiana Wesleyan University**

**College of Adult and Professional Studies and College of Graduate Studies**

86
GRADUATE COUNSELING

The purpose of the Master’s Degree in Counseling is to prepare counselors who are able to integrate their faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public and private agencies, churches, para-church organizations, and business and industry settings.

The M.A. in Counseling strives to promote:

• values of integration and integrity in counselor education guided by the beliefs and practices of the Christian faith;
• highly competent counselor training that places emphasis on doing and being, striving for growth and development in all areas as an effective strategy for promoting positive change in the people we serve;
• lifelong scholarly learning that draws from and adds to counseling literature which is both theoretical and applied;
• learning that respects and seeks to understand diversity.

The counseling program at Indiana Wesleyan University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the accrediting arm of the largest association of professional counselors, the American Counseling Association (ACA). The counseling program is accredited for two separate concentrations or tracks: Community Counseling and Marriage and Family Counseling. The Community Counseling program requires the completion of 48 semester hours and the Marriage and Family Counseling Program requires 60 semester hours. Both concentrations require a supervised practicum and internship. The 60-hour program meets the requirements for counseling licensure in Indiana.

Students with a master’s degree in Counseling who do not qualify for Indiana state licensure may be able to complete the academic requirements through Indiana Wesleyan University’s Graduated Counseling Program. Those who are interested in this possibility should call 765-677-2855 or 800-895 0036 for more information.

ADMISSION TO THE MASTER’S IN COUNSELING PROGRAM:*

1. A baccalaureate degree from an accredited college or university or an institution accredited by the Accrediting Association of Bible Colleges.

2. An undergraduate grade-point average of 3.0 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

3. At least one course in each of the following areas:
   a. Psychology of Personality or Developmental Psychology;
   b. Psychology of Abnormal Behavior;
   c. Counseling techniques or basic helping skills course waive admission requirements for special circumstances.

4. Nine semester hours in Bible, religion, or theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University and be admitted on a conditional basis until the prerequisites are satisfactorily completed.

5. A combined score of at least 1000 on the verbal and quantitative measures of the Graduate Record Exam (GRE) general test.

6. A typewritten autobiography (including a statement of faith and values) and a typewritten philosophy of counseling.

7. An official transcript from each institution attended.

8. Two recommendations from professors or supervisors.

9. An interview with one or more of the graduate faculty. A supplemental application form may be substituted for the interview.

* The Graduate Admissions Committee retains the right to waive admission requirements for special circumstances. GRE scores must be no older than five years.

The M.A. in Counseling has two specific concentrations:

Community Counseling: 48 hours
Core Courses 36
Including the following clinical instruction:
Practicum (100 hours; 40-50 direct contact; 3 credits)
Internship (600 hours; 240-300 direct contact; 6 credits)
Concentration Courses 6
Elective Course 6
### Marriage and Family Counseling:

**Core Courses**  
36 hours  

Including the following clinical instruction:  
- Practicum (100 hours; 40-50 direct contact; 3 credits)  
- Internship (900 hours; 360-450 direct contact; 9 credits)  

**Concentration Courses**  
15 hours  

**Elective Courses**  
9 hours

### Master's in Counseling—Core Curriculum: 36 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS501</td>
<td>Human Growth and Development</td>
<td>3</td>
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<tr>
<td>CNS502</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>CNS504</td>
<td>Theory and Techniques in Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS506</td>
<td>Appraisal of Individuals</td>
<td>3</td>
</tr>
<tr>
<td>CNS507</td>
<td>Research and Evaluation of Methods and Practice</td>
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</tr>
<tr>
<td>CNS508</td>
<td>Professional Orientation and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNS509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS550</td>
<td>Supervised Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS551</td>
<td>Supervised Internship</td>
<td>3</td>
</tr>
<tr>
<td>CNS552</td>
<td>Supervised Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Master's in Counseling—Additional Course Work in Concentrations:

#### Community Counseling Concentration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS522</td>
<td>Foundations and Contextual Dimensions of Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS523</td>
<td>Knowledge and Skills for the Practice of Community Counseling</td>
<td>3</td>
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</tbody>
</table>

#### Marriage and Family Counseling:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS541</td>
<td>Foundations of Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS542</td>
<td>Trends and Treatment Issues in Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS543</td>
<td>Theory and Techniques of Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS544</td>
<td>Graduate Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>CNS553</td>
<td>Marriage and Family Internship</td>
<td>3</td>
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</tbody>
</table>

### Master's in Counseling Elective Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS511</td>
<td>Issues in Addiction Recovery</td>
<td>3</td>
</tr>
<tr>
<td>CNS512</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CNS513</td>
<td>Spiritual Formation and Direction</td>
<td>3</td>
</tr>
<tr>
<td>CNS514</td>
<td>Mediation, Reconciliation, and Restoration</td>
<td>3</td>
</tr>
<tr>
<td>CNS515</td>
<td>Biblical Interpretation and Application</td>
<td>3</td>
</tr>
<tr>
<td>CNS516</td>
<td>Advanced Integration of Psychology and Theology</td>
<td>3</td>
</tr>
<tr>
<td>CNS517</td>
<td>Adolescent Development and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CNS518</td>
<td>Child Development and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CNS519</td>
<td>Theory and Techniques of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS520</td>
<td>Studies in Intimacy and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CNS523</td>
<td>Knowledge and Skills for the Practice of Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS533</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CNS543</td>
<td>Theory and Techniques of Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS560</td>
<td>Graduate Counseling-Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

### GRADUATE COUNSELING COURSE DESCRIPTIONS

#### CNS501 Human Growth and Development 3

The study of individual and family development across the life span. An examination of cognitive, personality, and moral development throughout life stages. Additional emphasis will be placed on human sexuality.

#### CNS502 Multicultural Counseling 3

The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

#### CNS503 Theory and Techniques in the Helping Relationship 3

An investigation of a range of counseling theories and their applications in the helping relationship. Application of basic and advanced helping skills that will facilitate positive change in the helping process.

#### CNS504 Theory and Techniques in Group Counseling 3

The study of group theories, dynamics, process, and stages. An examination of group roles and leadership as well as basic and advanced group interventions.
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<tbody>
<tr>
<td>CNS505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.</td>
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<tr>
<td>CNS506</td>
<td>Appraisal of Individuals</td>
<td>3</td>
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<tr>
<td></td>
<td>Studies that provide an understanding of the evaluation of individuals and groups. An investigation of appraisal methods that include validity, reliability, and psychometric statistics.</td>
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<tr>
<td>CNS507</td>
<td>Research and Evaluation of Methods and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Includes studies that provide a broad understanding of quantitative and qualitative research designs, research reporting and evaluation, and the use of computers in data collection and analysis.</td>
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<tr>
<td>CNS508</td>
<td>Professional Orientation and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.</td>
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</tr>
<tr>
<td>CNS509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of integration models and the application of these models to the practice of Christian counseling. This study includes the basic assumptions of Christianity and psychology, the nature of the Christian experience, and the direct application of the major teachings of the Bible to the helping relationship.</td>
<td></td>
</tr>
<tr>
<td>CNS511</td>
<td>Issues in Addiction Recovery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the underlying issues that contribute to various addictive and compulsive behaviors. Assessment, diagnosis, treatment, and prevention of addictions are discussed, as well as models of recovery.</td>
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<tr>
<td>CNS512</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of the effects and side effects of the medications.</td>
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</tr>
<tr>
<td>CNS513</td>
<td>Spiritual Formation and Direction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the practice of spiritual growth. An emphasis will be placed on the application of the spiritual disciplines such as prayer, meditation, study, solitude, etc. Personal application, as well as directing the spiritual growth of others, will be stressed.</td>
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</tr>
<tr>
<td>CNS514</td>
<td>Mediation, Reconciliation, and Restoration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study and application of the theory and practice of mediation, reconciliation, and restoration. An examination of Biblical principles and practices of these important subjects, as well as how they can be applied in our contemporary society.</td>
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</tr>
<tr>
<td>CNS515</td>
<td>Biblical Interpretation and Application</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the assumptions and procedures for studying the Bible systematically and independently. Emphasis will be placed on the application of Biblical principles in its integration with psychology and the practice of counseling.</td>
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</tr>
<tr>
<td>CNS516</td>
<td>Advanced Integration of Psychology and Theology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the advanced integration of psychology and theology including an in-depth examination of the use of the Bible and prayer in the counseling relationship and the doctrine and application of the person and work of the Holy Spirit.</td>
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</tr>
<tr>
<td>CNS517</td>
<td>Adolescent Development and Treatment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the unique challenges of working with the adolescent. Emphasis will be placed on the psychopathology of adolescents, their diagnosis, and effective treatment.</td>
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</tr>
<tr>
<td>CNS518</td>
<td>Child Development and Treatment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the unique challenges of working with the children. Emphasis will be placed on the psychopathology of children, their diagnosis, and effective treatment.</td>
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<tr>
<td>CNS519</td>
<td>Theories and Techniques of School Counseling</td>
<td>3</td>
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<td></td>
<td>A particular emphasis will be given to the role and function of the school counselor as a professional team member. The various roles of the school counselor will be presented within a comprehensive framework. Special emphasis will be given to the role of the school counselor as consultant, counselor, and coordinator.</td>
<td></td>
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</tbody>
</table>
CNS520 Studies in Intimacy and Sexuality 3
The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual identity formation, and sexual abuse. Strategies for counseling interventions will be explored.

CNS522 Foundations and Contextual Dimensions of Community Counseling 3
The history and philosophy of the community counseling movement including the roles and identity of community counselors, ethical considerations, and the training and credentialing of community counselors. Includes principles of community intervention, education, and outreach. Additional emphasis will be placed on pastoral counseling and church and parachurch ministry settings.

CNS523 Knowledge and Skills for the Practice of Community Counseling 3
Client characteristics and the effective strategies for promoting growth in individuals seen in community counseling settings. Additional emphasis will be placed on program development to address the education and training of individuals, consultation, crisis counseling, and debriefing issues related to addiction and recovery.

CNS533 Psychopathology 3
The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS541 Foundations of Marriage and Family Counseling 3
The history and philosophy of the marriage and family counseling movement, including the roles and identity of marriage and family counselors, ethical considerations, and the training and credentialing of marriage and family counselors.

CNS542 Trends and Treatment Issues in Marriage and Family Counseling 3
An examination of societal trends and family life-cycle stages and their impact on family functioning. Additional studies of families in transition, nontraditional families, and intergenerational influences on family development. Additional emphasis will be placed on issues of addiction and recovery and their impact on the family.

CNS543 Theory and Techniques of Marriage and Family Counseling 3
The study of family systems theory and their application with couples and families. Assessment and case management skills for working with couples and families including preventative approaches, training in parenting skills, and relationship enhancement.

CNS544 Graduate Capstone Project 3
This is a personalized project consistent with the student’s current research interest. This project may include a major research paper and/or a publishable paper or a presentation at a professional conference.

CNS545 Counseling Addicted Families 3
This course will focus on a family systems approach to counseling addicted individuals and their family members. Attention will be given to the principles of family therapy, the unique features of the addicted family system, and the integration of these two systems. Further attention will be given to the integration of Christian faith and practice within the therapeutic process.

CNS550 Supervised Practicum 3
A supervised counseling experience providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours and weekly individual and group supervision.

CNS551 Supervised Internship 3
The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision.

CNS552 Supervised Internship 3
See CNS551.

CNS553 Marriage and Family Internship 3
An additional 300-hour supervised internship including a minimum of 120 hours of direct service under the direction of a qualified marriage and family counselor.

CNS554 Supervised Internship 3
See CNS551.

CNS560 Graduate Counseling-Independent Study 1-3
An individualized study agreed upon by the student and faculty member that allows the student to focus on a specific area of knowledge or service to a particular population. The study would normally include the components of research, theory, and practice with the integration of Christian faith.
GRADUATE MINISTRY

The Master of Arts in Ministry is a 36 hour program which provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses are offered in convenient formats such as one-week modules and online settings. A very 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.

ADMISSIONS POLICY:

Admission to Graduate Studies in Ministry begins with completing application forms and submitting them with official transcripts and three personal recommendations to the Director of Graduate Studies in Religion of Indiana Wesleyan University. The Director of Graduate Studies in Religion 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 Graduate Studies constitutes admission to candidacy for the master’s degree. The basic criteria for regular admission to Graduate Studies are as follows:

1. A baccalaureate degree from an accredited college or university or an institution accredited by the Accrediting Association of Bible Colleges.

2. The following minimums in the baccalaureate degree:

   - Six (6) hours of introductory studies in Bible. A student lacking the Bible prerequisite may be granted conditional admission to the program with the provision that deficiencies may be made up while enrolled in the master’s program. Courses taken to make up the Bible deficiency will not count toward the master’s degree.

   - Three (3) hours of introductory studies in theology and three (3) hours of introductory studies in church history. A student lacking these prerequisites may be granted conditional admission to the program with the provision that deficiencies be made up by taking an introductory graduate course in each area before continuing to advanced courses in each area. Graduate courses taken to make up the deficiency may count toward the master’s degree.

3. 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.

4. Ability to pursue graduate work successfully. (The transcripts and certificate of recommendation from former professors and supervisors will be considered evidence of such ability.)

5. 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.)

6. Submission of a written statement identifying the student’s philosophy of ministry and personal goals in undertaking the graduate program.

Conditional Admission: Applicants who do not meet the above requirements for regular admission to graduate study but who wish to pursue work toward a master’s degree at Indiana Wesleyan University may be granted conditional admission permitting them to enroll in a limited number of graduate courses. Regular admission may be granted to such students after they have removed deficiencies and completed no less than six hours of acceptable graduate work at Indiana Wesleyan University.

Unclassified Admission: Unclassified admission may be granted to students who do not wish or plan to become candidates for the master’s degree at Indiana Wesleyan University. Such students must complete and submit all application forms except 2 and 3 above.

The procedure for changing from unclassified to regular admission is the same as that for changing from conditional admission, except that credit earned as an unclassified student is limited to nine hours, and credit is not automatically applied toward degree requirements. Credits earned as an unclassified student may be applied toward the master’s degree only after careful evaluation and recommendation of the Director of Graduate Studies in Religion to the Division of...
Religion and Philosophy and their subsequent approval.

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 Director of Graduate Studies in Religion, 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.

Assignment of an advisor will be made upon determination of student’s major interest. The advisor will be the key person to work with a student through the Thesis, Practicum, or Project.

Students who have completed all requirements except the Thesis, Practicum, or Project are required to register each semester until graduation with a continuing enrollment fee. Students who fail to do so will not be regarded as active candidates for the degree.

All requirements for the degree must be met within the six-year limitation. A maximum of nine hours may be transferred from another accredited master’s program, provided it falls within seven years prior to admission.

Graduate Ministry - Course Descriptions

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<tr>
<th>MIN501</th>
<th>Bible Lands Tour</th>
<th>3</th>
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<tr>
<td>This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the Biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structure of society in Israel, and the existing tensions between Jew and Arab. (Biblical)</td>
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<thead>
<tr>
<th>MIN505</th>
<th>Public and Private Worship</th>
<th>2</th>
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<tbody>
<tr>
<td>Examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan “mean of grace” and more contemporary strategies for developing a vibrant personal relationship with God.</td>
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<thead>
<tr>
<th>MIN506</th>
<th>Church Rituals</th>
<th>1</th>
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<tbody>
<tr>
<td>Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.</td>
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<table>
<thead>
<tr>
<th>MIN507</th>
<th>Minor Prophets</th>
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<tbody>
<tr>
<td>This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)</td>
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<thead>
<tr>
<th>MIN508</th>
<th>Gospel of John</th>
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<tbody>
<tr>
<td>This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)</td>
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<tr>
<th>MIN509</th>
<th>Greek Exegesis</th>
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<tbody>
<tr>
<td>Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)</td>
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<table>
<thead>
<tr>
<th>MIN510</th>
<th>Biblical Archeology</th>
<th>3</th>
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<tbody>
<tr>
<td>Each participant is assigned to one of the digging areas. Guidance and instruction are given in every phase of the excavation, including recording and treatment of finds. Weekly surveys are made of the work on the tel, at which time the current progress in each area is summarized. Special finds are exhibited in the study room of the expedition where a study collection of ancient pottery is also displayed. (Biblical)</td>
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<td>Course Code</td>
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<tr>
<td>MIN511</td>
<td>Biblical Interpretation</td>
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<td>MIN512</td>
<td>Interpretation of Old Testament Writings</td>
<td>3</td>
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<tr>
<td>MIN513</td>
<td>Interpretation of New Testament Writings</td>
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<tr>
<td>MIN514</td>
<td>The Four Gospels</td>
<td>3</td>
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<tr>
<td>MIN516</td>
<td>Paul’s Letters</td>
<td>3</td>
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<td>MIN517</td>
<td>Pentateuch</td>
<td>3</td>
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<tr>
<td>MIN519</td>
<td>Isaiah</td>
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<td>MIN520</td>
<td>Psalms</td>
<td>3</td>
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<td>MIN521</td>
<td>American Christianity</td>
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<tr>
<td>MIN523</td>
<td>Life and Ministry of Paul</td>
<td>3</td>
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<td>MIN524</td>
<td>Petrine Letters</td>
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<td>MIN525</td>
<td>Modern Theological Thought</td>
<td>3</td>
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<tr>
<td>MIN526</td>
<td>Themes in the History of the Church</td>
<td>3</td>
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<tr>
<td>MIN527</td>
<td>Grace, Faith, and Holiness</td>
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MIN511 Biblical Interpretation 3
Designed to prepare the student for in-depth studies in interpretation of the Bible. Hermeneutics and exegesis become important tools for understanding selected passages. Aid is provided both to students of the English Bible and those who wish to concentrate on the original languages. The course is a study of the problems of proof-texting apparent discrepancies, literal and figurative meanings, and progressive revelation as these emerge in varied option in history and theology (e.g., each church, Catholicism, and Reformation). The guiding purpose is to formulate appropriate principles essential to consistent Biblical exposition with additional help in detecting and avoiding fallacies of interpreting and applying Scripture. (Biblical)

MIN512 Interpretation of Old Testament Writings 3
Critical and exegetical study of a selected Old Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN513 Interpretation of New Testament Writings 3
Critical and exegetical study of a selected New Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN514 The Four Gospels 3
This course will examine the four Gospels from an exegetical and historic perspective. Specific attention will be given to interfacing the Gospels with current practices in both Christian living and ecclesiastical structures. (Biblical)

MIN516 Paul’s Letters 3
This course will examine the letters of Paul in terms of their implication for church trajectories and leadership in our times. Emphasis will be placed on Paul’s keen insight into the nature of humankind and his ability to organize effective and efficient resolutions for church-related concerns. (Biblical)

MIN517 Pentateuch 3
This course centers around the great historical truths of the Pentateuch and ways to understanding them in their historical setting and making application of them in the world today. (Biblical)

MIN519 Isaiah 3
This course involves an in-depth study of the book of Isaiah. It will center on such themes as the nature of the prophetic message, prophecy, Messianic themes, the nature of divine holiness, and God’s perspective on national moral trends. (Biblical)

MIN520 Psalms 3
This course examines the Psalms through the avenue of several interpretive models. Along with exposure to the content of the psalms, it explores several types of psalms, parallelism, poetic imagery, and the intended musical character. (Biblical)

MIN521 American Christianity 3
A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

MIN523 Life and Ministry of Paul 3
The course centers around the key events and contributions of Paul as found in the Acts and Pauline corpus. Moving well beyond the historical facts associated with Paul and his ministry, the course expands on his contributions to the theological, philosophical, and ecclesiastical foundations of the Christian church. (Biblical)

MIN524 Petrine Letters 3
This course gives special attention to the writings generally ascribed to the Apostle Peter with complementary attention to his life and work, especially as exhibited in the book of the Acts. Special attention will be given to unique Petrine positions on such themes as the apostasy at the end of the church age, the atonement, and the nature of the church. (Biblical)

MIN525 Modern Theological Thought 3
This is a study of theological thought which takes its rise in the philosophy of Immanuel Kant. The theologies of Schleiermacher, Ritschl, Troeltsch, Kierkegaard, and Barth will be examined. (Historical/Doctrinal)

MIN526 Themes in the History of the Church 3
Courses with this number investigate a particular theme(s) or pattern(s) over the course of church history with a view to transforming the present course of the church. (Historical/Doctrinal)

MIN527 Grace, Faith, and Holiness 3
This course examines the doctrines of the Christian Faith in their intercorrelatedness, as integral parts of an organic whole, examined in the light of their Biblical foundations, historical development, philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)
MIN528 Creationism and Contemporary Culture 3
From within a framework of the Biblical accounts of creation, this course explores the nature of God, the nature and purpose of the human family, the destructive implications of sin, and the ultimate patterns of redemption. The course specifically examines these doctrines vis-a-vis the present culture and their links with God’s ultimate purposes as revealed in the book of Revelation. (Practical/Biblical)

MIN529 Non-Profit Management 3
The course deals with the spectrum of management issues in which pastoral leaders are necessarily involved. It will focus both on the manager as a person, as well as the manager as a professional. (Practical)

MIN531 Theology of Old Testament 3
This course introduces Biblical theology with major emphasis on theological thought and practice. The Old Testament approaches to the nature of man, the problem of sin and evil, the nature of God, the role of wisdom, and the meaning of Israel’s history are seen in their development (divergence), as well as in their unification and preparation for the Christian era. (Doctrinal/Biblical)

MIN532 Theology of New Testament 3
Principles are employed to unlock the main theological concepts of the New Testament. Specific doctrines such as God, Kingdom of God, Christology, the Nature of the Church, and the Christian hope will be explored in their Johannine, Pauline, and Petrine perspectives, with emphasis on a methodological exegesis and interpretation of the New Testament. The New Testament will be seen as a unified corpus with foundations in the Old Testament. (Doctrinal/Biblical)

MIN533 Contemporary Theological Trends 3
This class engages several strands of theological development which are currently shaping the life and faith of the church. These include emphases on the powers available to the Christian community, the nature of the Christian faith and its intended impact on culture, and the balances among Scripture, reason, tradition, and experience in the current Christian context. (Historical/Doctrinal)

MIN534 Philosophy of Religion 3
An investigation of the characteristics and significance of the nature of man and his religious experiences. Consideration will be given to the evidences for and nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, and the existence of the non-Christian religions and of evil in God’s world. Religious languages, paradox, mysticism, redemptive love, moral freedom versus determinism, the miraculous, and death and the future life will be treated. (Doctrinal)

MIN535 Contemporary Issues in Evangelical Theology 3
In this course the student will study, discuss, and evaluate theological topics that divide evangelicals today, including such issues as Biblical authority, the work of the Holy Spirit, soteriology, the Christian’s responsibility to social justice, and eschatological views. (Doctrinal)

MIN536 Wesleyan Church History and Polity 3
A special study of the doctrines that give distinction to the teachings of John Wesley as they differ from those of other theological traditions. The study includes research into such doctrines as Christian perfection, sin and grace, entire sanctification, justification and regeneration, humanity and holiness, the work of the Holy Spirit, security of the believer, and others. The theological ideas of Reformed and Catholic writers on these doctrines will be explored. The Biblical passages that create the theological differences will be examined. (Doctrinal/Historical)

MIN537 World View/C.S. Lewis 3
A study of the component parts of a world view with special attention given to the world view of C.S. Lewis as reflected in his religious writings. (Doctrinal)

MIN538 Religions of the World 3
A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. (Historical/Doctrinal)

MIN540 Prophecy of Daniel 3
The course offers intensive insight into the book of Daniel from three points of view: historical and exegetical, prophetic and eschatological, homiletical and practical. Considerable time is spent exploring the Biblical text, directed in an attempt to develop creative group interpretation. (Biblical/Doctrinal)

MIN541 Christian Theology I 3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. (Doctrinal)

MIN542 Christian Theology II 3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of soteriology, pneumatology, ecclesiology, and eschatology. (Doctrinal)
MIN543 Theology of Holiness 3
A systematic study of the teachings of holiness derived from a study of the Judeo-Christian Scriptures, the writings of Jacobus Arminius, John Wesley, and other classical and contemporary holiness writers. (Doctrinal)

MIN544 Cultural and Theological Trends of the Holiness Tradition 3
This course traces central themes of the holiness movement from the middle of the Nineteenth Century into the present time. This course is not designed to be an exhaustive historical presentation, but rather a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-a-vis the larger evangelical movement. (Doctrinal/Historical)

MIN545 Dimensions of Spirituality 3
In recent years, evangelicals have discovered various modes and disciplines of spirituality which originated outside the Protestant tradition. This course explores several “new” dimensions of spiritual life such as meditation, journaling, and fasting in the light of Biblical, philosophical, and practical concerns. The role of personal experience and reason in one’s spiritual journey will be assessed. Special attention will be given to the unique challenges of developing the pastor’s spiritual life. (Practical/Historical)

MIN546 Cultivating a Congregational Vision 3
This course examines the several aspects of congregational guidance which converge into the overall vision and direction of that particular body. It gives attention to areas such as hiring of staff to assist with the vision, management toward specific objectives, public communication and vision, development of a model which unfolds the vision, and other related features of vision cultivation and management. (Practical)

MIN547 Time Management and Lifestyle Strategies 3
This course explores various dimensions of management such as sequencing of tasks, time allotted to various projects, efficiency in the execution of tasks, and establishing a balance in time-use patterns. Specific analysis of time-use is incorporated into the theory of time management. (Practical)

MIN548 Trinitarian Images of Family and Sexuality 3
This course contrasts Biblical with ecclesial visions of human sexuality in a historical, theological, biological study of urgent issues. It identifies Creation and Gospel images of wholeness and integrity which call all people to the highest and best vision of themselves “in the image of God, male and female.” It offers specialization in recognizing, preventing, and rehabilitating through “class meeting” support for victims of sexual abuse, sexual addiction, and divorce. (Practical)

MIN550 Emerging Strategies in Church Development 3
This course explores the second generation of the church growth movement with two essential purposes in mind. It first aims to discover those central elements of the original church growth movement which have endured beyond the incipient generation of the movement. Second, it aims to discover those principles of church growth which are unique to the current cultural mores and societal changes of today. (Practical)

MIN551 Contemporary Religious Movements 3
This is a study of the teachings of the cults as traditionally understood, along with contemporary challenges to Christian faith and practice as found in transcendental meditation, EST, westernized Buddhism, and other forms of the East-West encounters. (Doctrinal)

MIN552 Ancient Near Eastern History 3
This course explores the world of the Ancient Near East to understand the context of the Biblical narrative. Special attention will be given to Mesopotamia, Egypt, and the civilizations of the eastern Mediterranean, African, and Near Eastern cultures. This course emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, and the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Special attention is directed to the Sumerians, Hittites, Egyptians, Persians, Assyrians, Phoenicians, and Hebrews. The contribution of each of these peoples to present day culture will be emphasized. This course’s primary purpose is to teach students the history of these peoples and territories during the eras concurrent with the Old Testament accounts. Although modern developments and current boundaries, international conflicts, religions, and demographics are given attention in this course, there is no pretense to cover the history of these regions from 3,000 B.C. to A.D. 2,000. (Historical)

MIN553 Cross-Cultural Ministry 3
This course is designed to expose students to cultures and cultural mores which are different from their own. Whether by intensive study or by direct exposures to another culture, it allows the student to experience the interfacing of culture with culture. (Practical)
### MIN555  Theological Classics 3
Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be repeated for credit. (Doctrinal/Historical)

### MIN556  Wesley’s World and Vision 3
The examination of the course of religious history as John Wesley has contributed to it. The study investigates the doctrinal and experiential antecedents, the general historical period into which he came, his views, his activities, and his impact upon his time. (Doctrinal/Historical)

### MIN557  Reformation Theology 3
During the first half of the sixteenth century, Christianity witnessed the development of several significant theological traditions, generally characterized as “Protestant” along with the refinement of the Roman Catholic tradition which had dominated Europe for centuries. These various traditions provide an excellent panorama of the divergent understandings of the Christian faith that have persisted to the present time. In this course we will examine five major traditions and explore how each has contributed to the shaping of American Christianity and the Wesleyan Church in particular. By comprehending the key elements of these opposing theologies, we should be better equipped to understand and present our own.

### MIN561  Research Methodology 1
A basic introduction to writing papers, finding and assessing sources, organizing material, documentation, and style.

### MIN562  The Pastor as a Person 3
This course is designed to focus on the psychological and sociological aspects of the pastor’s life. It will deal with the inner world of the minister and seek to discover causal links between a pastor’s inner balance and harmony and his outer productivity and focus. (Practical)

### MIN563  Power, Change, and Conflict Management 3
This course examines several theories of the nature of change and change management as they interface with church management and administration. The course particularly examines the nature of power structures within the congregation and how to facilitate constructive change while maintaining fidelity to the mission of the group. (Practical)

### MIN567  Communication in Ministry 3
This course surveys the full spectrum of communication patterns which are necessary to the smooth and positive flow of information within the ecclesiastical community. It examines both the psychological and sociological dimensions as these impact the nature of the Christian community’s life and faith. Communication theory is related to actual church life. (Practical)

### MIN568  Church Leadership and Parliamentary Law 3
A study of the principles of management as they apply to the role of the pastor and other professional Christian workers in relation to local churches and other Christian institutions and organizations. Further, a study of approved procedure in deliberative assemblies based on Robert’s Rules of Order, accompanied by drills calculated to fix the habit of active, correct, and effective participation in business meetings of any kind. (Practical)

### MIN570  Contemporary Ethical Issues 3
Offers Biblical perspectives on contemporary ethical issues facing the church and ministry. Among the issues studied are abortion, capital punishment, euthanasia, sex, social responsibility of the church, and war. (Doctrinal)

### MIN571  Practicum 5
The student will choose one of several options in which to serve: hospital chaplaincy, clinical counseling, pastoral experience, or Christian education. Each of these will be under the supervision of a competent person in that area.

### MIN572  Marriage and Marital Counseling 3
A study of the techniques and goals of premarital counseling. The course will examine some of the tools available with a heavy emphasis on the Taylor-Johnson Temperament Analysis. Each student will role-play a typical marriage-counseling problem. (Practical)

### MIN574  Missions Seminar 3
Special study tours arranged to certain mission fields during scheduled breaks, May Term, or summer vacation periods with credit accordingly, or specialized courses taken in other departments of the university, such as Geopolitical, Sociology, or History courses in a specialized area or culture interest to the student. (Practical)

### MIN576  Skills and Practices in Counseling 3
A study of the interaction of theology and psychology with emphasis upon the task of counseling in ministry. Attention will be given to crisis counseling, terminal illness, and other life stresses. (Practical)

### MIN578  The Theological Underpinnings of Worship 3
Historical and theological examination of the varied forms and emphases of church ritual. Focus will be placed on communion, preaching, music, and religious symbolism in their role in the Sunday morning service. (Practical/Doctrinal)
MIN579  Church and Society  3
The course focuses on the rapid proliferation of higher concentrated demographic centers in the world and the church’s role in responding to the numerous changes that such shifts create for ministry. Specific attention is given to evangelism, follow-up, social care, and homelessness. (Doctrinal/Historical)

MIN580  Worship and Church Music  3
This course will trace the history of Christian music in an effort to set forth those characteristics of music which make it distinctively Christian. It will deal with the various genre of worship music and suggest ways for ascertaining the appropriateness of various lyrical and musical styles to the worship of God and the cultivation of spiritual formation. (Practical)

MIN581  Thesis  5
A research-based treatment of a topic of interest to the student, under careful faculty supervision.

MIN582  Urban Ministries  3
This course builds on the substantive literature describing the secular city of our day and seeks to extrapolate from this data the guidelines which are applicable to ministry in such urban centers. The course will involve actual visitation of urban ministry settings in order to observe the range of needs present in these population intensive regions. (Practical)

MIN584  Independent Study  1-3
This course involves an independent study which the student arranges in consultation with the professor. It may focus on any selected area of study in the field of religion and philosophy.

MIN586  Advanced Counseling  3
This course is primarily an advanced counseling skills class with emphasis on dealing with difficult people. This course will go beyond listening and reflecting to the effective use of advanced counseling skills such as summarizing, immediacy, confrontation, limit setting, etc. This course will also help the pastor define personal and professional limits in counseling and give guidelines for determining when and how to refer. (Practical)

MIN591  Project  5
An individually designed program accomplished primarily in the candidate’s place of ministry. The written report will provide significant insight into the area explored. The project may have use primarily for the student and others interested in that area.

MIN595  Thesis/Project Continuation  0
Continuation of the process of the research and preparation of a thesis or project.
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