INDIANA WESLEYAN UNIVERSITY

learning...

serving...

Catalog 1999-2001
COMMUNICATION WITH THE UNIVERSITY

ADDRESS:
Indiana Wesleyan University
4201 South Washington Street
Marion, IN 46953-4974

TELEPHONE NUMBERS:
1-765-674-6901 (Switchboard) Use direct dial to offices when possible.
1-800-332-6901 (Office calls only)
  Admissions Office: Ext. 2138; 1-765-677-2333 (Fax Number)
  Financial Aid: Ext. 2116
You can have direct access to the individual numbers by dialing 1-765/677- + the office extension number.

DIRECTORY:
ADMISSIONS 677-2138 Email: admissions@indwes.edu - New Student Information

APS - ADULT AND PROFESSIONAL STUDIES 677-2350 1-800-621-8667
  RECRUITMENT OFFICES
  Adult Education Services 677-2860 1-800-621-8667 Email: graduate@indwes.edu
  LEAP/Business and Management 674-9751 1-800-234-5327 Email: LEAP@indwes.edu

EDUCATION CENTERS
  Indianapolis 317-574-3980 1-800-456-5327
  Ft. Wayne 219-436-7874

BUSINESS OFFICE/STUDENT ACCOUNTS 677-2120 Email: howtopay@indwes.edu
  Billing and Student Accounts

FINANCIAL AID 677-2115, 2116 Email: finaid@indwes.edu - Scholarships and Financial Assistance

RECORDS AND REGISTRATION 677-2131 Email: recordsinfo@indwes.edu - Registration, Course Information,
  Transcripts, and Grade Reports

STUDENT DEVELOPMENT 677-2201 Email: studev@indwes.edu - Housing, Student Organizations and
  Activities

STUDENT SUPPORT SERVICES 677-2257 - Career Guidance, Counseling, Handicapped Student Assistance,
  Tutoring

PRESIDENT 677-2100
VICE PRESIDENT FOR ACADEMIC AFFAIRS 677-2104
VICE PRESIDENT FOR ADULT AND PROFESSIONAL STUDIES 677-2352
VICE PRESIDENT FOR ENROLLMENT MANAGEMENT 677-2710
VICE PRESIDENT FOR FINANCIAL AFFAIRS 677-2123
VICE PRESIDENT FOR STUDENT DEVELOPMENT 677-2201
VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT 677-2105
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<td>Commencement</td>
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Cancellation of Classes: Announcements will be made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo, as well as 674-6901.

*NOTE: Students will not be excused from classes or examinations for early departure at vacation times or end of semester examinations.

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**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, scholarship and loan programs, and athletic and other administered programs. Inquiries or complaints should be addressed on the appropriate form to the Vice President for Academic Affairs, Indiana Wesleyan University.

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**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.

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The Administration Building is more than a century old.
Indiana Wesleyan University is a Christian liberal arts, coeducational university related to The Wesleyan Church, which 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 Indiana Wesleyan University. The institution was known as Marion College from 1920-1988. Today the university prepares students for service and leadership roles in teacher education, health care, social work, business, industry, government, Christian ministries, and other areas. The educational activity of the university reaches beyond the 120-acre campus through association with other organizations and institutions, especially in the greater Marion area (population 80,000). The Marion Community School System, Marion General Hospital, the Marion Veterans Administration Hospital, and other health, educational, social, and religious organizations, and the American Studies Program in Washington, D.C., are important links in the students' career preparation for service and leadership. For specialized educational experience in the May and summer terms, students have opportunities to study and travel in various places such as Chicago, Los Angeles, New York, Washington, England, Europe, Mexico, Costa Rica, and Israel.

ACCREDITATION

Indiana Wesleyan University is accredited by North Central Association of Colleges and Schools (151 North Dearborn, Chicago, IL 60601; 312-263-0455 and 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 State Board of Nursing, the National League for Nursing, 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;
• 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, Academic Freedom

A committee worked for more than a year to draft IWU’s Strategic Plan.

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 other 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.

ACADEMIC FREEDOM

Students and faculty of the academic community which forms Indiana Wesleyan 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.
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.

A sculpture called “Intercession” stands near the Noggle Christian Ministries Center.
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:

Honor---based on high school grade-point average and SAT/ACT scores. Honor students may be eligible for academic scholarships.

Regular---standard admission with no restrictions.

Conditional---students whose GPA and national test scores are below an acceptable level are limited to 13 credits the first semester. Some conditional students will be required to take courses in reading, study skills, and writing.

Provisional---freshmen and transfers who have a previous GPA below 2.0 on a 4.0 scale; restricts extracurricular activities and limits students to 13 credits in a semester. Some provisional students will be required to take courses in reading, study skills, and writing.

Unclassified---students who are taking only a course or two and are not admitted to a program of study.

Prospective students are welcome to visit the campus. Appointments for interviews with an admissions counselor and/or a professor in a student’s particular field of interest are encouraged. Overnight lodging for students is available on campus and may be reserved in advance through the Admissions Office at 765-677-2138; Email address: admissions@indwes.edu; Internet: http://www.indwes.edu.

IWU-Indianapolis offers the Associate of Arts degree in General Studies. The General Studies major is described elsewhere in this catalog. Currently students may choose one of three concentrations: Christian education, communications, or social studies. Additionally, pre-baccalaureate programs are offered in 20 specific majors to supplement the A.A. degree program in 1999.

FRESHMAN ADMISSION

Interested students are encouraged to apply for admission at the close of their junior year in high school. The completed application, high school transcript, test scores (SAT or ACT), recommendation, and new student information form are necessary for a decision on acceptance. A tuition deposit is required before registration and is fully refundable until May.

The admission decision may be made with a high school transcript at the end of the junior year; it is to be followed later by the full four-year record and certification of graduation.

No specific distribution of courses in high school is required; however, a student should have at least ten units in university-preparatory subjects such as English, science, social science, mathematics, and foreign language. Regular admission requires that applicants have at least a 2.3 cumulative high school GPA on a 4.0 scale and acceptable SAT or ACT scores. Applicants who do not meet the requirements for regular admission may request special consideration.

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

Individuals not having the required high school entrance units may be admitted if they achieve satisfactory scores on a high school equivalency examination (GED).

The Phillippe Performing Arts Center is the cultural center of campus.

Indiana Wesleyan University
INTERNATIONAL STUDENT ADMISSION

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

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 accredited by an association which holds membership in the Council for Higher Education Accreditation (CHEA). 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 to approve the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the purposes of graduating with honors.

Credits from unaccredited 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—will not be transferable without individual assessment. The number of credits transferable from such institutions will be limited to two years (62 semester hours).

Credit from nontraditional learning by life experience or credit through examination is not awarded without an Indiana Wesleyan University individual assessment or official test scores from an official testing center. The maximum number of credits awarded shall be limited to 40 semester hours for the baccalaureate degree and 18 semester hours for the associate degree and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Division chairpersons will be responsible to determine the application of credits to the majors. The Director of Records is responsible to approve the transcription of any credits that result.

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. Before the immigration form I-20 can be sent, students from all countries except Canada must send to the university (a) money equivalent to the first semester’s tuition, room, and board; and (b) a $1000.00 U.S. emergency deposit to be held for the complete duration of a student’s enrollment and to be used in case of family or medical emergency. Students from all countries including Canada send (a) a letter of financial commitment with certified bank statements indicating sufficient funds for attendance; and (b) proof of health insurance coverage in the U.S. or $500 for approximately one year of insurance premium (must be renewed annually).

Contact the Admissions Office for specific admissions procedures.

FORMER STUDENT RE-ENROLLMENT

A student who has previously been enrolled in Indiana Wesleyan University and has discontinued enrollment for one...
HIGH SCHOOL SENIORS:
CREDITS-IN-ESCRROW

Qualified high school students are offered a head start on their university education by enrolling under the Credits-in-Escrow Program. A student must have maintained a 3.0 average on a 4.0 scale in high school classes and be recommended by a high school counselor or principal to qualify. A qualified student who has completed the first semester of the junior year may begin taking courses in the Spring semester, continue each summer session, and take one course each semester of the senior year, not to exceed four courses. There is no tuition charge for credits earned under the Credits-in-Escrow Program; however, a registration fee of $50 per course is charged at the time of registration. Students must be registered before the first class meeting of the semester.

SPECIAL/UNCLASSIFIED ADMISSION

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

Students wishing to pursue a degree program must reapply for regular admission. Guest students from other colleges should have the approval of their home institution. By special arrangement, high school students may register under this classification while meeting requirements for high school graduation. By special arrangement, senior adults and those interested in taking a class for personal enrichment may register at a reduced fee. Information on these programs is available in the Records Office.

Students registering for no credit may not register until the first day of classes on a space-available basis.

ADMISSION TO PROFESSIONAL PROGRAMS

Acceptance in the freshman class with a major in teacher education, nursing education, social work, or other professional programs does not necessarily imply admission to these professional programs. Each department has specific requirements that must be met at different levels of the program. See the section entitled “Courses of Instruction” in this catalog for specific details.

ACADEMIC CALENDAR

The regular academic year consists of a Fall semester and a Spring semester. Special sessions include a three-week May Term and two five-week summer sessions. Instructional time is typically 750 minutes per credit hour. A student is classified as full time when enrolled for 12-16 credit hours in a semester. Students may complete the 124 semester credits required for a baccalaureate degree with four semesters of 15 credits and four semesters of 16 credits.

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Evening classes are offered on campus to meet the needs of individuals who seek university credit courses but are unable to pursue class work in the day session. These courses are of the same caliber as those offered in the day session and are open to those who are eligible to pursue university work. Usually they will run concurrently with the academic calendar of the day session.

A three-week May Term is offered at discounted rates for student acceleration or to make up for a course dropped or to allow for a lighter semester load. Most May courses are three credits but a maximum of four credits may be earned. Two to four credits in May is considered full time. Maximum enrollment is four credit hours.

Summer sessions are an integral part of the regular university calendar with the same academic standards. These sessions may vary in length and in amount of credit that may be earned. Four semester hours of credit in each summer session is considered full time. Maximum enrollment is six credit hours.

Address all application information to Indiana Wesleyan University, Admissions Office, 4201 South Washington Street, Marion, IN 46953. Call 1-800-332-6901, ext. 2138, or 765-677-2138. Email: admissions@indwes.edu. Internet: http://www.indwes.edu.

NONTRADITIONAL CALENDAR

The Adult and Professional Studies programs operate on a nontraditional calendar, courses following in a block sequence one course at a time, with cohort groups pursuing programs that continue all year without semester breaks until the program requirements have been completed.
ORIENTATION AND REGISTRATION OF STUDENTS

ORIENTATION

All students anticipating enrollment for the first time at Indiana Wesleyan University are required to participate in an orientation program conducted at the beginning of the semester. This program is designed to acquaint students with the university programs and services available from the various offices. There are information sessions for parents and students. The orientation time also is designed to assist students in meeting new friends and adjusting to life at Indiana Wesleyan University.

ENTRANCE EXAMINATIONS

All freshmen are required to take entrance examinations in order to be accepted at Indiana Wesleyan University. Academic placement examinations are a part of new student registration. These tests are used to determine the level at which a student shall enter a sequence of courses. Some majors require specific placement examinations.

REGISTRATION PROCEDURE

Specified dates are set at three times in summer and once in January for new students to come to the campus and register for the coming semester’s classes. New students are notified by the Admissions Office of their acceptance to Indiana Wesleyan University. The Records Office will then send information about registration procedures and the appropriate time to come to the campus for testing and advisement in the selection of courses and registration.

RETURNING STUDENTS

Returning students may register for the Fall semester and summer sessions in the spring or summer and for the second semester and May Term in the late fall. Programs of studies are completed and filed with the Director of Records. All students are expected to complete their registration during the time set by the Director of Records for advanced registration or at the specific time established in the current calendar for this purpose. Detailed instructions for registration will be provided by the Director of Records. Arrangements for financial payment, in accord with one of the plans approved under the section on university charges, must be made in advance or at the time of registration. When a student registers at an advanced registration, he or she is responsible upon return to the campus to report to the Business Office for initial payment and verification of attendance.

REGISTRATION ADVISEMENT

Students are responsible to meet all course requirements as stated in the catalog governing their matriculation. A faculty advisor is assigned to each student and is available at registration periods for advisement on program requirements. Every student is, however, personally responsible to meet all requirements including stated competencies, grade-point indexes, specified courses, total numbers of credits in each stated area of study, and total numbers of credits for the degree program. The faculty advisor is required to sign the student’s registration form.

CHANGE IN REGISTRATION AND WITHDRAWING FROM A COURSE

The student’s choice of classes, once made and filed, is expected to be permanent for the semester. However, schedule changes may be made through the second Friday of each regular semester (additions may be made through Friday of the first week, class deletions through Friday of the second week), or through the second day of classes in May Term or summer school. This includes any desired change in credit/no credit, audit, and/or enrichment registrations. Any schedule changes made thereafter require the approval of the student advisor, the professors involved, and the Director of Records. Up until the tenth week (or same percent [5/7] of partial semester classes), students may withdraw from a course with a grade of “W.” This should be done only after consultation with advisors, Records Office, and the Financial Aid Office, as reduction of course load below 12 credits may affect eligibilities for athletics, scholarships, or financial aid. After the tenth week of the semester, no change in registration is permitted except total withdrawal from school.

Indiana Wesleyan University
WITHDRAWAL FROM THE UNIVERSITY

A student desiring to withdraw voluntarily from the university must obtain a form from the Director of Records. This form must be completed and filed with the Director of Records before the student leaves campus. No refunds will be made by the Business Office until the Director of Records certifies that the withdrawal procedure has been completed. A student failing to complete proper withdrawal remains a student and will be charged as such and receive a grade at the end of the semester. Students who fail to check out of their rooms properly will be subject to an administrative charge.

TEMPORARY REGISTRATION AT ANOTHER INSTITUTION

Students who wish to take a course in summer or during a special session at another college or university should get advice from the major advisor and permission from the Director of Records prior to registration at the external institution to make sure courses will transfer back to Indiana Wesleyan University and meet degree requirements at the university. The transfer of credit policy will govern the acceptability of external credits.

REGISTRATION IN THE ADULT AND PROFESSIONAL STUDIES DIVISION

All courses offered through the Adult and Professional Studies Division are specifically for degrees offered in that division. Students registered in degree programs at the Indiana Wesleyan University Marion campus are not permitted to register with the Adult and Professional Studies Division at the same time. Students who plan to change from programs and degrees in one division to programs and degrees in the other should examine carefully the ability to apply courses from one program to the other.

TRANSCRIPT OF RECORD

A permanent record of all registrations, grades received, and credits earned is kept in the Records Office. A transcript of this record is available from the Director of Records on request in writing only, for the protection of the student’s confidential record. A transcript fee of $3.00 is payable in advance for each copy. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. Any exceptions must be approved by the Vice President for Financial Affairs.

STUDENT RECORDS, RIGHTS, AND PRIVACY

The university complies with the Family Educational Rights and Privacy Act of 1974 and as it appears in final form in 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. Adult and Professional Studies 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 five classes of “directory information” as follows:

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

A student may request in writing to the Records Office that one or all of the five categories of directory information be restricted from publication. No case will grade, discipline, or financial information be disclosed except in keeping with this law.
Students who attend Indiana Wesleyan University have a variety of interests, needs, and educational goals. The university seeks to meet the interest of the widest possible community of students within the commitment to a Christian world and life view. Many different major programs, disciplines, and degree routes are offered.

**DEGREES OFFERED**

Indiana Wesleyan University confers the following degrees:
- Associate of Arts (A.A.)
- Associate of Science (A.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Master of Arts (M.A.)
  - With a major in Counseling
  - With a major in Ministry
- Master of Science (M.S.)
  - With a major in Management
  - (Adult and Professional Studies Division)
- Master of Science (M.S.)
  - With majors in Community Health Nursing and Primary Care Nursing
- Master of Business Administration (M.B.A.)
  - (Adult and Professional Studies Division)
- Master of Education (M.Ed.)
  - (Adult and Professional Studies Division)

**REQUIREMENTS FOR DEGREES**

**ASSOCIATE DEGREE**
1. Completion of 62 semester hours.
2. Cumulative GPA of 2.0 or higher.
3. Completion of at least 24 semester hours in the major area with a GPA of 2.0 or higher; major requirements as prescribed by each department must be met.
4. Completion of general education requirements as listed on page 17.

**BACHELOR'S DEGREE**
1. Completion of 124 semester hours.
2. Cumulative GPA of 2.0 or higher.
3. Completion of at least 40 semester hours in the major area with a GPA of 2.25 or higher; major requirements as prescribed by each department must be met.
4. Completion of general education requirements as listed on pages 18-20.

**MASTER'S DEGREE**
1. Completion of at least 36 semester hours.
2. Cumulative GPA of 3.0 or higher.
3. See the Graduate Studies and the Adult and Professional Studies Division sections of the catalog for further information.

In addition to the above, all degree candidates must be approved by the faculty and must settle all financial obligations.

**WHICH CATALOG?**

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

To earn a degree from Indiana Wesleyan University, a student must be in residence at the university for the last 30 hours. Nine hours of the major or minor must be earned in residence. The clinical experience required of Medical Technology majors, or a semester away in a university-approved program such as the American Studies Program, is accepted as in residence.

IWU sidewalks provide miles of fun for roller-bladers.

UNDERGRADUATE MAJORS AND DEGREES OFFERED

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

Majors--B.S. and B.A. Degrees
Most programs leading to the B.S. or B.A. degree require 40 hours, consisting of 30 hours in a discipline and 10 more hours in the same field or in cognate subjects approved by the division chairperson supervising the major. A few programs require more than 40 hours.

A minimum of 12 hours in the major must be in courses above the sophomore level. A grade-point average of 2.25 or higher, or as defined in each major, must be earned in courses specified in the major. More than one major may be taken. Students should make application for admission to the major by the end of the sophomore year in most cases.

Minors
Students may also take a minor subject as noted in each department. Most minor programs require at least 24 hours in the subject area. Each department offering the minor may specify required courses.

Second Majors and Second Degrees
A second major may be posted with the Records Office by any current student. No more than nine (9) credits may be shared between two majors. After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no courses in the proposed added major have been taken within ten years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major.

If an Indiana Wesleyan University bachelor’s degree graduate wishes to return to the university to earn a second degree, he or she may do so if the degree is distinct from the first. All current requirements for the second degree must be met, including general education requirements, and at least 30 additional semester hours must be taken. To have this opportunity, a student must make application at the Records Office at the beginning of the semester in which the second major will be completed.

LIST OF UNDERGRADUATE MAJORS

<table>
<thead>
<tr>
<th>Major</th>
<th>A.S.</th>
<th>A.A.</th>
<th>B.S.</th>
<th>B.A.</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Addictions Counseling</td>
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<tr>
<td>Art</td>
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<tr>
<td>Athletic Training</td>
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<tr>
<td>Biblical Literature</td>
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<tr>
<td>Biology</td>
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<td>Business Administration</td>
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<td>Chemistry</td>
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<tr>
<td>Christian Education</td>
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<tr>
<td>Christian Ministries</td>
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<td>Church Music</td>
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<td>Communication Arts</td>
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<td>Computer Information Systems</td>
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<td>Computer Graphics</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Education--Elementary</td>
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<tr>
<td>Education--Secondary</td>
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<tr>
<td>Art</td>
<td></td>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Music</td>
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<tr>
<td>Physical Education</td>
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</tbody>
</table>

Indiana Wesleyan University
### Undergraduate Majors, General Education Requirements/Associate Degrees

<table>
<thead>
<tr>
<th>Science</th>
<th>5-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
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<tr>
<td>Special Education</td>
<td>K-12</td>
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<tr>
<td>English</td>
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<tr>
<td>Finance</td>
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<tr>
<td>General Studies</td>
<td>AS</td>
</tr>
<tr>
<td>Health Promotion and Wellness</td>
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<td>History</td>
<td>AS</td>
</tr>
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<td>Illustration</td>
<td>BS</td>
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<td>Intercultural Studies</td>
<td>AS</td>
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<tr>
<td>Management</td>
<td>BS</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AS</td>
</tr>
<tr>
<td>Music</td>
<td>BS</td>
</tr>
<tr>
<td>Music Theory/Composition</td>
<td>BS</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>BS</td>
</tr>
<tr>
<td>Painting</td>
<td>BS</td>
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<td>Photography</td>
<td>BS</td>
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<td>Political Science</td>
<td>AS</td>
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<tr>
<td>Pre-Art Therapy</td>
<td>BS</td>
</tr>
<tr>
<td>Pre-Medical Science</td>
<td>BS</td>
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<tr>
<td>Printmaking</td>
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<td>Psychology</td>
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### General Education Requirements

<table>
<thead>
<tr>
<th><strong>ASSOCIATE OF ARTS</strong></th>
<th><strong>ASSOCIATE OF SCIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities</strong> (ENG180/HST180/MUS180/PHL180 - Include UNV180*)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Biblical Literature or Religion</strong> (BIL/REL)</td>
<td>6</td>
</tr>
<tr>
<td><strong>English</strong> (ENG120/Grade of “C”)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Language and Literature</strong> (COM/ENG/FRE/GRK/HBR/SP A)</td>
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<tr>
<td><strong>Physical Education</strong> (PHE - Include PHE101)</td>
<td>2</td>
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<tr>
<td><strong>Social Science</strong> (ECO, HST, POL, PSY, SOC)</td>
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</tr>
<tr>
<td><strong>Science and Mathematics</strong> (SCI/MAT/CIS)</td>
<td>3</td>
</tr>
</tbody>
</table>

*The freshman class of 1999 is permitted to count one core course toward other general education requirements. That is, ENG180 may count as a core requirement and a Literature requirement. Or HST180 may count as a core requirement and a Social Science requirement. This rule applies only for the 1999 class due to a transition year—the addition of UNV180 to the general education curriculum. The entering class of 2000 and subsequent classes will not be allowed to count a core class toward other requirements.*

Visiting scholars are frequent guests for classes and campus gatherings.

Indiana Wesleyan University
GENERAL EDUCATION REQUIREMENTS BACHELOR OF SCIENCE DEGREE (52 Hours)

**Foundational Course for All Freshmen:** 3 hours
Becoming World Changers: Christian Faith and Contemporary Issues (UNV180) will provide students with a clear sense of the university’s mission. It will enrich their understanding of the role of various academic disciplines in preparing them to become world changers, and will provide a clear challenge early in their academic career to do so.

**Humanities Core:** 12 hours
- Four courses: World Literature (ENG180), World Civilization (HST180), Fine Arts (MUS180), and Philosophy (PHL180).
- These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century.

*The freshman class of 1999 is permitted to count one core course toward other general education requirements. That is, ENG180 may count as a core requirement and a Literature requirement. Or, HST180 may count as a core requirement and a Social Science requirement. This rule applies only for the 1999 class due to a transition year—the addition of UNV180 to the general education curriculum. The entering class of 2000 and subsequent classes will not be allowed to count a core class toward other requirements.*

**Biblical Literature:** 6 hours
- Two courses in Biblical literature—one from the New Testament and one from the Old Testament.

**English:** 9 hours
- Three courses to meet the following requirements:
  1. One composition course - The beginning course in composition is ENG120 and is taken by most students. Students who enter with a strong background and experience in composition will be permitted to substitute a writing course (above the 120 level) to meet this requirement. (ENG120 must be repeated until “C” competency is achieved.)
  2. One course in literature (above the 200 level) or a foreign language.
  3. One course in a foreign language or speech or literature.

**History/Social Science:** 9 hours
- Three courses - One course each from three of the following areas: Economics, History, Political Science, Psychology, or Sociology.

**Physical Education:** 3 hours
- Three hours to be chosen from courses numbered PHE101-PHE139. All students are required to complete PHE101 (Concepts of Health and Wellness) as one of their three hours. (No more than 4 hours in courses numbered PHE101-PHE139 will apply toward degree requirements.)

**Science/Mathematics:** 10 hours
- The following is required:
  1. Four hours of a lab science.
  2. Six hours to be chosen from science, mathematics, or computer science courses.
  3. Math Competency—achieved by 1) successfully completing a math course at or above the 100 level with a grade of “C” or higher; or 2) successfully passing the Math Competency examination before the beginning of the junior year. Three attempts will be permitted, after which a course is required. Transfers will have two semesters within which to complete the Math Competency examination.

  Placement in math courses is determined by SAT or ACT scores: MAT025 must be taken by those with scores below SAT 1410 (SAT 360) or ACT 17. This will not satisfy the math requirement, but a “C” grade is prerequisite to taking MA103.
Students are advised to take MAT103 if scores are between SAT I 410 and SAT I 460 (SAT 360 and SAT 420) or ACT 17 and ACT 19. Students with scores above SAT I 460 (SAT 420) or ACT 19 may not take MAT103.

Intercultural Experience: 3 hours
One course involving a study or an approved experience in another culture, to be included in the major area if possible, or a foreign language. The intercultural requirement may be met by:
1. Any of the departmental course offerings whose primary subject matter is the art, music, culture, history or literature of a third world or American minority culture (including SOC225 Cultural Anthropology, SWK341 Human Behavior and Social Environment, and EDU practica where there is a minimum 20% minority population);
2. A course in a non-English language, including conversational courses;
3. An overseas study course;
4. An independent study contract for a travel-living-study experience in another culture, including American minority contexts other than one’s own culture;
5. Persons who have lived in a third world or American minority culture for a period exceeding two years may file an academic petition to meet this requirement for no credit.

Certain programs of study--such as Nursing, Social Work, and Education--require more than the minimum in some areas.

GENERAL EDUCATION REQUIREMENTS
BACHELOR OF ARTS DEGREE
(52 Hours)

Foundational Course for All Freshmen:* 3 hours
Becoming World Changers: Christian Faith and Contemporary Issues (UNV180) will provide students with a clear sense of the university’s mission. It will enrich their understanding of the role of various academic disciplines in preparing them to become world changers, and will provide a clear challenge early in their academic career to do so.

Humanities Core: 12 hours
Four courses: World Literature (ENG180), World Civilization (HST180), Fine Arts (MUS180), and Philosophy (PHL180). These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century.

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

English: 12 hours
Four courses to meet the following requirements:
1. One composition course - The beginning course in composition is ENG120 and is taken by most students. Students who enter with a strong background and experience in composition will be permitted to substitute a writing course (above the 120 level) to meet this requirement. (ENG120 must be repeated until “C” competency is achieved.)
2. One course in literature above the 200 level.
3. One course in a foreign language or speech.
4. One course in a foreign language or advanced writing or speech or literature.
General Education Requirements, B.A.

History/Social Science: 9 hours
Three courses - One course each from three of the following areas: Economics, History Political Science, Psychology, or Sociology.

Physical Education: 3 hours
Three hours to be chosen from courses numbered PHE101-PHE139. All students are required to complete PHE101 (Concepts of Health and Wellness) as one of their three hours. (No more than 4 hours in courses numbered PHE101-PHE139 will apply toward degree requirements.)

Science/Mathematics: 7 hours
The following is required:
1. Four hours of a lab science.
2. One course in science or mathematics.
3. Math Competency—achieved by 1) successfully completing a math course at or above the 100 level with a grade of “C” or higher; or 2) successfully passing the Math Competency examination before the beginning of the junior year. Three attempts will be permitted, after which a course is required. Transfers will have two semesters within which to complete the Math Competency examination.

Placement in math courses is determined by SAT or ACT scores: MAT025 must be taken by those with scores below SAT I 410 (SAT 360) or ACT 17. This will not satisfy the math requirement, but a “C” grade is prerequisite to taking MAT103. Students are advised to take MAT103 if scores are between SAT I 410 and SAT I 460 (SAT 360 and SAT 420) or ACT 17 and ACT 19. Students with scores above SAT I 460 (SAT 420) or ACT 19 may not take MAT103.

Intercultural Experience: 3 hours
One course involving a study or an approved experience in another culture, to be included in the major area if possible, or foreign language. The intercultural requirement may be met by:
1. Any of the departmental course offerings whose primary subject matter is the art, music, culture, history or literature of a third world or American minority culture (including SOC225 Cultural Anthropology, SWK341 Human Behavior and Social Environment, and EDU practica where there is a minimum 20% minority population);
2. A course in a non-English language, including conversational courses;
3. An overseas study course;
4. An independent study contract for a travel-living-study experience in another culture, including American minority contexts other than one’s own culture;
5. Persons who have lived in a third world or American minority culture for a period exceeding two years may file an academic petition to meet this requirement for no credit.

Additional Language Requirement:
A Bachelor of Arts degree requires competency through the intermediate level of a foreign language. Students presenting four years of middle and high school credit in the same language will be judged to have met this requirement and may apply for the B.A. degree. Other students with previous knowledge of a foreign language will be placed by the proficiency level examination. Students whose native language is not English meet this requirement by completing the general education requirement in English and speech.

Certain programs of study--such as Nursing, Social Work, and Education--require more than the minimum in some areas.
HONORS COLLEGE

This program will offer a select group of students a challenging academic environment in which to prepare for leadership roles in the Christian community and society at large. Honors College students will complete a rigorous program of honors courses in addition to meeting the requirements of an academic major, which may be chosen from any area of undergraduate study offered at the university. In addition to honors courses, Honors College students will be a part of the university community, taking courses with other students and participating in any of the many other activities on campus.

Students will be afforded the opportunity to complete a degree through the Honors College, which will require four honors courses, four honors seminars, and a faculty-supervised thesis or creative project. Honors courses emphasize independent thinking and require a high level of participation in class discussion, research, and taking responsibility for being part of a community of scholars.

Students are admitted to the Honors College through a competitive application process. Students who have been admitted to the university as freshmen and who have achieved at least a combined score of 1250 on the SAT I or 28 on the ACT may apply through the office of Admissions.

Students accepted into the Honors College will receive a scholarship (See page 46).

COOPERATIVE PROGRAMS

Indiana Wesleyan University cooperates with various business, church, educational, and social agencies in the community and beyond to make special facilities available to enrich the programs offered to students. Taylor University and Indiana Wesleyan University cooperate by allowing certain courses (a limit of one per regular semester) to be available for students from both institutions. Although there is no extra charge for the courses in this exchange, the students are responsible for their own transportation between campuses and for payment of any fees beyond tuition.

Whole semesters of study in cooperating programs are also available as outlined below.

SPECIAL ARRANGEMENTS FOR OFF-CAMPUS STUDY

The following arrangements have been approved for a special one-semester arrangement:

- American Studies Program (Washington, D.C.)
- Au Sable Institute for Environmental Studies (Michigan)
- Film Studies Program (Hollywood, CA)
- Institute for Family Studies—Focus on the Family (Colorado Springs, Colorado)
- Jerusalem University College (Israel)
- Latin American Studies Program (Costa Rica)
- Middle East Studies Program (Egypt)
- Russian Studies Program (Russia)
- Wesleyan Urban Coalition (Chicago)

Up to 16 credits are allowed for participation in a full semester of study in one of the cooperating programs. Students will need to review their IWU program needs and make early plans to take advantage of the special curricula to make the best application of credits to the general education requirements and the major(s). The academic advisor and the department coordinator will need to consult with the Vice President for Academic Affairs to find the best application of credits from these programs.

Students are required to register at Indiana Wesleyan University and pay full semester charges for tuition, room, and board. Any external sources of scholarship and financial aid will be applicable, such as state grants, PELL grants, and student loans. Up to three (3) students per semester may also be approved to have one-half of their institutional grants and loans applied to these charges. The students must apply and be approved through the Academic Dean’s office.

Indiana Wesleyan University will pay the cooperating institution for all semester charges for its program up to the IWU charges. No travel costs will be paid. Any costs for the cooperating program above and beyond the normal Indiana Wesleyan University tuition, room, and board charges must be paid by the student.

There is a limit to the number of students in any one semester who will be approved for cooperative programs. In summer or special session programs, students are responsible for all external program charges.

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

**Administration Building**

The original “old main” building serves as administrative offices of the president, Academic Affairs, Accounting, Finance, Personnel, and University Advancement.

**Adult and Professional Studies Building**

The Adult and Professional Studies Building, which opened in 1998 on the Marion campus, is a spacious, state-of-the-art facility that meets a variety of needs. The 63,000-square-foot building contains six classrooms and provides office space for the APS Division. It houses the print shop, the main campus post office, the University Information Technology Department, the APS distribution center, and offices for the Business Department for traditional students.

**Beard Arts Center**

This classroom building, named after Lee and Edna Beard, has the Art Department, art studios and shops, art galleries, the offices of the Division of Modern Languages and Literature, audio and video studios, and four classrooms.

**Burns Hall of Science**

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

**College Wesleyan Church**

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

**Fort Wayne Education Center**

The Fort Wayne Education Center primarily supports the Adult and Professional Studies programs. The Center is located on the southwest side of Fort Wayne just east of I-49 (Exit 102) on US 24 in the Olde Canal Place. The Education Center contains eight classrooms and two large meeting rooms available for business meetings, training sessions, and conferences, as well as classes. Furnished lobbies, lunchroom, computer lab, and library services are provided to serve the adult and professional student.

**Goodman Library**

The Goodman Library holds book and media resources with offices for the professional librarians and two classrooms. Goodman Library holds more than 130,000 volumes and 415 periodicals. Online services include access to OCLC, ERIC, InfoTrac, and 24 private and all public library holdings.

**Indianapolis Education Center**

The Indianapolis Education Center supports the Adult and Professional Studies programs and a two-year day program. The Education Center is conveniently located on the northeast side of Indianapolis just off I-465 at the Keystone exit. One may gain access to the center on Priority Way just east of Keystone on 96th Street. The building has large and small classrooms available for business meetings, training sessions and conferences, 28 classrooms, and an electronic library with extended library services to meet the needs of traditional day students and adult and professional students.
Outdoor Athletic Complex
The Outdoor Athletic Complex serves athletic and intramural competition. It includes a track, two baseball fields, two softball fields, and three soccer fields. The main venues are lighted. Complementing the outdoor complex is a concession/public use facility. This building also serves as an athletic training facility and officials’ change room.

The Noggle Christian Ministries Center
This classroom and faculty offices building has both PC and Apple computer laboratories for the Writing Center, Carter Chapel, and departmental offices for the divisions of Behavioral Sciences, Education, and Religion and Philosophy.

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

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

The Indianapolis Education Center opened in 1997.
STUDENT CLASSIFICATION AND ELIGIBILITY

CLASSIFICATION OF STUDENTS

Students enrolled for 12 hours or more are considered full-time. All students having met regular entrance requirements are classified by the Director of Records. Classification is based on the following scale:

- Freshman: 0-28 Semester Hours Completed
- Sophomore: 29-59 Semester Hours Completed
- Junior: 60-89 Semester Hours Completed
- Senior: 90 or more Semester Hours Completed

Evaluations are not made for unclassified students who are admitted without submitting full credentials for regular admission. Such students are auditory, guest students, post-graduates, and pre-university students and may take up to 18 hours under this classification but no more than 6 hours in one semester. By submitting proper application, an unclassified student may change to regular admission.

ELIGIBILITY REQUIREMENTS

The following table indicates the minimum grade-point averages necessary for continuing enrollment:

<table>
<thead>
<tr>
<th>CUMULATIVE HOURS</th>
<th>CUMULATIVE GPA</th>
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</thead>
<tbody>
<tr>
<td>1 - 14</td>
<td>1.70</td>
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<td>15 - 28</td>
<td>1.80</td>
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<td>29 - 44</td>
<td>1.90</td>
</tr>
<tr>
<td>45 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

Students who fail to meet the credits and cumulative grade points as stated above may not ordinarily continue studies at the university. Each student, however, will be evaluated individually by the Enrollment Management Committee to determine if an exception should be made based on unusual circumstances or clear academic potential that has been held back for some reason.

ACADEMIC PROBATION: Students below these levels who are allowed to remain at the university will be placed on “academic probation” and will be limited to a registration of 13 credits, must meet all requirements made by the Enrollment Management Committee, and are ineligible for most extracurricular activities. No student is entitled to one or more semesters on probation.

The following students are ineligible to participate in campus leadership and represent the university:

1. Students who fall below the minimum GPA levels indicated above and have been placed on “academic probation”;
2. Students who have been placed on “citizenship probation” because of unacceptable personal conduct;
3. Transfer students admitted on “provision.”

Leadership activities include the following: intercollegiate athletics, student membership on faculty committees, Student Government and other student organization officers, class officers, Journal and Legacy staffs, cheer leading, University Chorale, Brass Choir, Music Department ensembles, Madrigal Singers, dramatic groups, Resident Assistants, Christian service teams, residence hall officers, Student Intramural Directors, tutors, and any other defined by the administration of the university.

Full-time standing, or a minimum academic load of 12 credits in a regular semester is required for participation in all listed activities except Christian service teams, music or dramatic groups, and tutoring.

Music majors on probation may register for ensembles and attend scheduled rehearsals for academic purposes but may not participate in performances. Certain organizations have requirements in addition to the minimum above.
ACADEMIC SUSPENSION

Students suspended for academic reasons must complete the following to be considered for readmission:

• Cannot reapply for one semester;
• Must attend a regionally accredited college;
• Must complete 12 semester credit hours of course work at "C" level or above. These courses must be numbered at 100 or above (not developmental courses);
• Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale;
• Fulfill all other readmission requirements.

Readmission is not guaranteed; however, all applications will be reviewed by the Enrollment Management Committee.

ACADEMIC DISMISSAL

Students dismissed for academic reasons must complete the following to be considered for readmission:

• Cannot reapply for two semesters;
• Must attend a regionally accredited college;
• Must complete 12 semester credit hours of course work at "C" level or above. These courses must be numbered at 100 or above (not developmental courses);
• Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale;
• Fulfill all other readmission requirements.

Readmission is not guaranteed; however, all applications will be reviewed by the Enrollment Management Committee.

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 divided by the number of credit hours attempted.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</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></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>2.0</td>
<td>Average</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure/Also given for all unofficial withdrawals</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Failing work at time of official withdrawal after the tenth week of the semester/Counted as &quot;F&quot; in grade-point average</td>
</tr>
</tbody>
</table>

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

- O Outstanding
- S Satisfactory
- U Unsatisfactory
- W Passing work at time of official withdrawal
- I Incomplete
- NR No grade report given
- CR Credit
- NC No Credit
- AU Audit

INCOMPLETE GRADES

A grade of "I" may be given if circumstances beyond the student's control prevent completing the work. A faculty person, at his or her discretion, may extend an incomplete to a student for a stated period of time, not to exceed 30 days. Any incomplete for a period beyond 30 days, and not to exceed the end of the following semester, must be approved by the Vice President for Academic Affairs.

CREDIT/NO CREDIT

A student may elect to take a course on a Credit/No Credit basis with the following requirements:

1. The student must be full time.
2. Only one course per semester may be taken Credit/No Credit.
3. Courses in the major area may not be taken on a Credit/No Credit basis unless approval is given from the Division Chairperson.
4. A maximum of 18 Credit/No Credit hours will apply toward a degree.
5. English Composition (ENG120) may not be taken Credit/No Credit.
6. If a student is or plans to be an education major he/she may not take a class Credit/No Credit.

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

- O Outstanding
- S Satisfactory
- U Unsatisfactory
- W Passing work at time of official withdrawal
- I Incomplete
- NR No grade report given
- CR Credit
- NC No Credit
- AU Audit
If a student elects to take a course Credit/No Credit, it must be done by the end of the second week of classes during the semester or by the second day of classes during May Term and summer sessions. Forms must be filed with the Records Office. The instructor will be unaware of the decision to take the course on the Credit/No Credit basis. Only grades of “C” or higher earn an automatic “CR.” Grades below “C” are recorded as “NC.”

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 taken in a classroom format may not be repeated for a grade in independent study credit-by-examination, or by assessment.

AUDIT OF COURSES

No credit is received when a course is audited; however, a transcript record is made. With the approval of the instructor, any student is eligible to audit any course for which the prerequisites have been met. Students may not register at the Records Office under this category until the first day of class on a space-available basis. Those auditing courses will be charged the current audit fee. No grades or evaluations of papers or tests are given. No change may be made from audit to credit, or credit to audit, after registration closes.

PERSONAL ENRICHMENT

Courses for which prerequisites have been met may be taken for no credit with no record. With the approval of the instructor, a student is eligible to take any course for which personal enrichment for which the prerequisites have been met. Students may not register at the Records Office under this category until the first day of class on a space-available basis. These are designated “personal enrichment.” No grades or evaluations of papers or tests are given. No change may be made to include credit or audit after registration closes.

GRADE REPORTING

At the midpoint of each semester, below “C” grades are reported to the Director of Records. A progress report is then sent to each student who falls into this category. A copy is also sent to advisors and professors for counseling purposes.

Mid-semester grades are not recorded in any way on the student’s permanent record. Final grade reports are sent to all students at the end of each term.

CHANGING FINAL GRADES OR RECORDS

A final grade cannot be changed after it has been turned in to the Records Office unless there has been an error in calculation or assignment. In the event a non-routine change of grade becomes necessary, a written recommendation must be submitted by the faculty member to the Vice President for Academic Affairs within 90 days of the original grade submission. The vice president will determine the validity of the recommendation.

If a student registers for classes but does not attend any classes, the registration may be canceled by the Director of Records if the student has not attended by the last day to add or drop classes.

CLASS ATTENDANCE

Students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the university for absences due to university-sponsored activities, for illness, or other emergencies. Faculty may not take a penalty for a university-approved absence. A student is responsible directly to the instructor for all classes missed and to see that all work is made up. A student failing to attend classes and not withdrawing officially will receive a grade of “F.” Students are not allowed to attend classes for which they are not registered.

FINAL EXAMINATION POLICY

A final examination is required in each course. It should be comprehensive in nature requiring the student to use the accumulated knowledge and skills of the whole course. The two hours of final examination are scheduled as part of the total hours required in the semester.

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

Students may not take final examinations early for any reason. If a student is to be given a makeup examination, it must be given at a time later than the scheduled period.
STUDENT HONESTY/CHEATING

Students are expected to exhibit honesty in the classroom, in homework, in papers submitted to the instructor, and in quizzes or 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:
1. First incident of cheating—failure in paper or exam;
2. Second incident of cheating—failure in the course involved;
3. 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.

A student who is not satisfied with the judgment may follow the grievance and appeal policies below.

Academic Petition:

Students may petition to waive or modify a policy or program requirement. The forms for a petition are found in the Records Office and should be completed with appropriate signatures from the faculty and division chairpersons as necessary. They are filed with the Director of Records who will review and approve or deny the requests. In some cases, the Director of Records will refer them to the Vice President for Academic Affairs.

STUDENT GRIEVANCE AND APPEAL POLICY
(Non-Academic)

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

Informal Procedure:
1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the Associate Dean for Student Development or the Associate Dean of Adult and Professional Studies.
3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the Vice President for Student Development or the Vice President for Adult and Professional Studies.
4. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

Formal Procedure:
1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the event or action. Grievance forms are available in the office of the Vice President for Student Development or the office of the Associate Dean of Adult and Professional Studies.
2. A hearing with the Associate Dean of Students or the Associate Dean of Adult and Professional Studies, which will ordinarily be held within fifteen working days of the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the Associate Dean, the student may then request, within fifteen working days, a hearing with the Vice President for Student Development or the Vice President for Adult and Professional Studies. This hearing will be held within fifteen working days following the request.
4. If the complaint is not satisfactorily resolved with the Vice President, the student may then request, within fifteen working days, a hearing with the Student Judiciary Committee, which will make recommendations back to the Vice President within fifteen working days.

5. If the complaint is not satisfactorily resolved with the Student Judiciary Committee and the Vice President, the student may then request, within fifteen working days, a hearing with the President of the university. This final hearing with the president will ordinarily take place within fifteen working days.

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

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

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

STUDENT GRIEVANCE AND APPEAL POLICY
(Academic)

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

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

1. Protest of a Grade

If the student feels that an instructor has not followed fair practice or followed his or her own published grading policy, the following procedures should be followed:

Informal Procedure:

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution of the problem, the student may request a review with the Division Chairperson (or the Vice President for Academic Affairs if the complaint involves the Chairperson).

3. The Chairperson or the Vice President will notify the faculty member of the grievance and its nature and seek to mediate the dispute through the following steps:

   3.1. Informal discussion of the facts of the case seeking resolution within fifteen working days.

   3.2. If the faculty member’s stated policy for calculating the grade has not been followed, the Chairperson or Vice President will insist that it be followed.

   3.3. If the dispute is about a grade on a specific paper or an examination, the Chairperson or Vice President will request that the professor reevaluate the paper or the examination to examine the grade given.

   If the student is not satisfied with this informal process, the formal procedure may be initiated.
Formal Procedure:

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the Vice President for Academic Affairs or the Vice President for Adult and Professional Studies.

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

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

II. Protest of Policy

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

Informal Procedure:

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.

2. If the complaint is not satisfactorily resolved, the student may request a hearing with the Division Chairperson.

3. If the complaint is not satisfactorily resolved with the Division Chairperson or Associate Dean, the student may request a hearing with the Vice President for Academic Affairs or the Vice President for Adult and Professional Studies.

4. If the complaint is not satisfactorily resolved with the Vice President informally, the formal procedure may be initiated.

Indiana Wesleyan University
WAYS TO EARN UNIVERSITY CREDIT TOWARD A DEGREE

CREDIT THROUGH CLASSROOM STUDY

The normal way to earn university credit is by registering in the semester programs of the university, attending classes under the instruction of a university professor, submitting the required work, and passing the required examinations.

CREDIT BY TRANSFER

Students who have attended other accredited colleges or universities may be admitted at advanced levels, depending on the amount of credit transferable from the other institutions. Transcripts of all other university work must be submitted with other admission credentials at the time of application. Students should request that original transcripts be sent directly to the Indiana Wesleyan University Records Office from the office of the registrar at the college or university attended. (See TRANSFER OF CREDIT POLICY, page 10.)

CREDIT BY ADVANCED PLACEMENT EXAMINATIONS

Many high schools offer Advanced Placement (AP) courses to students. These are evaluated as subequivalent to university freshman-level courses and appropriate credit will be given for grades of 3 or above. CLEP General Level examinations may be accepted for credit by the university upon admission and registration. All of the other following requests for credit are subject to the completion of 12 credits in the traditional college classroom, acceptance into a major, and the achievement of a grade-point index of 2.0, as well as approval by the appropriate offices and advisors.

CREDIT BY ACHIEVEMENT EXAMINATIONS

The College Level Examination Program (CLEP) and the Proficiency Examination Program (PEP) offer examinations of university-level achievement. Scores on selected examinations at a level of "C" or above will be acceptable for credit in appropriate areas. Examinations can be scheduled by the Center for Student Support Services after consulting with the Director of Records.

CREDIT BY ASSESSMENT

Students with life experience education may have developed a body of information equivalent to university-level learning. This may be from work experience, nonaccredited institutions, or other non-transcripted learning. After a student has been admitted into a major and has accumulated at least twelve classroom credits, assessment of such learning may be attempted. Students must work through their advisors. Guidelines are available in the Records Office or Assessment Office (See also page 10).

CREDIT BY INDEPENDENT STUDY

Students with special learning goals or with complicated lives and schedules may find it possible to develop a limited plan of study with a faculty mentor on an independent basis for part of the university experience. A student has been admitted into a major and has met specific criteria, such independent study may be an option. Interested students must work through their advisors. Guidelines for Independent Study are available in the Records Office.

CREDIT BY PRACTICAL INTERNSHIP

Practical application of learning is a requirement in some majors and an optional experience in others. Interested students may ask advisors about opportunities for supervised practical learning experiences in the workplace.

CREDIT THROUGH DISTANCE LEARNING

Some courses are available through a combination of videotapes, written assignments, reading assignments, and applied projects. The A.S. degree can be earned in Christian Studies through the LIFEGR0W program.

CREDIT THROUGH ONLINE PROGRAMS

As universities develop more and more access to learning, many courses are available through the Internet. Indiana Wesleyan has also developed these courses for Adult and Professional Studies’ students. They are acceptable for credit where the accredited home university accepts them for resident credit.
ACADEMIC HONORS

DEAN’S LIST

At the end of Fall and Spring semester, a Dean’s List is published which includes all students who have passed a minimum of 12 semester hours with a grade-point average of 3.5 or higher. The twelve hours must be passed with a letter grade other than “CR.”

More than 2,000 students receive degrees from IWU each year.

HONORS COURSES

Honors courses in a student's major are provided for upperclassmen. Students who have at least a “B” average in their university work as a whole and also in their major subjects may apply for the privilege of enrolling in an Honors Course in their major or minor fields. The request should be presented in writing to the chairperson of the division and should be accompanied by a statement of the problem on which the student desires to work. The division, if it approves the application, will appoint a committee of three faculty members to supervise the student’s work in the courses. Each course carries the name of the department. Credit varies from one to three hours. Students register for the course the semester the work is to be completed.

GRADUATION PROCEDURES AND HONORS

Application for graduation must be made prior to the student’s final semester, preferably two semesters before graduation. The application form must be completed and signed by all academic advisors. A student may complete his/her requirements at midyear, in the spring, or in the summer. Commencement exercises are held in December, April, and August. Only those completing all requirements by December and August are eligible to participate in the December and August commencements. Undergraduate students whose graduation is conditional upon May or summer school attendance may be granted the right to special participation in the spring commencement exercises before all graduation requirements have been met. The degree would then be awarded in August, after all degree requirements have been completed.

Attendance at graduation exercises is required. Petitions for the “in absentia” granting of degrees must be approved by the Vice President for Academic Affairs.

Graduation honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade-point averages earned.

Eligibility for honors:

1. A minimum of 80 graded hours from regionally accredited institutions (also institutions accredited by the American 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, your Indiana Wesleyan University GPA will appear on your transcript and in the shaded portion of the Grade Report Mailer; your honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

No honors are awarded at the Associate degree level. Bachelor degree candidates are awarded honors as follows:

- GPA of 3.5 or higher, with honors, “cum laude”;
- GPA 3.7 or higher, with high honors, “magna cum laude”;
- GPA 3.9 or higher, with highest honors, “summa cum laude.”

Indiana Wesleyan University
STUDENT LIFE AND ACTIVITIES

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

STUDENT DEVELOPMENT

Purpose:
The Indiana Wesleyan University mission statement emphasizes the development of students for service to God and man. The emphasis of the Center for Student Development is on helping students to achieve this growth by being concerned about the environment outside of the formal classroom-laboratory setting. Thus, the following statement of purpose:
The Center for Student Development purposes to help students grow and develop psychologically, intellectually, physically, spiritually, and socially by structuring the campus environment in ways that will give each student the opportunity and potential for such personal growth.

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

STUDENT GOVERNMENT ORGANIZATION

The Indiana Wesleyan University Student Government Organization (SGO) represents students in matters of self-government and problems of mutual interest to the student body and the university. Student Government is made up of an executive board (president, four vice presidents, secretary, treasurer, and chaplain), a senate, and representatives from each club and organization. The senate gives immediate direction to student committees which assist in social and religious activities, student organizations, and community service. The Indiana Wesleyan University Student Government Organization represents the concerns of the students to the university administration and elects students to sit as members on university faculty committees.

STUDENT ACTIVITIES COUNCIL

The Student Activities Council (SAC) consists of 12 student coordinators who organize campus activities. SAC activities are designed to promote spiritual growth, develop and maintain school spirit, and provide fun and meaningful programs for students, faculty, staff, and the community. Activities planned by the council range in interest, appeal, and complexity. Traditional events include Homecoming activities, Parents’ Weekend, Kids’ Weekend, Spring Fling, an annual Airband contest, ski trip, slapstick, and programming for cultural diversity and leadership development. The purpose of the Student Activities Council is to provide opportunities for students to interact socially, spiritually, and intellectually outside of the classroom.
SPIRITUAL LIFE

Providing spiritual growth opportunities for students is a hallmark of Indiana Wesleyan University. Students are constantly introduced to many different growth opportunities, including the classroom, where faculty integrate faith and learning and have a vital interest in the spiritual life of students. This interest in the spiritual life of a student extends beyond the classroom and into chapel.

Chapel is held Monday, Wednesday, and Friday throughout the semester and on Tuesday and Thursday during special emphasis weeks. Chapel attendance is required and is a time for the university community to join together for worship and growth. But spiritual growth opportunities are not limited to chapel.

The residence halls have weekly devotional times as well as growth groups for Scripture memorization, accountability, prayer, and Bible study. Christian service teams supply music, sermons, drama, and testimonies to area churches and youth camps. The University Chorale, Wind Ensemble, and music teams travel extensively, ministering through Christian music. IWU also plans and promotes several short-term mission trips through the year. These trips can take a person to an American urban setting or halfway around the world, ministering in a variety of ways. A student can also take part in service through local ministry organizations and on-campus student organizations.

All of these opportunities are designed to sharpen each student’s talents and gifts for ministry.

PERFORMING ARTS

The mission of the Phillippe Performing Arts Center is to provide opportunities for students, guests, faculty, and staff to experience an extensive range of performing arts offerings. In addition, the center serves as a significant community gathering place for spiritual development and enrichment on the Indiana Wesleyan University campus.

The Phillippe Performing Arts Center also makes a commitment to host valued professional artists in the Performing Arts Series at a price that students, as well as the Marion community, find affordable. The series consists of four to five scheduled performances of professional artists throughout the year. Average performances consist of drama, music, or art and are open to the campus community and the public. Season passes are available at a reduced price in comparison to purchasing individual event tickets.

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

Drama students present plays during the Fall and Spring semesters.

PUBLICATIONS

Staff positions on the Journal (the student newspaper) and the Legacy (the university yearbook) are available for students interested in writing, photography, layout, and editing for the print media. Paid editorial positions are available for students on both staffs.

The Journal is published every other week and distributed to each student. The newspaper covers many aspects of campus life through accurate and investigative reporting.

The Legacy is created throughout the year by a highly motivated publishing staff. The Legacy covers the entire year’s events and is printed over the summer with distribution occurring in early fall. Using themes, color photos, and creative touches from the editorial staff, each yearbook has a unique look and approach to capturing the memories of the school year.

STUDENT ORGANIZATIONS

IWU proudly offers many opportunities for students to be involved in extracurricular activities. Student organizations are organized and run by students and are designed to meet a variety of interests. Student organizations exist in the areas of spiritual life, residence life, academic clubs, student activities, student government, and student publications. Other student leadership opportunities exist in the New Student Orientation Program and in the student escort service, Safety Links.

For a listing of specific organizations, please call the Student Development Office.
LEADERSHIP DEVELOPMENT (SALT)

The Leadership Development Program called SALT (Stepping Ahead with Leadership Training) offers students opportunities to interact with prominent leaders in an effort to develop their own leadership skills. Students in the program attend workshops and seminars geared to teach leadership principles while they hold leadership positions to apply the skills they are learning. The end result is the development of a co-curricular transcript which is helpful in the job search or application to graduate education. With Matthew 5:13-16 as the program’s cornerstone verse, SALT prepares students to become confident in their abilities as Christian leaders to impact society and the world.

ATHLETICS

The Indiana Wesleyan University athletic program is an integral part of the institution’s total education program, subject to the same aims, policies, and objectives as other institutional programs. One main purpose of the program is to provide the benefits of quality participation to as many men and women athletes as possible.

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

The “Lady Wildcats” compete in intercollegiate soccer, tennis, cross-country, volleyball, basketball, softball, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the NCCAA (National Christian College Athletic Association), and the MCC (Mid-Central Conference).

A cheer team using contemporary athletic routines is available to both men and women athletes.

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

FELLOWSHIP OF CHRISTIAN ATHLETES

Fellowship of Christian Athletes (FCA) is a group of varsity athletes that is seeking to spread the news of Jesus Christ to others. FCA works to improve the reputation of varsity athletes on campus, to minister to non-Christian athletes, and to help the members in their spiritual growth. Membership is open to anyone who is a current or past member of a varsity athletic program (including athletic training and cheerleading).

RESIDENCE LIFE

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

The Residence Life program is administered by the Associate Dean for Residence Life. Each Residence Hall or area has a trained professional Resident Director (RD) living in the hall. Each living unit (approximately 25 students) has a specially selected and trained Resident Assistant (RA). Residents are supported through the growth process by the RA, who also holds a weekly devotional Bible study for residents. In addition, the Resident Chaplain supplies spiritual support and guidance for the residents. The Residence Life Staff and Unit Parent Program (where the families of faculty and staff interact with each unit) provide abundant opportunity for personal support. Residents are challenged to grow into the fullness of Christ through planned activities and programs.

Each residence hall and area has a Residence Hall Association (RHA) that provides the opportunity for students to take the leadership in creating the type of environment that would
best enhance growth. The RHA meets regularly and plans social, educational, and spiritual events. It addresses any physical improvement (such as equipment and furnishing needs) that would promote a better environment. The RHA administers a budget to accomplish the activities that it schedules. Each year the RHA members from each hall sponsor various campus-wide events, such as Resident Life Week and the Spring Banquet.

The residence life program at IWU provides a developmental approach for housing students. Freshmen and sophomore students live in one of the traditional residence halls. Our newest hall, Evans, Shatford, and Carmin halls are traditional women’s residence halls. Bowman, Hodson, and Williams halls are traditional men’s residence halls. Bowman and Shatford halls are designated as “freshmen halls” and house first-time students who desire an environment designed to meet their unique needs. Each hall has 15 specially selected upper-class students who serve as mentors and leadership for the first-year students. Juniors, seniors, and nontraditional students can stay in one of the apartment-style living areas. These include University Court apartments, the Townhouse apartments, Eastburn, Phillippe, and Cox Court apartments. In addition, students live in several university-owned residential houses located on or near campus. Resident students begin their stay on campus in the traditional residence halls with more support and accountability. As they become older and more self-disciplined, they can move into the more independent-style living in the apartments.

Prospective students interested in attending IWU and living on campus must submit a $100.00 tuition deposit prior to receiving a housing assignment. The New Student Housing Application must be sent to the Admissions Office. Room assignments will be made according to the date the tuition deposit is paid. Students will be charged for room damage beyond normal wear and tear.

Returning students who wish to reserve a certain room may do so according to the procedure outlined in the reapplication process. A Returning Student Application must then be completed and returned with a $50.00 housing deposit (paid at the Business Office). This money will be applied to their account after the drop-and-add period. All cancellations must be received prior to July 1 for a refund of the $50.00 deposit. The residence halls and apartments are closed during Thanksgiving, Christmas, and Spring Break vacations. There is no food service offered during these periods. University Court Apartments and house residents can remain if they have made prior arrangements with the Student Development Office. There is an additional daily charge for these periods. Other students must secure their own housing and food arrangements. The International Student Advisor will assist international students in securing break housing.

Prospective students interested in attending IWU and living on campus must submit a $100.00 tuition deposit prior to receiving a housing assignment. The New Student Housing Application must be sent to the Admissions Office. Room assignments will be made according to the date the tuition deposit is paid. Students will be charged for room damage beyond normal wear and tear.

CAMPUS DINING

The Student Center is the location for a variety of campus dining options. Sodexho Marriott Services, as the food service contractor, provides well-balanced meals at reasonable cost. A standard meal plan is automatically part of a resident student’s room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence unit. During holiday vacations, between semesters, and during spring recess food service is not available.

Commuter students are encouraged to eat their meals in the Baldwin dining room or the Wildcat Express. Semester meal plans are available as well as reduced-price meals using a charge system.

HEALTH SERVICES

Students must submit a health questionnaire form with all immunizations up to date as part of the admissions process to Indiana Wesleyan University. The University Health Center is staffed by registered nurses and a nurse practitioner. If ill, students will be seen by an RN to determine if they need a scheduled appointment with the nurse practitioner. There is usually a fee, which is normally billed to the student’s insurance. To see the nurse practitioner, the Health Center also has available prescription medications, including antibiotics, for a small fee.
IMPORTANT! All students need to provide for their own health insurance. Due to the fact that the majority of students have health coverage through parents, guardians, employers, etc., the university does not provide health insurance for students. As a service to uninsured students, one or more insurance agencies may send students a special brochure and application describing their plan in detail.

STUDENT CENTER

The Student Center is the community center of the university for all members of the university family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the university.

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

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

INFORMATION CENTER

The Information Center, located on the first floor of the Student Center, is the best location on campus to find details regarding phone numbers, campus events, and campus offices. The Information Center is one of two locations (Performing Arts is the other) to purchase tickets for all university-sponsored concerts and plays, as well as secure a list of recreational and special events in the community. Phone 765-677-2215 for more information. Open daily during Student Center hours.

TESTING AND COUNSELING SERVICES

The Center for Student Support Services is the department where students can receive academic support services and counseling. At the Center students may schedule to take the College Level Examination Program (CLEP), DANTES by Educational Testing Service, the Scholastic Aptitude Test (SAT), the American College Testing Program (ACT), and the Miller Analogies Test (MAT). These tests are scheduled individually except for the ACT which is given on national test dates. The counseling process at Indiana Wesleyan University centers on how the university can best assist each student to develop skills, abilities, and potential within the academic, social, spiritual, physical, and emotional climate of the campus. Counseling for each student is done professionally and in the strictest confidence.

The Center also houses Student Support Services (SSS), a federally funded TRIO program which offers a range of services for eligible students. Liberal eligibility requirements allow many IWU students to qualify for the program, for which the bottom line is academic success. Students who have documented disabilities are also served through SSS.

Career planning is a developmental process that occurs over the lifetime of the individual. The counselors keep this fact before them as a foundational assumption. They attempt to teach life/work skills that can be used by individuals throughout their lives. The Center also encourages graduates who seek employment that will best use their individual talents as well as be consistent with previous education, skills, and sense of God’s will for their lives.

Students at Indiana Wesleyan have available a wide variety of career services: career counseling and testing: academic advising: a career resource library of occupational and educational information; computer-assisted career guidance and information; newsletters about careers, internships, and job hunting (both career and summer/part-time); and seminars on resume writing, interviewing, decision-making, dress for success, and job search strategies and skills. Career assistance is also provided: credentials service (a small fee may be involved); newsletters to graduates, and coordination of on-campus recruiting.

STANDARDS OF CONDUCT

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

Living in community with others is a sacred privilege and
Standards of Conduct. Resident Students

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

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

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

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

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

In violation of the Scriptural teaching concerning personal dignity and moral purity, individuals are exploited and degraded by immoral and inhumane action of the pornographic industry. Therefore, possession and distribution of such materials is unacceptable behavior.

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

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

All automobiles must be registered with Student Development and a permit secured and positioned on the automobile properly.

Resident students desiring to be married during the school year must notify the university chaplain at least 60 days in advance.

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

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

Gary Snyers is the campus chaplain.

RESIDENT STUDENTS

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

Since the body of the Christian is the temple of the Holy Spirit, deserving respect and preservation of its well-being, the university therefore disapproves of the use of tobacco in any form and the use of alcoholic beverages. Under no circumstances should controlled substances such as marijuana, hallucinogens, depressants, stimulants, cocaine, and narcotics be used, possessed, sold, or distributed on or away from campus unless prescribed by a physician. Members are expected not to abuse the use of legal substances.
Scripture teaches the stewardship of God-given resources. Therefore, we disapprove of gambling (the exchange of money and goods by betting or wagering) in its various forms. A number of evangelical denominations have historically taken a stand against social dancing as an expression of their commitment to the Christ-exalting life. Our community, considering itself in the mainstream of the evangelical tradition and recognizing the temptations inherent in the sensuous and erotic nature of some social dancing, disapproves of social dancing by members of the community.

COMMUTER STUDENTS

Students who do not live on campus are expected to abide by the community standards listed in the Student Handbook while on campus or in the presence of resident students. Handbooks are available in the Student Development Office. Commuter students receive the same services and opportunities as all other students on campus. A Commuter Lounge is located in the Student Center for commuters wishing to use lockers, have refrigeration for lunches, or a study area. Commuter students have representatives on the Student Government Organization to whom they may register concerns or work toward better services to commuter students. Questions concerning commuter students may be directed to the Student Development Office.

UPWARD BOUND

Upward Bound at IWU is a four-year federal grant program. It targets youth in six area high schools who are from lower-income homes and/or whose parents do not have baccalaureate degrees. During the school year support is given through tutoring and twice monthly Saturday sessions. Intensive academic instruction is offered by means of a six-week on-campus summer program. IWU students and staff are utilized to provide tutoring, residence hall supervision, and classroom instruction.

ATTENDANCE AT CHAPEL-CONVOCATIONS

Regular attendance at chapel-convocation sessions, held three times each week and occasional Tuesdays and Thursdays during the school year, is expected for all students and required for all resident students. It is also required for full-time commuting students under age 23 with classes both before and after the chapel period. Excessive absences will be required to be made up. See the Student Handbook for details.
UNIVERSITY EXPENSES AND FINANCIAL AID

UNIVERSITY CHARGES

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

TUITION

Tuition charges include all academic services except those that require special fees as listed on the Student Expense sheet included in all Schedule of Classes for each semester.

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

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

The total cost of tuition depends on the total number of credit hours (either day or night classes) taken per semester, as follows: (for the 1999/2000 school year)

<table>
<thead>
<tr>
<th>Number of Credit Hours</th>
<th>Cost Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indy Campus</td>
</tr>
<tr>
<td>1</td>
<td>$250 $199</td>
</tr>
<tr>
<td>2</td>
<td>500 398</td>
</tr>
<tr>
<td>3</td>
<td>750 597</td>
</tr>
<tr>
<td>4</td>
<td>1000 796</td>
</tr>
<tr>
<td>5</td>
<td>1250 993</td>
</tr>
<tr>
<td>6</td>
<td>2520 1944</td>
</tr>
<tr>
<td>7</td>
<td>2940 1393</td>
</tr>
<tr>
<td>8</td>
<td>3360 1592</td>
</tr>
<tr>
<td>9</td>
<td>3780 1791</td>
</tr>
<tr>
<td>10</td>
<td>4200 1990</td>
</tr>
<tr>
<td>11</td>
<td>4620 2289</td>
</tr>
<tr>
<td>12 - 16</td>
<td>5880 2388</td>
</tr>
</tbody>
</table>

Credit hours above 16 per semester will be charged at $420 per credit hour.

Students taking a total number of credit hours ending in a half hour will be charged half of the rate for the next credit hour.

Special rates apply to graduate courses and some religion curricula and are available upon request.

SPECIAL FEES

Art Studio Courses & Graphics $50.00 per course
Late/Change Registration Fee $25.00 additional chg
Medical Laboratory Technology $30.00 per semester
Clinical Fee (Nursing) $15.00 per credit hour
Private Lessons (1/2 hour lesson) $120.00 per semester
(1 hour lesson) $200.00 per semester
Senior Recital $200.00 per course
Teaching/Psychology Practicum Fee $25.00 per credit hour
Graduate Maintenance Fee $40.00
Independent Study Fee $50.00 per credit hour
Transcript Fee $3.00 per credit hour
Music Uniform Fee $30.00 per semester

GENERAL FEES

Audit (Record is made) $25.00 per credit hour
Credits-in-Escrow $50.00 per course
Personal Enrichment (No record, no credit) $25.00 per course
EXAMINATION/ASSESSMENT FEES

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Assessed Credit Fee</th>
<th>Credit by Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Opening Fee</td>
<td>$100.00</td>
<td>$150.00</td>
<td>$40.00 per credit hour</td>
<td>$25.00 per credit hour</td>
</tr>
</tbody>
</table>

OVERSEAS TRAVEL COURSE SPECIAL

Overseas courses planned and promoted by Indiana Wesleyan University faculty are offered at a special tuition rate. You may contact the Business Office for the charge for the year 2000. This is available only for courses during May Term, Summer I, Summer II, or Christmas/Winter break. If students wish to include the winter break course in Spring semester flat rate tuition, they may do so.

ROOM

Cost for the Fall 1999 semester as well as for the Spring 2000 semester, is $995.00 per semester. This cost covers the periods of time while school is in session, per the approved university calendar.

MAY TERM SPECIAL - A special tuition rate for May Term is offered each year. You may contact the Business Office for the charge for May 2000. This term has been designed and packaged to meet the needs of students who desire to get ahead or make up deficiencies.

SUMMER HOUSING CHARGES - There is a charge for all students living in campus housing. One may contact the Business Office for the charge for Summer 2000. Arrangements for summer housing must be made in the Student Development Office.

BOARD

The Full Meal Plan for the Fall 1999 semester as well as for the Spring 2000 semester, costs $1,295.00 per semester. The above charges cover the time when school is in session, per the approved university calendar. No refunds will be given for meals missed unless approved by the Associate Dean of Student Development. All arrangements for meal plans must be made in the Student Development Office.

FREEZE ROOM AND BOARD - Room and board will be frozen at entry level through the student’s years at Indiana Wesleyan University, including the graduate level, providing:

1. Students eligible for the room and board freeze must complete the freeze application and return it to the Business Office to receive the freeze discount.
2. The student must remain full time each semester of each subsequent year.
3. The student must abide by available payment methods.
4. Late payment of the school bill will be cause for forfeiture of this benefit.

The student must elect the full meal plan each semester and live on campus consecutive semesters.

ESTIMATED COSTS

<table>
<thead>
<tr>
<th>Item</th>
<th>1999-2000 Per Semester</th>
<th>1999-2000 Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (full-time student)</td>
<td>$5,880.00</td>
<td>$11,760.00</td>
</tr>
<tr>
<td>Room (would not apply to commuter students)</td>
<td>995.00</td>
<td>1,990.00</td>
</tr>
<tr>
<td>Board - Full Meal Plan (would not apply to commuter students)</td>
<td>1,295.00</td>
<td>2,590.00</td>
</tr>
<tr>
<td>Total</td>
<td>$8,170.00</td>
<td>$16,340.00</td>
</tr>
</tbody>
</table>

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

PAYMENT TERMS

The Fall 1999 semester charges are due and payable by September 7, 1999, and the Spring 2000 charges are due and payable by January 11, 2000, except for any financial aid still pending, as long as all requested information has been submitted. If all requested documents have not been submitted to the Financial Aid Office by August 18 (for the Fall) and December 15 (for the Spring), the remaining balance is due immediately.
AVAILABLE PAYMENT PLANS:

PLAN ONE - CASH
Pay the net amount due by September 7 for the Fall semester or by January 11 for the Spring semester. The net amount due represents the total charges, less any scholarships, grants, or campus-administered loans confirmed by the Financial Aid Office. In addition to cash, Indiana Wesleyan University will accept personal or cashier checks, VISA, MASTERCARD, or DISCOVER.

PLAN TWO - LOANS
Pay the net amount from any Federal Stafford or PLUS loan. All paperwork must be received in the Financial Aid Office by August 18 for the Fall or December 15 for the Spring.

PLAN THREE - CAMPUS EMPLOYMENT
Pay the net amount from authorized campus employment.

PLAN FOUR - INSTALLMENT
See Academic Management Services Brochure which is available in the Business Office.

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

NOTICE ABOUT WITHDRAWAL
Failure to pay does not withdraw a student from classes. Should one decide not to attend IWU, the Records Office must be notified before the first two weeks of the semester in order to receive 100% refund. If a student does not formally withdraw through the Records Office, grades of “F” will be given for the semester. The following table reflects the percentage/amount of refund allowable to those who completely withdraw from school.

<table>
<thead>
<tr>
<th>Tuition &amp; Fee</th>
<th>Tuition Refund</th>
<th>Room Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>During the second week</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>During the third week</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>During the fourth week</td>
<td>50%</td>
<td>-0-</td>
</tr>
<tr>
<td>During the fifth week</td>
<td>25%</td>
<td>-0-</td>
</tr>
</tbody>
</table>

No refunds after the fifth week.

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

BOARD
$100.00 is nonrefundable as an administrative charge. A student will be charged or refunded $10.75 per day. No board refunds will be given after December 1 for the Fall semester or April 1 for the Spring semester.

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

REFUND AND REPAYMENT POLICY FOR STUDENTS RECEIVING FINANCIAL AID

This policy does not apply to a student who withdraws from some classes but continues to be enrolled in other classes. It only applies when the student fails to register for the period of enrollment for which he/she was charged, or if the student withdraws, drops out, takes an unapproved leave of absence, fails to return from an approved leave of absence, is expelled, or otherwise fails to complete the period of enrollment for which he/she was charged.

First-time students who have received federal student aid must have the refund computed by the "Prorata Policy." For all other students who receive federal aid, the Financial Aid Office is required to compute both the Federal Refund Policy and IWU Refund Policy, compare the results, and issue the larger of the two refunds. The institution is not required to pay a refund of $25 or less.

Indiana Wesleyan University
The Pro rata Refund Policy:
Refunds must be made through the first 60% of the enrollment period, or the 9th week of class. The refund amount applies to all charges, including tuition, fees, room, and board.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 1st week of class</td>
<td>90%</td>
</tr>
<tr>
<td>During the 2nd week of class</td>
<td>80%</td>
</tr>
<tr>
<td>During the 3rd week of class</td>
<td>80%</td>
</tr>
<tr>
<td>During the 4th week of class</td>
<td>70%</td>
</tr>
<tr>
<td>During the 5th week of class</td>
<td>60%</td>
</tr>
<tr>
<td>During the 6th week of class</td>
<td>60%</td>
</tr>
<tr>
<td>During the 7th week of class</td>
<td>50%</td>
</tr>
<tr>
<td>During the 8th week of class</td>
<td>40%</td>
</tr>
<tr>
<td>During the 9th week of class</td>
<td>40%</td>
</tr>
<tr>
<td>After the 9th week</td>
<td>No refund</td>
</tr>
</tbody>
</table>

The Federal Refund Policy:
Withdrawal up to one week before or on the first day of class = 100% refund
Withdrawal after the 1st day of class through the 2nd week of class = 90% refund
Withdrawal after the 2nd week of class through the 4th week of class = 50% refund
Withdrawal after the 4th week of class through the 8th week of class = 25% refund
Withdrawal after the 8th week of class = no refund

The IWU Refund Policy is described on page 43.

Refunds of financial aid must be distributed in the following order:
1. Federal SLS Loan
2. Unsubsidized Federal Stafford Loan
3. Subsidized Federal Stafford Loan
4. Federal PLUS Loan
5. Federal Perkins Loan
6. Federal Pell Grant
7. Federal SEOG
8. Other student financial aid programs
9. Other federal, state, private, or institutional sources of aid
10. The student*

*Although a student may still have a credit balance after all refunds have been made, it is the policy of IWU to refund additional monies to the student loan program(s), reducing or eliminating a student’s outstanding debt before allowing any refund to be given to the student.

Repayments:
Repayments may occur when a student has received financial aid funds as a disbursement to cover living expenses. In that case, the institution must determine whether the student has to repay a portion of the disbursement. If it is determined that the student’s allowable living expenses incurred up to the time of withdrawal exceed the amount of the funds disbursed, the student does not owe a repayment. However, if the disbursement was greater than the student’s allowable living expenses up to the time of withdrawal, the student must repay the excess amount. The school will notify the student of the amount owed and bill the student. If the student fails to repay the amount owed, he/she is no longer eligible for further federal student aid funds and will be reported as being in an overpayment status.

Repayments from financial aid recipients must be distributed as follows:
1. Federal Perkins Loan
2. Federal Pell Grant
3. Federal SEOG
4. Other aid programs
5. Other federal, state, private, or IWU sources of aid

Work-Study amounts earned and Federal Family Education Loan Programs are not subject to the repayment computation.

OTHER INFORMATION
A student may not register for the next semester, term, or session or receive a transcript unless all charges are paid in full.
The university is not responsible for the loss of personal property on campus.
Students are accountable for materials and equipment issued to them. Damage to property must be paid for by those responsible.
The university does not have health insurance for students and will not be responsible for any health-related charges.
STUDENT FINANCIAL AID

GENERAL INFORMATION

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

Criteria for Aid: Students at Indiana Wesleyan University qualify for financial aid by virtue of their need, academic performance, major area of study or church affiliation. For the purposes of student financial aid, “need” is defined as the difference between the total cost of education and the amount a family may be expected to contribute toward that education. Most financial aid at Indiana Wesleyan University is awarded on the basis of demonstrated need. In addition, most forms of federal, state, and institutional financial aid are intended to assist those students who have not already earned a first baccalaureate degree.

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

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

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

Applying for Aid: All students desiring financial aid must submit the Free Application for Federal Student Aid (FAFSA)—available through the high school guidance office or the Financial Aid Office. After evaluation by the Financial Aid Office, this information is used to determine the kinds and amounts of need-based aid for which the student qualifies.

KEY DATES TO REMEMBER

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

March 1st: All students applying for financial aid should file the FAFSA by this date to ensure receipt in the Financial Aid Office by the filing deadline. Students should note that typically it takes 3 to 4 weeks to process the FAFSA.

April 1st: Financial aid filing deadline. Students whose files are completed by this date will receive priority consideration for financial aid according to the institutional packaging policy.

A Complete File Consists of the Following:

1. Submission of the FAFSA to the federal processing center, indicating IWU as one of the schools to which the data should be sent;
2. Notice of acceptance to students for admission to the university.

Awarding of Aid: Once application forms begin to arrive in the Financial Aid Office, notices are sent to make applicants aware of any missing forms or to request additional information which may be required. All financial forms are thoroughly edited, and the Financial Aid Office communicates with the student or parents in case any significant questions arise. When the financial aid award has been made, the student is notified via the Financial Aid Award Letter.

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

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

Requirements for Receiving Aid: In order to qualify for all federal funds with the exception of Federal Pell Grant, a student must be enrolled at least half-time. A student is classified as half-time if registration is for a minimum of 6 credit hours per semester or a total of 6 credit hours during the summer sessions. Institutional and state scholarships and grants, however, require full-time enrollment (a minimum of 12 credit hours).
hours per semester). In addition, FELL Grant, SEOG, state aid programs, and most forms of institutional aid require that the student does not have a previous baccalaureate degree (i.e., undergraduate status). Financial aid recipients are required to maintain satisfactory progress toward a degree in their chosen course of study. The institutional Satisfactory Academic Progress Policy outlines the specific details of this requirement. Any student receiving an institutional grant award is expected to maintain an acceptable citizenship record and a minimum 2.0 grade-point average each semester.

SATISFACTORY ACADEMIC PROGRESS

A. Financial aid recipients are required to maintain satisfactory academic progress in their course of study. For a full-time undergraduate student at Indiana Wesleyan University, this is defined as successful completion of a minimum amount of course work during each academic period in order to complete the degree requirements within a maximum time frame of 6 academic years. The full-time schedule for completing the baccalaureate degree program at Indiana Wesleyan University, which requires 124 credits, is as follows:

<table>
<thead>
<tr>
<th>Academic years completed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>15</td>
<td>30</td>
<td>51</td>
<td>73</td>
<td>97</td>
<td>124</td>
</tr>
</tbody>
</table>

Students who are enrolled on less than a full-time basis and are receiving financial aid are required to make proportional academic progress.

B. Students are required to meet the minimum grade-point averages as defined by the university in the catalog and administered by the Enrollment Management Committee.

<table>
<thead>
<tr>
<th>CUMULATIVE HOURS</th>
<th>CUMULATIVE GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-14</td>
<td>1.70</td>
</tr>
<tr>
<td>15-28</td>
<td>1.80</td>
</tr>
<tr>
<td>29-44</td>
<td>1.90</td>
</tr>
<tr>
<td>45 and Above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students who fail to meet the satisfactory progress requirement will be placed on financial aid probation for one semester. During this time, students will continue to receive financial aid with the understanding that they must bring their academic course work up to the required cumulative GPA. If at the end of the financial aid probation period (one semester) the student has failed to fulfill the minimum academic requirements, the student will be deemed ineligible to receive financial aid for any succeeding semester until the requirement has been met.

The Director of Financial Aid, with the approval of the Enrollment Management Committee, may make exceptions to the above policy for students experiencing legitimate extenuating circumstances.

All students who are placed on financial aid probation or denied financial assistance may appeal the decision to the Enrollment Management Committee. These students should contact the Director of Financial Aid to discuss their situation, file a written appeal, and provide the necessary documentation in order to be considered by the committee. According to federal regulation, appeals may be granted only for unusual circumstances such as illness or injury of the student for the terms in question, death of a relative of the student, or for any case in which a student has experienced undue hardship as a result of special circumstances.

SCHOLARSHIPS

Freshman Academic Scholarship

A full-time incoming freshman may qualify for academic awards by scoring a minimum of SAT I 1050 or ACT 23 and by having at least a 3.20 high school GPA (on a 4.00 scale). The award can be renewed by maintaining a 3.40 cumulative GPA in at least 30 semester hours during the Fall and Spring semesters and May Term of each academic year. The award may be received only one time at each grade-level classification. Students accepted into the Honors College receive a $1,000 additional Freshman Academic Scholarship beyond the amount for which they would otherwise qualify.
ELIGIBILITY GRID FOR ACADEMIC SCHOLARSHIPS

*Test scores have been adjusted to new SAT I equivalence scales.

GPA updates are made only through the 7th semester in high school.

Test scores may not be updated after the April 15th test date.

Once the student fails to renew the scholarship, it cannot be reinstated in future terms.

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>POINTS</th>
<th>SAT/ACT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.20</td>
<td>1</td>
<td>1050/23</td>
</tr>
<tr>
<td>3.30</td>
<td>2</td>
<td>1100/24</td>
</tr>
<tr>
<td>3.40</td>
<td>3</td>
<td>1140/25</td>
</tr>
<tr>
<td>3.50</td>
<td>4</td>
<td>1180/26</td>
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<tr>
<td>3.60</td>
<td>5</td>
<td>1230/27</td>
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<tr>
<td>3.70</td>
<td>6</td>
<td>1270/28</td>
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<tr>
<td>3.80</td>
<td>7</td>
<td>1310/29</td>
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<tr>
<td>3.90</td>
<td>8</td>
<td>1360/30</td>
</tr>
<tr>
<td>4.00</td>
<td>9</td>
<td>1410/31</td>
</tr>
</tbody>
</table>

AMOUNT

2 total points = $500/yr ($250/semester)
3 or 4 total points = $1000/yr ($500/semester)
5 or 6 total points = $1500/yr ($750/semester)
7 or 8 total points = $2000/yr ($1000/semester)
9 or 10 total points = $2500/yr ($1250/semester)
11 or 12 total points = $3000/yr ($1500/semester)
13 to 15 total points = $3500/yr ($1750/semester)
16 to 18 total points = $4000/yr ($2000/semester)

Example: A student with 3.50 GPA (worth 4 points) and 1100 SAT (worth 2 points) would have a total of 6 points and qualify for $1500/yr ($750/semester).

Transfer Honor Scholarship

A full-time transfer student who has attended at least one full-time year at an approved college or university will be calculated using a weighted average. To receive a monetary award, a transfer student must also have had at least a 3.20 high school GPA (on a 4.00 scale), at least a SAT I 1050 or ACT 23, and score at least 3 points on the Eligibility Grid (see "Freshman/Transfer Academic Scholarship"). It is the student's responsibility to submit the necessary transcripts and test scores at the time of application for admission to Indiana Wesleyan University.

The award may be renewed by maintaining at least a 3.40 cumulative GPA and by taking at least 30 semester hours during the Fall and Spring semesters and May Term of each academic year. The scholarship may be received only one time at each grade-level classification.

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists may receive 100% of tuition. The student must submit a copy of the National Merit Certificate and enroll full time each semester. The award is renewable by maintaining a 3.40 cumulative GPA.

President's Valedictorian Scholarship

These $1,000 awards are made to all high school valedictorians who are first-year students at Indiana Wesleyan University and whose graduating class had a minimum of 50 members. Nonrenewable.

Salutatorian Scholarship

This nonrenewable award is made to entering freshmen who ranked second in their high school graduating class of at least 50 members. The amount is $500.

Presidential Scholarship

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

Church Matching Scholarship Program

Indiana Wesleyan University will match a local church's contribution to its Matching Church Scholarship Fund up to a maximum of $750 per student. To qualify, the church must notify IWU of its intent to participate by April 1st, prior to Fall enrollment. Funds for Fall must be received by August 1. For Spring, the deadline for receipt of funds is December 1.

Charles E. DeVol Memorial Scholarship

This scholarship is available to an international student or the son/daughter of international missionaries, or an American student who intends to become a foreign missionary. The student should manifest a Christian witness. The international student recipient must fully intend, after completion of studies, to return to his or her homeland.
Music Scholarship
Scholarships are available by audition. Contact the Music Department for applications.

Art Scholarship
Scholarships are available to qualified full-time art majors. Contact the Division of Fine Arts for additional information.

Canadian Scholarship
Canadian students who enroll full time may be awarded a scholarship equal to 25% of the amount they will owe out-of-pocket for the academic year. This amount is awarded to recognize the difference in monetary values and does not necessarily represent par on any given date. All other Indiana Wesleyan University financial aid is subtracted from the student’s total charges to arrive at the amount eligible to be considered.

Eisenhower Scholarship
The Eisenhower Memorial Scholarship Foundation offers a limited number of four-year scholarships with annual stipends of $2,500 to be used at approved Indiana institutions. Eligibility is limited to Indiana residents who enter college as unmarried freshmen and who ranked in the top 50% of their high school graduating classes. Competition for these awards involves the writing of an essay on a patriotic and Christian topic, personal interviews with Foundation representatives, and an extemporaneous oral presentation. For further details, write P.O. Box 1324, Bloomington, Indiana 46401.

GRANTS

Federal PELL Grant
Any U.S. citizen who does not have a baccalaureate degree can apply for a PELL Grant by completing one of the application forms approved by the U.S. Department of Education (including the FAFSA). Awards are based on financial need and ranged from $400-$3,125 for the 1999-2000 academic year.

Federal Supplemental Educational Opportunity Grant (SEOG)
These awards range from $100 to $4,000 per year depending upon financial need. Recipients must also be eligible for the PELL Grant.

Indiana Higher Education Award (HEA) - Indiana Residents Only
The State Student Assistance Commission of Indiana (SSACI) administers this grant program based on financial need. Potential recipients must submit the FAFSA by March 1. Recipients must be full-time students. Maximum award for 1999-2000 was $2,792 to $3,490, depending on whether the student has an academic honors diploma or has met Core 40 requirements.

Indiana Freedom-of-Choice Grant (FOC) - Indiana Residents Only
Full-time students who qualify for the Indiana HEA and who attend an approved Indiana private institution, such as Indiana Wesleyan University, are considered for this need-based award. It is not necessary for the applicant to file any forms other than those required for the Indiana HEA award. The maximum award for 1999-2000 at IWU was in excess of $3,800.

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

International Student Grant
Ten competitive awards are made to deserving, returning students from outside the United States who demonstrate evidence of qualifying GPA’s (minimum of 2.5) and leadership and service to the university. Students should submit the Indiana Wesleyan University Aid Application by April 1st each year to be considered. The award amount is $1,000 for full-time students.

Family Tuition Discount
The discount will be $1,000 toward tuition only for each full-time undergraduate student from the same family. The definition of family is meant in the traditional, not extended sense. It could be any combination of husband/wife/father/mother/ unmarried dependent sons or daughters. It is intended to assist families where two or more “living under the same roof” are attending Indiana Wesleyan University on a full-time basis in traditional programs of study.

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

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Pastor Dependent Grant
A recipient must be a dependent, undergraduate child of a full-time minister serving in a local church during the academic year in which the award is granted. The student must enroll full time; the amount is $1,800 per academic year.
SPECIAL AID TO WESLEYAN STUDENTS

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

Wesleyan Missionaries’ Children

The award amount is 50% of tuition for up to 8 semesters. The recipient must demonstrate financial need, reside on campus, be a full-time undergraduate student, and apply for all other forms of federal and state financial aid. The parent must serve full time under direct appointment of the Wesleyan World Missions or Wesleyan Native American Missions during the academic year in which the award is received. The recipient may NOT also receive the Out-of-State Wesleyan Grant, the International Wesleyan Grant, or the Pastor Dependent Grant.

Out-of-State Wesleyans

This award is available to full-time students who regularly attended a Wesleyan Church outside the state of Indiana immediately prior to enrolling at Indiana Wesleyan University. The award of $1,200 is given only to those students who demonstrate financial need on the FAFSA, which must be completed each year.

International Wesleyan Grant

The award amount is $1,200 per year to full-time international students who attended a Wesleyan Church in their home country prior to enrollment at Indiana Wesleyan University.

TNT/WBB Scholarship

The recipient must submit the original scholarship certificates by April 1st prior to Fall enrollment. Awards earned AFTER that time may be used in later years. Full-time students may use up to $1,000 per academic year (divided one-half each semester) UNLESS the current certificates held total in excess of $4,000, in which case the student may use one-fourth of the total per academic year.

LOANS

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

Federal Perkins Loan

Students qualify for these loans on the basis of financial need and according to the institution’s packaging policy. Eligible students may be assigned Perkins Loans up to $3,000 per year, with an aggregate limit of $15,000 as undergraduates. However, recent funding levels are such that almost all Perkins Loans at Indiana Wesleyan University range between $200 and $2,500. For first-time borrowers, repayment of Perkins Loans begins nine (9) months after termination of at least half-time enrollment at an eligible institution and continues over a period of ten years (or less) with interest charges of 5% per year and a minimum monthly payment of $40.

IWU Student Loan

Awards in this institutional loan program range from $200 to $3,000 per academic year to students who demonstrate financial need. Repayment begins six months after the student terminates at least half-time enrollment at an eligible institution. Repayments are similar to the schedule for the Federal Perkins Loan. The interest rate on the IWU Student Loan is 8.75%.

TYPICAL REPAYMENT OF LOANS

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Number of Payments</th>
<th>Monthly Payment</th>
<th>Total Interest Charges</th>
<th>Total Repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,500</td>
<td>120</td>
<td>$47.73</td>
<td>$1,227.60</td>
<td>$5,727.60</td>
</tr>
<tr>
<td>$9,000</td>
<td>120</td>
<td>$95.46</td>
<td>$2,455.20</td>
<td>$11,455.20</td>
</tr>
<tr>
<td>$18,000</td>
<td>120</td>
<td>$190.92</td>
<td>$4,910.40</td>
<td>$22,910.40</td>
</tr>
</tbody>
</table>

The Religion Department trains the next generation of pastors.
Wesleyan Ministerial Loan/Grant

The Wesleyan Church and Indiana Wesleyan University cooperate in providing Ministerial Loan Grants for full-time junior and senior Christian Ministries students who are members of The Wesleyan Church. Indiana Wesleyan University cooperates with The Wesleyan Church and local districts in providing funds for graduate students as well. Juniors may receive $1,000 per semester, while seniors may receive $2,000 per semester from the university. In addition, The Wesleyan Church provides funds as available to assist with educational expenses. Those students classified as juniors must have completed at least 30 semester hours at IWU, and seniors must have completed at least 60 hours at IWU in order to receive the funds (applies to transfer students). The funds are subject to all policies and procedures governing university financial aid. A separate application is required each semester by the announced deadline.

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

1. Student must be a member of a local Wesleyan church.
2. Examination and approval as a licensed ministerial student by the District Board of Ministerial Development prior to the beginning of the semester in which the loan/grant is to be received.
3. Cumulative grade-point average of 2.0 or higher.
4. Admission to the Christian Ministries or Youth Ministries major (See page 104).
5. Approval by the Director of Financial Aid.

Each award is issued as a loan with separate promissory notes to be signed for repayment of the denominational and university shares. However, recipients who later serve The Wesleyan Church under district appointment have the privilege of cancelling 20% of the total loan obligation for each year of full-time service rendered. Those who are employed otherwise will repay their loan(s) over a period of five years with an annual interest rate of 10%. Deferments are available if the student meets certain conditions. A first-year student may borrow up to $2,625 per academic year; a second-year student may borrow up to $3,500, and students during the third year and thereafter may borrow up to $5,500, based on financial need. The total amount of undergraduate loans may not exceed $23,000. Graduate students may borrow up to $8,500 with a cumulative maximum of $65,500, including undergraduate loans. All students must file the Free Application for Federal Student Aid and demonstrate sufficient financial need to qualify for this program.

Students who do not qualify for the Federal Stafford Loan, or who are eligible for less than the maximum award through the program, may qualify for an unsubsidized Stafford Loan. The difference in this program is that the interest is not subsidized by the federal government and therefore must be paid by the student. The interest may be paid monthly while the student is in school, or the lender may capitalize the accrued interest each year.

Federal Stafford Loan

The Stafford Student Loans are need-based loans for which a student applies through a local commercial lender. The interest rate is variable, tied to a 91-day T-Bill plus 3.10% and capped at 9.00%. Repayment begins six months after the student ceases to be at least a half-time student and is spread over a period of up to ten years. Deferments are available if the student meets certain conditions. A first-year student may borrow up to $2,625 per academic year; a second-year student may borrow up to $3,500, and students during the third year and thereafter may borrow up to $5,500, based on financial need. The total amount of undergraduate loans may not exceed $23,000. Graduate students may borrow up to $8,500 with a cumulative maximum of $65,500, including undergraduate loans. All students must demonstrate sufficient financial need to qualify for this program.

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TYPICAL REPAYMENT OF LOANS (STAFFORD LOAN)

<table>
<thead>
<tr>
<th>Total Indebtedness</th>
<th>Number of Payments</th>
<th>Monthly Payment</th>
<th>Interest Charges</th>
<th>Total Repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,600</td>
<td>64</td>
<td>$50.00</td>
<td>$614.60</td>
<td>$3,214.60</td>
</tr>
<tr>
<td>4,000</td>
<td>119</td>
<td>$50.00</td>
<td>1,972.48</td>
<td>5,972.48</td>
</tr>
<tr>
<td>7,500</td>
<td>120</td>
<td>93.52</td>
<td>3,722.07</td>
<td>11,222.07</td>
</tr>
<tr>
<td>10,000</td>
<td>120</td>
<td>124.68</td>
<td>4,961.77</td>
<td>14,961.77</td>
</tr>
<tr>
<td>15,000</td>
<td>120</td>
<td>187.91</td>
<td>7,441.17</td>
<td>22,441.17</td>
</tr>
</tbody>
</table>

FEDERAL PLUS (Parent Loan for Undergraduate Students)

Parents may borrow funds through this program to assist with their child(ren)'s educational expenses. The limit is the cost of education per child minus other financial aid. The interest rate is variable, tied to the 52-week T-Bill plus 3.10% and capped at 11% (through 6/30/99 the rate is 8.26%). Borrowers must be creditworthy and must begin repayment upon disbursement of the funds.

Nursing Student Loan

Eligibility for Nursing Student Loans at Indiana Wesleyan University is restricted to approved nursing majors at the sophomore level or higher who show sufficient financial need. With an interest rate of 5% per year the maximum possible award is $2,500.

Federal Stafford Loan

The Stafford Student Loans are need-based loans for which a student applies through a local commercial lender. The interest rate is variable, tied to a 91-day T-Bill plus 3.10% and capped at 9.00%. Repayment begins six months after the student ceases to be at least a half-time student and is spread over a period of up to ten years. Deferments are available if the student meets certain conditions. A first-year student may borrow up to $2,625 per academic year; a second-year student may borrow up to $3,500, and students during the third year and thereafter may borrow up to $5,500, based on financial need. The total amount of undergraduate loans may not exceed $23,000. Graduate students may borrow up to $8,500 with a cumulative maximum of $65,500, including undergraduate loans. All students must demonstrate sufficient financial need to qualify for this program.

Students who do not qualify for the Federal Stafford Loan, or who are eligible for less than the maximum award through the program, may qualify for an unsubsidized Stafford Loan. The difference in this program is that the interest is not subsidized by the federal government and therefore must be paid by the student. The interest may be paid monthly while the student is in school, or the lender may capitalize the accrued interest each year.

TYPICAL REPAYMENT OF LOANS (STAFFORD LOAN)

<table>
<thead>
<tr>
<th>Total Indebtedness</th>
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WORK PROGRAMS

Federal Work-Study Program
Most student work assignments on the campus fall within the scope of the Federal Work-Study Program (FWS). Students average 10 hours per week during the academic year and from 15-40 hours per week during periods of non-enrollment. The pay rate is minimum wage for most positions on campus. A student is eligible for a FWS position if there is sufficient financial need and if the Financial Aid Award Letter has Work-Study listed as one of the types of financial aid the student has been awarded. All student employees must complete the Immigration and Naturalization Service's I-9 Form and must be issued a Work Authorization. Available job openings are listed with the Career Development Center on campus.

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

A STUDENT’S RIGHT TO KNOW
A student has the right to know:

• What financial assistance is available, including information on all Federal, State, and Institutional financial aid programs.
• The deadlines for submitting applications for each of the financial aid programs available.
• The cost of attending the institution 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, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.
• What resources (such as parental contribution, other financial aid, your assets, 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 the time you have to repay the loan, and when repayment is to begin.

STUDENT RESPONSIBILITIES
It is your responsibility to:

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

FURTHER INFORMATION
For further information regarding financial aid opportunities, contact the Financial Aid Office, Indiana Wesleyan University, Marion, Indiana 46953. Phone 765-677-2846.
DIVISIONS OF INSTRUCTION - UNDERGRADUATE

I. Division of Behavioral Sciences - Dr. Betty Jane Fratzke, Chairperson
   Addictions Counseling
   Athletic Training
   Criminal Justice
   Health Promotion and Wellness
   Physical Education
   Pre-Art Therapy
   Psychology
   Recreation Management
   Sports Management

II. Division of Education - Dr. James Elsberry, Chairperson

III. Division of Fine Arts - Dr. Michael Brown, Chairperson
   Art
   Music

IV. Division of Modern Languages and Literature - Dr. Michael Buck, Chairperson
   Communication Arts
   English
   Languages
   Writing
   Writing Center

V. Division of Natural Sciences and Mathematics - Dr. Vickie Hess, Chairperson
   Biology
   Chemistry
   Computer Information Systems
   Mathematics
   Medical Technology
   Physics and Earth Science
   Pre-Medical Sciences

VI. Division of Nursing Education - Dr. Susan Stranahan, Chairperson
   Nursing Education

VII. Division of Religion and Philosophy - Dr. Stephen Lennox, Chairperson
   Biblical Literature and Languages
   Christian Education
   Christian Ministries
   Intercultural Studies
   Philosophy
   Religion
   Youth Ministries

VIII. Division of Social Science - Dr. Glenn Martin, Chairperson
   Accounting
   Business Administration
   Economics
   Finance
   History
   Management
   Marketing
   Political Science
   Political Science Pre-Law
   Social Studies
   Social Work
   Sociology

IX. Division of Adult and Professional Studies - Dr. David W. Wright
   Associate of Science
   Bachelor of Science
     With a Major in Accounting
     With a Major in Business Administration
     With a Major in Business Information Systems
   Bachelor of Science
     With a Major in Management
   Bachelor of Science
     With a Major in Nursing

Rod Crossman, an award-winning artist, is the artist-in-residence at IWU.

Indiana Wesleyan University
SPECIAL PROGRAM:
LIFEGROW - Associate of Science
With a Major in Christian Studies

PROGRAMS OF INSTRUCTION - GRADUATE

I. Ministry - Dr. Stephen Lennox

II. Nursing - Dr. DeAnne Messias
   • Master of Science Programs:
     Community Health Nursing
     Primary Care Nursing
     (Adult, Family, Gerontological Nurse Practitioner Tracks)
     Dual Major in Community Health/Primary Care Nursing
   • Post-Master’s Certificate Programs
     (Adult, Family, Gerontological Nurse Practitioner)

III. Counseling - Dr. Jerry Davis
    Community Counseling
    Marriage and Family Counseling

IV. Adult and Professional Studies - Dr. David W. Wright
    Master of Business Administration
    Master of Education
    Master of Science
    (With Major in Management)

NUMBERING OF COURSES
The course number has significance in the following ways:

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

100-199 Courses ordinarily taken in the freshman year

200-299 Courses ordinarily taken in the sophomore year

300-399 Courses ordinarily taken in the junior year

400-499 Courses ordinarily taken in the senior year

500-599 Courses ordinarily taken for graduate credit.

Courses ending with an odd number indicate those that are
normally scheduled the first semester; those ending with an
even number are normally scheduled the second semester;
those ending in zero may be offered either semester. A hyphen
placed between numbers of two-semester courses indicates
that the first semester is prerequisite to the second. Credit may
be earned for the first semester without the second, unless
otherwise stated.

Course descriptions are listed in the back of the catalog.

Four Master of Business Administration students celebrate on Graduation Day.
DEPARTMENT CODES

UNDERGRADUATE:

ACC ACCOUNTING
ADC ADDICTIONS COUNSELING
ADM ADMINISTRATION
ART ART
ATR ATHLETIC TRAINING
BBL BIBLICAL LITERATURE
BIO BIOLOGY
BIS BUSINESS INFORMATION SYSTEMS
BUS BUSINESS
CED CHRISTIAN EDUCATION
CHE CHEMISTRY
CIS COMPUTER INFORMATION SYSTEMS
COM COMMUNICATION ARTS
CON CONTINUING EDUCATION
CRJ CRIMINAL JUSTICE
EAR EARTH SCIENCE
ECO ECONOMICS
EDS SPECIAL EDUCATION
EDU EDUCATION
ENG ENGLISH
FIN FINANCE
FRE FRENCH
GEO GEOGRAPHY
GRE GREEK
HRB HEBREW
HST HISTORY
INT INTERCULTURAL STUDIES
MAT MATHEMATICS
MGT MANAGEMENT
MLT MEDICAL LABORATORY TECHNOLOGY
MKG MARKETING
MNG MANAGEMENT
MUS MUSIC
NUR NURSING
PAT PRE-ART THERAPY
PHE PHYSICAL EDUCATION
PHL PHILOSOPHY
PHY PHYSICS

GRADUATE:

ADC ADDICTIONS COUNSELING
ADM ADMINISTRATION
CHN COMMUNITY HEALTH NURSING
CNS COUNSELING
EDU EDUCATION
MGT MANAGEMENT
MIN MINISTRY
PYC PRIMARY CARE
PMD PRE-MEDICAL SCIENCES
POL POLITICAL SCIENCE
PSY PSYCHOLOGY
REC RECREATION MANAGEMENT
REL RELIGION
SOP SOCIOLOGY
SPM SPORTS MANAGEMENT
SPA SPANISH
SWK SOCIAL WORK
UNV UNIVERSITY STUDIES
WRI WRITING

A winter snow adds to the beauty of the IWU campus.
ADDICTIONS COUNSELING

Purpose:
The Addictions Program mission is to develop (pre)professionals who understand the biopsychosocial and spiritual correlates of harmful compulsive behavior/substance use and are capable of facilitating appropriate interventions with affected individuals, families, and communities. The courses are intended to establish a solid understanding of the dynamics of addiction as well as the essential clinical processes involved in assessment, referral, case management, and treatment. Students examine the current literature in the area, diverse perspectives on the nature and treatment of addiction, and areas of controversy. The program seeks to balance didactic and experiential learning opportunities while partnering with other majors for helping professionals. Specifically, students majoring in (Graduate) Counseling, Psychology Criminal Justice, Social Work, Sociology, Nursing, or Education will likely find Addictions courses helpful in preparing them to meet the needs of the population (community) they will encounter in their professional endeavors. The program also prepares students to meet the requirements for state and national certification as alcohol and drug abuse counselors, with the exception of the necessary work experience component.

Admission to the Major:
Students must apply for admission to the major prior to taking any ADC course above the 200 level, with the exception of ADC320, and must have already taken ADC210 and ADC212. Admission to the major requires completion of an application and a formal interview with the Addictions Studies Committee. The Addictions Studies Committee reserves the right to deny any student admission to the major who fails to demonstrate adequate academic, personal, or (pre)professional effectiveness.

Continuation in the Major:
Students should maintain a 2.5 cumulative GPA in Addictions course work. Failure to do so may necessitate repeating courses or withdrawal from the Addictions major.

ADDICTIONS COUNSELING - A.S., A.A., B.S., B.A.

The Addictions Counseling major consists of 28 hours in addictions, 9 hours in psychology, and 3 hours in sociology for a total of 40 credits hours. Required courses for a major in Addictions Counseling include:

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADC210</td>
<td>Addictions Theory</td>
<td>3</td>
</tr>
<tr>
<td>ADC212</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ADC310</td>
<td>Addictions Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>ADC320</td>
<td>Theory and Practice of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ADC330</td>
<td>Counseling Addicted and Dysfunctional Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>ADC410</td>
<td>Addictions Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ADC458</td>
<td>Addictions Programs and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ADC461-464</td>
<td>Addictions Practicum</td>
<td>8</td>
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<tr>
<td>PSY250-252</td>
<td>Developmental Psychology (1 of 3 courses offered)</td>
<td>3</td>
</tr>
<tr>
<td>PSY365</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY366</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-ADC majors may take 300-level ADC courses only with the permission of the Addictions Studies Coordinator.

*These courses are also available to students in the Graduate Counseling program who may wish to pursue the ACA specialty credential of Master Addictions Counselor (MAC). Course requirements are adapted to the abilities of the student and the goals of graduate education.

ADDITION STUDIES MINOR

The Addictions Studies minor consists of 24 credit hours with 17 hours in addictions, 3 hours in psychology, 3 hours in sociology, and 1 hour in physical education.

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>ADC210</td>
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<tr>
<td>ADC212</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ADC310</td>
<td>Addictions Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>ADC320</td>
<td>Theory and Practice of Group Counseling</td>
<td>3</td>
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<tr>
<td>ADC330</td>
<td>Counseling Addicted and Dysfunctional Family Systems</td>
<td>3</td>
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<tr>
<td>ADC410</td>
<td>Addictions Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PHE229</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PSY366</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-ADC majors may take 300-level ADC courses only with the permission of the Addictions Studies Coordinator.
Associate Degree in Addiction Studies:
This degree is intended for those who plan on pursuing entry-level and support positions in the addictions field. It is anticipated that these individuals will work under the supervision of physicians, nurses, psychologists, certified social workers, or bachelor’s-level certified addiction counselors. The academic requirements of this degree are commensurate with the Addiction Studies minor. A bachelor’s-level degree is strongly recommended for students who wish to become counselors.

ART
Purpose:
The goal of the Department of Art is to honor God as applicable to all of life, including the realm of artistic endeavor. To accomplish this, the department offers a curriculum that emphasizes the fundamentals of art and endeavors to prepare each student to excel in a chosen field. The student should have not only aesthetic and technical expertise but should also be educated as a whole person in order to competently express Christian values to our current age.

The department offers six 48-hour studio art majors in the areas of Ceramics, Computer Graphics, Illustration, Painting, Photography, and Printmaking. Students also have available a 42-hour Art major. In addition to these majors, students may also acquire degrees in Art Education (see page 81) and Pre-Art Therapy (see page 103). Also available is a 24-hour minor in both Art and Art History.

Admission to the Art Program:
Application for admission to the art program may be made by the student who has completed the freshman year in the program with a minimum of 18 hours toward the Art major. Admission to the program requires a formal screening process separate from the initial declaration of an intent to major in Art. The student must have maintained a minimum GPA of 2.5 in the course work in the Art major or minor. Failure to do so may necessitate repeating courses or withdrawal from the Art program. An application for acceptance to the program must be made in writing using the “Admission to the Art Program” form available from the Art Department office. Once the student is admitted to the program, the student must maintain a 2.5 GPA in art during the remaining semesters at IWU to remain in the art program. A portfolio of course work is required from each student requesting admission to the Art major program.

Continuation in the Art Major:
Students must maintain a 2.5 GPA in the course work within the selected Art major. Failure to do so may necessitate repeating courses or withdrawal from the Art major. It is to the student’s advantage to complete the Drawing and Design requirements (Drawing I & II and Design I & II) within the first two semesters since they are prerequisites to almost all other studio classes.

Senior Exhibit:
Senior art exhibits are mandatory for students in Ceramics, Computer Graphics, Illustration, Painting, Photography and Printmaking. The Senior Exhibit is designed to provide studio artists the opportunity to show their best work from their university career and to give them experience in preparing for an exhibition.

ART • B.S., B.A.
The Art Department offers an Art major that requires students to receive a sound foundation in basic visualization and conceptualization skills in art studio, theory, and application. The Art major meets state requirements for Art History, Two-dimensional, and Three-dimensional design. This degree does not require a senior art show at the end of the program.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART121</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART221</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART234</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART241</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART256</td>
<td>Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>ART254</td>
<td>Design II: Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART379</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Art electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

ART MINOR
The purpose of the Art minor is to provide students with a comprehensive background in art studio and design. The Art minor is designed for students with a major in another discipline who has an interest in art. The Art minor curriculum strengthens and enriches students’ artistic background and may also qualify them for minor licensing in teaching and art therapy. This degree does not require a senior art show at the end of the program.$$
**Art History Minor, Ceramics, Computer Graphics, Illustration**

### Required Courses: 24 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART121</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART234</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART241</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART331</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art electives</td>
<td></td>
</tr>
</tbody>
</table>

**ART HISTORY MINOR**

This minor is helpful for those pursuing careers in gallery work, museology, teaching, and for advanced education in art and art history. The program requires a completion of 24 credits from the following list, including MUS180, and at least 15 credit hours from within the Art Department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART381</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART382</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART383</td>
<td>Early Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART384</td>
<td>High Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART385</td>
<td>Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ART386</td>
<td>Impressionism</td>
<td>3</td>
</tr>
<tr>
<td>ART387</td>
<td>Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART476</td>
<td>Art Enrichment</td>
<td>3</td>
</tr>
<tr>
<td>HST180</td>
<td>Humanities World Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HST201</td>
<td>World Civilization to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HST202</td>
<td>World Civilization after 1500</td>
<td>3</td>
</tr>
<tr>
<td>HST385</td>
<td>Renaissance and Reformation</td>
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</tr>
<tr>
<td>MUS180</td>
<td>Humanities Fine Arts*</td>
<td>3</td>
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</tbody>
</table>

*required

### CERAMICS - B.S., B.A.

#### Required Courses: 48 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART121</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART221</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART228</td>
<td>Metallsmithing I</td>
<td>3</td>
</tr>
<tr>
<td>ART230</td>
<td>Stained Glass I</td>
<td>3</td>
</tr>
<tr>
<td>ART241</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART251</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART280</td>
<td>Visual Communications--Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART324</td>
<td>Design II: Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART331</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART333</td>
<td>Introduction to Computer Graphics</td>
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### COMPUTER GRAPHICS--B.S., B.A.

#### Required Courses: 48 hours

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<th>Credits</th>
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<td>ART224</td>
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<td>3</td>
</tr>
<tr>
<td>ART234</td>
<td>Photography I</td>
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<tr>
<td>ART241</td>
<td>Ceramics I</td>
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<td>ART280</td>
<td>Visual Communications--Graphic Design</td>
<td>3</td>
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<tr>
<td>ART281</td>
<td>Commercial Layout and Design</td>
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<tr>
<td>ART324</td>
<td>Design II: Three-Dimensional Design</td>
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<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
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<tr>
<td>ART375</td>
<td>Computer Typography</td>
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<td>ART379</td>
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<tr>
<td>HST280</td>
<td>Renaissance and Reformation</td>
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### ILLUSTRATION - B.S., B.A.

#### Required Courses: 48 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART121</td>
<td>Drawing I</td>
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</tr>
<tr>
<td>ART221</td>
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<td>3</td>
</tr>
<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART234</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART241</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART281</td>
<td>Commercial Layout and Design</td>
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<tr>
<td>ART324</td>
<td>Design II: Three-Dimensional Design</td>
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</tr>
<tr>
<td>ART331</td>
<td>Painting I</td>
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Indiana Wesleyan University
## Painting - B.S., B.A.

**Required Courses:** 48 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART121</td>
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<td>3</td>
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<tr>
<td>ART221</td>
<td>Drawing II</td>
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<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
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<tr>
<td>ART232</td>
<td>Airbrush I</td>
<td>3</td>
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<tr>
<td>ART234</td>
<td>Photography I</td>
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<td>ART231</td>
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<tr>
<td>ART280</td>
<td>Visual Communications--Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART324</td>
<td>Design II: Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART331</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART332</td>
<td>Painting II</td>
<td>3</td>
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<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART379</td>
<td>Color Theory</td>
<td>3</td>
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<tr>
<td>ART387</td>
<td>Art History</td>
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<tr>
<td>ART431</td>
<td>Contemporary Painting Techniques</td>
<td>3</td>
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<tr>
<td>ART481</td>
<td>Studio Practicum</td>
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<tr>
<td>ART490</td>
<td>Senior Exhibit - Art</td>
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## Photography - B.S., B.A.

**Required Courses:** 48 hours

<table>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART121</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART221</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
</tr>
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<td>ART234</td>
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<td>Ceramics I</td>
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## Printmaking - B.S., B.A.

**Required Courses:** 48 hours

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<td>ART366</td>
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<td>ART373</td>
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## Pre-Art Therapy Major:

The undergraduate major in Pre-Art Therapy is essentially a double major in art and Psychology. For a complete listing of description and course requirements, see page 103.

## Art Education Major:

The student must meet all Education Department requirements including ART371 Art for Elementary Teachers and EDU382TA Methods of Teaching High School Art. The student is responsible for making all appropriate applications to the Education Department. Application for divisional approval to the teacher education program should be made after 32 hours have been completed.

Art is one of the fastest-growing majors at IWU.
Courses in Biblical literature and languages are offered to meet general education requirements and as components for majors in Religion/Philosophy, Christian Ministries, Christian Education, Intercultural Studies, and Youth Ministries. In addition, the B.S. and B.A. degree with a major in Biblical Literature is offered.

**BIBLICAL LITERATURE - A.A., B.S., B.A.**

**Purpose:**
A Biblical Literature major provides a complement to other majors at Indiana Wesleyan University. It enables a student to relate the Scriptures to aspects of life, whatever the planned profession. The Biblical Literature major also offers a good foundation for seminary studies. Some students who do not plan to be pastors desire a concentration of Bible courses in order to better serve churches in various capacities of teaching and spiritual leadership.

**Requirements:**
Requirements for the major in Biblical Literature are 40 hours in Biblical literature with the possibility of 10 of these hours being taken in a cognate area. All students in this major take Old Testament Survey (BIL 101), New Testament Survey (BIL 102), and Methods in Bible Study (BIL 201). A student is expected to complete a balanced program between Old and New Testament courses. Up to 12 hours of Greek and/or Hebrew language courses may be included in the 40 hours of this major.

**BIBLICAL LITERATURE MINOR**
A minor in Biblical Literature consists of twenty-four (24) hours of courses in Biblical literature.

**Required courses:**
- BIL 101 Old Testament Survey 3
- BIL 102 New Testament Survey 3
- BIL 201 Methods in Bible Study 3
- **BIL Advanced Bible electives (at least one course pertaining to each of the Old and New Testaments) 15**

Up to 9 hours of Greek and/or Hebrew may be included in the minor.

**Associate of Arts:**
The Associate of Arts degree is a two-year program which requires the following twenty-seven (27) hour concentration:

- BIL 101-102 Old and New Testament Survey 6
- BIL 201 Methods in Bible Study 3
- **BIL Advanced Bible electives (at least one Old and one New Testament course) 12**
- Elective courses offered by the Division of Religion and Philosophy 6

Up to six (6) hours of Greek and/or Hebrew may be counted toward degree requirements.

**Study Abroad:**
Indiana Wesleyan University is affiliated with The American Institute of Holy Land Studies, Jerusalem, Israel. Students enrolled in this program are considered Indiana Wesleyan University students in residence. The catalog published by the Institute is considered a supplement to the Indiana Wesleyan University catalog for programming and registration purposes. Additional fees are charged.

Students may study at the Institute for one or two semesters during their junior year. Courses are available in Biblical...
Literature, Archaeology, History, or Geography. Accelerated language studies are available in both Biblical and modern Hebrew.

Students planning a year abroad or a shorter term of study at the institute should finalize the overseas study arrangements through the Division of Religion and register the outlined program with the Director of Records at Indiana Wesleyan University prior to beginning their studies abroad.

Graduate Credits-in-Escrow:
A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the 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.

BIOLOGY

The curricula of the Biology Department support the efforts of a wide range of career opportunities. In addition to providing general background for minors in biology and developing scientific competence in its own majors, the Biology Department provides curricula for the pre-med program and support courses for the nursing program and the clinical laboratory science program. It seeks to prepare students who major in biology for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc; and (3) entry-level positions in related fields as laboratory assistants or paraprofessionals.

Related Curricula:
The Pre-medical program curricula and the Nursing Education curricula may be found on pages 102 and 94 respectively. In addition to the curriculum for majors, pre-meds, and pre-nursing students, the Biology Department offers a four-year Medical Technology (MTE - See page 90) program in cooperation with affiliated hospitals. Science teaching majors will complete certain courses within the Biology major as one of the possible content areas leading toward teacher certification. Professionalization of this certification occurs in the Education Division curricula (See pages 78-79) with choice of either the single field biology major or the dual field biology/chemistry major.

Construction began in the spring of 1999 to double the size of the science hall.

Purpose:
The Biology major will prepare students to positively affect the world around them within the context of the Judeo-Christian worldview. They will be challenged not only to gain the technical knowledge necessary to function as science professionals, but also to seek wisdom to function in their chosen careers in ways that successfully integrate Christian principles with their disciplines. Faculty will seek to develop professional scientific expertise with students in one or both of two curricular tracks.

BIOLOGY - A.S., A.A., B.S., B.A.

Requirements:
A major in Biology requires 50 hours of course work—40 hours in biology and 10 hours in chemistry. Only courses numbered 125 and above count toward the major or a minor in biology. All prerequisite courses require a grade of “C” or better.

CORE REQUIREMENTS
(Taken by all students)

Gateway standards to enter lower-division studies:
High School Chemistry + math SAT I > 480

Lower Division Admission:

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<td>Principles of Biology II</td>
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<td>CHE125</td>
<td>General Chemistry I*</td>
</tr>
<tr>
<td>CHE126</td>
<td>General Chemistry II*</td>
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</table>
Biology, Au Sable Institute

Sophomore 8 hours
- BIO201 Animal Biology 4
- BIO202 Plant Biology 4

Required of all senior biology majors:
- BIO490 Biology/Chemistry Senior Seminar 1

*Does not count toward the 40 BIO hours for the major

Required for admission to upper-division:
- MAT113 College Algebra 3
- or
- MAT114 Trigonometry 3
- or
- MAT253 Calculus I 4

(Note: Readiness to engage the math course level will be evaluated by the student’s advisor.)

Upper-Division Admission:
- During the second semester of the sophomore year the student must apply to the department for admission to upper-division biology studies. Forms for this process are available in the divisional office.

Gateway standards to enter upper-division studies:
- Minimum major GPA of 2.5
- Completion of MA T113, 114, or 253 with “C” or better
- The major advisor will recommend the student for upper-division status. All will be reviewed and voted on by the department faculty.

Upon admission to upper-division studies and in consultation with his/her advisor, the student will be eligible for 300- and 400-level courses that will complement one of the following study tracks or a combination of each:

Cellular/Molecular Emphasis

Suggested Course Electives: Credit hours
- BIO213 Microbiology 4
- BIO311 Mammalian Anatomy 4
- BIO312 General Physiology 4
- BIO330 Histology 3
- BIO403 Cellular Biology 3
- BIO411 Vertebrate Development 4
- BIO412 Genetics 3
- BIO420 Human Genetics 3
- BIO432 Molecular Biology 4
- BIO440 Immunology 3
- CHE430 Biological Chemistry 4

Field Studies Emphasis

Suggested Course Electives: Credit hours
- BIO203 Environmental Conservation 3
- BIO204 Ornithology 3
- BIO213 Microbiology 4
- BIO220 Field Biology and Natural History 3
- BIO301 Ecology 3
- BIO302 Entomology 3
- BIO303 Marine Ecology 3
- BIO345 Biological Instrumentation 3
- BIO396 Advanced Studies in Biology 1-3

Strongly recommended for students considering graduate school:
- CHE235 Organic Chemistry I 4
- PHY221 University Physics I* 5
- or
- PHY231 General Physics I* 4

*Advised according to graduate program interest

BIOL OGY MINOR

Requirements: 24 hours
- BIO125 Principles of Biology I 4
- BIO126 Principles of Biology II 4
- Additional BIO electives at or above the 200 level 15
- BIO490 Biology/Chemistry Senior Seminar 1

BIOL OGY COURSES AT AU SABLE INSTITUTE

Indiana Wesleyan University is a participating university affiliated with Au Sable Institute for Environmental Studies near Mancelona, Michigan. The Institute is located in the northwoods country of Michigan’s lower peninsula. Its property fronts on a 215-acre oligotrophic lake and is surrounded on three sides by thousands of acres of state forests. The human and natural resources available to students through the Institute’s programs in teaching and research are extensive and outstanding. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity.

The following courses are available at Au Sable Institute. Indiana Wesleyan University students enrolling in these courses are eligible for fellowships and grants-in-aid when recommended by the Indiana Wesleyan/Au Sable Institute faculty representative.

Course descriptions and further information may be obtained from the Biology Department.
Credit for all courses in the major transferred from other schools must be approved by the Business Department before admission to the Business Program.

ACCOUNTING - A.S., A.A., B.S., B.A.

Purpose:
The purpose of the Accounting major is to prepare students for graduate study or for careers in accounting, business, or government with an accounting emphasis. Career opportunities include auditor, tax accountant, controller, cost estimator, consultant, manager, and university teacher. Areas of employment could involve public accounting, manufacturing, marketing, service organizations, financial institutions, federal and state governments, not-for-profit institutions, and higher education.

4-Year Bachelor Degree: 45 hours

BUS100 Introduction to Business 3
ACC201 Accounting Principles I 3
ACC202 Accounting Principles II 3
ECO211 Introduction to Economics 3
ECO212 Microeconomics 3
ACC311 Intermediate Financial Accounting I 3
ACC312 Intermediate Financial Accounting II 3
BUS302 Business Law 3
ACC439 Auditing 3
BUS432 Strategic Management 3
ACC491 Accounting Seminar 3
ACC Accounting Electives (See Note 1) 12

2-Year Associate Degree: 24 hours

BUS100 Introduction to Business 3
ACC201 Accounting Principles I 3
ACC202 Accounting Principles II 3
ECO211 Introduction to Economics 3
ECO212 Microeconomics 3
ACC Accounting Electives (See Note 1) 9

BUSINESS STUDIES

The curricula of this department are designed to foster an analysis, understanding, and evaluation of the changing nature, form, and function of the economy and the world of business.

The department offers six majors: Accounting, Business Administration, Economics, Finance, Management, and Marketing. The programs are designed to meet the needs of both the individual preparing for an occupation in one of the various areas of business, as well as the student who for either personal or career reasons wants to receive instruction in certain areas of business.

The four-year B.S. or B.A. degree is available in all six majors: Accounting, Business Administration, Economics, Finance, Management, and Marketing. Students may double major in any two of the six areas by completing the specific requirements of each major with no less than 60 semester hours of passing work in the two areas. Other double majors are possible by combining the study of one of the six departmental areas with a major in an area such as Communications, Computer Information Systems, Criminal Justice, English, History, Mathematics, Music, Political Science, Psychology, Social Work, or Sociology. Students also may select a two-year A.S. or A.A. degree in Accounting, Business Administration, or Economics.

Students should make application for admission to the business program and the specific major by the end of the sophomore year. All 300- and 400-level courses require admission to a Business Department major or consent of the professor.

Indiana Wesleyan University
### Business Requirements and Electives

The following table, referred to as "NOTE 1," shows the required and elective courses in each major offered by the Department of Business Studies.

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<tr>
<th>COURSE TITLE</th>
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<th>ACC</th>
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<td>BUS</td>
<td>MKG</td>
<td></td>
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<tr>
<td>Management Principles</td>
<td>MKG 260</td>
<td>BUS</td>
<td></td>
<td>MKG</td>
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<tr>
<td>Labor Relations</td>
<td>MKG 313</td>
<td>BUS</td>
<td>MKG</td>
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<tr>
<td>Small Business Management</td>
<td>MKG 324</td>
<td>BUS</td>
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<td>Human Resource Management</td>
<td>MKG 328</td>
<td>BUS</td>
<td>MKG</td>
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<tr>
<td>Production Management</td>
<td>MKG 334</td>
<td>BUS</td>
<td>MKG</td>
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</tr>
<tr>
<td>Comparative Management Styles</td>
<td>MKG 378</td>
<td>BUS</td>
<td>MKG</td>
<td></td>
<td></td>
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<tr>
<td>Organizational Behavior</td>
<td>MKG 443</td>
<td>BUS</td>
<td>MKG</td>
<td></td>
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<tr>
<td>Independent Study</td>
<td>VAR 470's</td>
<td>ACC</td>
<td>BUS</td>
<td>ECO</td>
<td>FIN</td>
<td>MKG</td>
<td>MKG</td>
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<tr>
<td>Practicum</td>
<td>VAR 480's</td>
<td>ACC</td>
<td>BUS</td>
<td>ECO</td>
<td>FIN</td>
<td>MKG</td>
<td>MKG</td>
</tr>
<tr>
<td>Seminar</td>
<td>VAR 490's</td>
<td>BUS</td>
<td></td>
<td>ECO</td>
<td></td>
<td>MKG</td>
<td>MKG</td>
</tr>
</tbody>
</table>

**KEY:**
- **ACC:** designates courses available as Accounting electives
- **BUS:** designates courses available as Business electives
- **ECO:** designates courses available as Economics electives
- **FIN:** designates courses available as Finance electives
- **MNG:** designates courses available as Management electives
- **MKG:** designates courses available as Marketing electives
- **REQ:** designates courses REQUIRED in each respective major
- **VAR:** designates various courses available in each of the six majors
- **@:** Or Quantitative Analysis or General Statistics
- **#:** REQUIRED if Economics is first major
- ***:** REQUIRED if Business Administration is first major

Indiana Wesleyan University
### Business Administration

#### Purpose:
The purpose of the Business Administration major is to prepare students for graduate study or for careers in business or government. Career opportunities include manager, sales representative, business owner, financial analyst, office manager, secretary, consultant, and teacher. Areas of employment could involve manufacturing, wholesaling, retailing, finance, service organizations, federal and state governments, not-for-profit institutions, and higher education.

#### 4-Year Bachelor Degree: 40 hours

- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- BUS294 Business Administration Elective (See Note 1) 3

#### 2-Year Associate Degree: 24 hours

- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3

#### Notes:
- Students whose first major is Business Administration may choose a cognate from the following areas: Accounting, Business Administration, Economics, Finance, Management, or Marketing and must include Business Seminar (BUS492). Students for whom Business Administration is a second or third major may use as a cognate 10 hours from Accounting, Business Administration, Communications, Computer Information Systems, Criminal Justice, Economics, English, Finance, History, Management, Marketing, Mathematics, Music, Political Science, Psychology, Social Work, or Sociology. Additional major areas may be used as a cognate upon receiving written permission from the Business Department.

### Economics

#### Purpose:
The purpose of the Economics major is to prepare students for graduate study or for careers in business, government, or teaching. Career opportunities include economic researcher, forecaster, analyst, and university teacher. (Economics majors desiring to teach Economics in the secondary schools need to take a double major in Economics and Social Studies and consult with the office of the Division of Social Science.) Employment could be with various governmental bodies, corporations, financial institutions, not-for-profit organizations, and higher education.

#### 4-Year Bachelor Degree: 40 hours

- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II (See Note 4) 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics (See Note 4) 3
- ECO444 Money and Banking 3
- ECO463 Economic Thought 3
- ECO Economics Electives (See Note 1) 12
- VAR Cognate (See Note 2) 10

#### 2-Year Associate Degree: 24 hours

- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II (See Note 4) 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- ECO Economics Electives (See Note 1) 12

#### Notes:
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II (See Note 4) 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- ECO Economics Electives (See Note 1) 12

NOTE 3: Students whose first major is Economics may choose a cognate from the following areas: Accounting, Business Administration, Economics, Finance, Management, or Marketing and must include Economics Seminar (ECO493). Students for whom Economics is a second or third major may use as a cognate 10 hours from Accounting, Business Administration, Communications, Computer Information Systems, Criminal Justice, Economics, English, Finance, History, Management, Marketing, Mathematics, Music, Political Science, Psychology, Social Work, or Sociology. Additional major areas may be used as a cognate upon receiving written permission from the Business Department.

NOTE 4: Or Quantitative/Analysis (MAT123) or General Statistics (MAT112).

FINANCE - B.S., B.A.

Purpose:
The purpose of the Finance major is to prepare students for graduate study or for careers in finance or government. Career opportunities include financial planner, financial analyst, securities analyst, investment banker, and university teacher. Areas of employment could involve financial institutions, not-for-profit organizations, federal and state governments, corporations, and higher education.

4-Year Bachelor Degree: 45 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FIN340 Managerial Finance 3
- BUS362 Business Law 3
- BUS352 Strategic Management 3
- FIN Finance Electives (See Note 1) 12

MARKETING - B.S., B.A.

Purpose:
The purpose of the Marketing major is to prepare students for graduate study or for careers in marketing or government. Career opportunities include advertising copywriter, media planner, buyer, public relations, sales representative, sales manager, customer service, product manager, consultant, new product development, corporate training, and university teacher. Areas of employment could involve manufacturing, retailing, wholesaling, various governmental bodies, not-for-profit institutions, and higher education.

4-Year Bachelor Degree: 45 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FIN340 Managerial Finance 3
- BUS362 Business Law 3
- BUS352 Strategic Management 3
- MKG Marketing Electives (See Note 1) 12

MANAGEMENT - B.S., B.A.

Purpose:
The purpose of the Management major is to prepare students for graduate study or for careers in management or government. Career opportunities include operations manager, production supervisor, human resource manager, entrepreneur, consultant, and university teacher. Areas of employment could involve retailing, wholesaling, manufacturing, various governmental bodies, not-for-profit institutions, and higher education.

4-Year Bachelor Degree: 45 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FNS40 Managerial Finance 3
- BUS362 Business Law 3
- BUS352 Strategic Management 3
- MNG496 Management Seminar 3
- MNG Management Electives (See Note 1) 12

Indiana Wesleyan University
CHEMISTRY

Purpose:
The Chemistry major is designed to provide the student with a general background in chemistry and to develop skills so that one is prepared for (1) graduate studies in chemistry; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in chemical research laboratories or environmental control laboratories; and (4) chemistry teaching positions.

Requirements:
A major in Chemistry requires 40 hours in chemistry or 30 hours in chemistry and 10 hours in an approved cognate area. Only courses numbered 125 and above count toward a major or minor in chemistry. All prerequisite courses require a grade of "C" or better. The following courses in chemistry must be included in the major:

Courses:  Credit hours
CHE125 General Chemistry I 5
CHE126 General Chemistry II 5
CHE235 Organic Chemistry I 4
CHE236 Organic Chemistry II 4
CHE350 Analytical Chemistry I 4
CHE440 Physical Chemistry I 3
CHE490 Biology/Chemistry Senior Seminar* 1
CHE495 Research in Chemistry 2

CHEMISTRY MINOR

Requirements:
CHE125-126 General Chemistry I and II 10
CHE235-236 Organic Chemistry I and II 8
CHE350 Analytical Chemistry I 4
CHE490 Biology/Chemistry Senior Seminar* 1
CHE Elective at or above the 200 level 1-4

*Note that the seminar is a Biology/Chemistry course which applies to both areas.

Chemistry Education:
See the Education section of the catalog for specific requirements for a Science teaching major.

COMMUNICATION ARTS

Purpose:
The purpose of the Communication Arts major is to prepare students to use their skills and intellectual resources to communicate a message with artistic design and personal impact. The major teaches what communication is; how to clothe that communication in contemporary images, methods, and media; and how to impact the target audience in contemporary society—all within a Christian worldview.

Major Requirements: 51 hours

Major Core Courses: 18 hours
COM115 Introduction to Human Communication 3
COM221 Introduction to Mass Communication 3
COM330 Principles of Public Relations 3
COM430 Communication Theory 3
COM470 Symbols and Imaging 3
COM480 Senior Project - Communications 3

Communication majors receive hands-on training at the IWU television station.
Area of Emphasis Courses: 21 hours

All majors must select an area of emphasis and must take 12 hours in the selected area chosen in consultation with the advisor. All majors must also take 3 hours from the list of approved courses for two other areas of emphasis or from courses approved by the department coordinator. In addition, majors must complete a three-hour internship in their chosen area of emphasis. The courses below are a sample of the courses from which students can choose in the emphasis areas.

**Journalism**
- COM224 Introduction to Journalism 3
- COM353 Magazine Writing 3
- COM483 Advanced Journalism 3
- COM485 Editorial Operation 3

**Mass Media Production**
- COM214 Audio Production 3
- COM215 Television Production 3
- COM362 Advanced Television Production 3
- COM223 Desktop Publishing 3

**Speech/Theater**
- COM218 Voice and Articulation 3
- COM228 Oral Interpretation 3
- COM252 Acting and Scene Study 3
- COM315 Principles of Stage Directing 3
- COM317 Theater History and Dramatic Literature I 3
- COM318 Theater History and Dramatic Literature II 3
- COM320 Argumentation and Persuasion 3

Cognate Courses: 12 hours

All majors must choose a cognate related to their area of emphasis. The cognate must be approved by the student’s advisor and the department coordinator. Possible cognate options include Art, Marketing, Music, or Writing. Students wishing to pursue in-depth study in a particular emphasis area may select additional communication courses to fulfill their cognate requirement.

Film Studies:
Those students interested in film studies may participate in a program offered by the Coalition for Christian Colleges and Universities in Hollywood. This program involves a study of the film industry from a Christian perspective. It provides students with hands-on experience and internships in the film business. The program is an intensive one-semester immersion in Film Studies in which the student may earn 16 credit hours. Students who are interested should anticipate some additional costs beyond regular tuition.

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**Purpose:**
The purpose of the Computer Information Systems (CIS) major is to prepare students to create and maintain software for computer-based systems. Because CIS generally does not exist apart from other fields, students study sufficient amounts of other disciplines to be able to communicate effectively with experts in fields for which Computer Information Systems are to be built.

The program develops an understanding of systematic problem-solving techniques and the systems approach to the design of solutions. In addition, extensive emphasis is placed on the translation of algorithmic solutions to various languages and computing techniques.

All CIS majors learn several contemporary computer programming languages, such as Pascal, COBOL, C/C++, Ada and assembler languages. These languages are used in applied courses throughout the program. The Applied Software Development Project gives students firsthand experience in creating a system, and the Senior Seminar gives students the opportunity to develop independent self-study skills for lifelong use.

Programming for class assignments is done on an HP 9000 or IBM-style desktop computer. This diversity allows an emphasis on the necessary adaptability of computer professionals in the 21st century.

**Requirements:**
The CIS major is designed as an applied major. Each student majoring in CIS takes 40 hours within the department—a core of common courses, plus nine approved credit hours numbered 300 and above. Additionally, each student selects and completes a cognate track in a complementary discipline. Specific courses are required for each track. At present, designated tracks include Business and Mathematics. Additionally, a student may elect an independent track in another appropriate discipline and work with an academic advisor from that department to design a set of cognate courses in support of a CIS major.

The CIS major may be completed as either a Science or an Arts degree depending on the set of General Education requirements completed.
Computer Information Systems, Criminal Justice Education

**Core Courses:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS114</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CIS115</td>
<td>Development of Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS116</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS150</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS218</td>
<td>Introduction to Object-Oriented</td>
<td>4</td>
</tr>
<tr>
<td>CIS225</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIS226</td>
<td>Machine Structures/Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS336</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CIS480</td>
<td>Applied Software Development Project</td>
<td>3</td>
</tr>
<tr>
<td>CIS490</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives hours (CIS courses numbered 300 and above):** 9

**Business Track Cognate Courses:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>MKG298</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>MNG290</td>
<td>Management Principles</td>
<td>3</td>
</tr>
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</table>

**Mathematics Track Cognate Courses:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253</td>
<td>Calculus I*</td>
<td>4</td>
</tr>
<tr>
<td>MAT254</td>
<td>Calculus II*</td>
<td>4</td>
</tr>
<tr>
<td>MAT255</td>
<td>Calculus III*</td>
<td>4</td>
</tr>
<tr>
<td>MAT353</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT355</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT373</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

*a student may complete any of these courses

**Independent Track Cognate Courses:** 12-16

Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

**COMPUTER INFORMATION SYSTEMS MINOR**

**Requirements:**
A minor in Computer Information Systems requires 24 hours of courses in the major, including the courses listed below and up to eight hours of approved elective courses numbered 200 and above.

**Credit hours**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS114</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CIS115</td>
<td>Development of Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS116</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS150</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CIS218</td>
<td>Introduction to Object-Oriented</td>
<td>4</td>
</tr>
<tr>
<td>CIS225</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

*a student may complete either one of these courses

**2-Year Associate Degree:**

The requirements for an associate degree in Computer Information Systems are the same as those listed for the minor.

**Criminal Justice Education**

**Purpose:**
The curriculum of the Criminal Justice major is designed to give the student an opportunity to prepare for a position in law enforcement, probation and other court services, corrections, or one of the many other agencies connected with the criminal justice system.

The Criminal Justice major gives the student an understanding of the three areas which comprise the criminal justice system: law enforcement, the courts, and corrections. A major objective of the program is to provide a Biblical Christian response to three basic questions: What conduct is (or should be) prohibited by law? How is it determined that a person is guilty of such conduct? What is (or should be) done with those who are found guilty?

The practicum program gives senior students on-site experience through placement with one of many agencies, including police and sheriff departments, probation departments, prosecutor’s office, and other agencies.

The Criminal Justice major is an excellent preparation for pre-law students, as well as those interested in graduate studies in criminal justice. The major is often combined with another discipline, allowing a student to graduate with a double major: Sociology, Political Science, Psychology, Business, History, and Addictions Counseling are excellent combinations with Criminal Justice.

**Requirements:**
A major consists of 30 hours in the Criminal Justice Department and a cognate of 10 hours which should be in a related area. Psychology Sociology, Political Science, Business, Addictions Counseling, or History are recommended.

In addition to the 30 hours in the Criminal Justice area, the following courses are recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST400</td>
<td>American Constitutional History</td>
<td>3</td>
</tr>
<tr>
<td>MAT112</td>
<td>General Statistics</td>
<td>3</td>
</tr>
<tr>
<td>POL200</td>
<td>State and Local Government and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Politics</td>
<td></td>
</tr>
<tr>
<td>PSI150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University

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Upon completion of the above criteria, the applicant’s name is submitted to the Teacher Education Committee and the Vice President of Student Development for final approval. Students who are denied admission may follow the appeals process as outlined in the Teacher Education Committee Policies Handbook.

Once admitted, the student must maintain the 2.75 cumulative and 3.00 major GPA standards on all university course work, exhibit professional demeanor both in university courses and clinical field placements, and remain a positive role model for both the university and the Teacher Education Program.

All professional education courses completed with a grade of "C-" or less must be repeated.

Admission to Student Teaching:
The Student Teaching Experience is a sixteen-week semester course in which students refine their skills gained throughout the Teacher Education Program. This capstone experience is composed of two eight-week placements in which students take charge of classrooms and fully engage in teaching. Based on approval of the Teacher Education Committee, students may opt for an eight-week experience in a local school and eight weeks in an overseas placement. Cross-cultural student teaching placements are available, providing the Teacher Education student the opportunity for a stronger, global perspective of teaching.

Application for Student Teaching must be submitted to the Office of Teacher Education by October 1 of the year prior to the Student Teacher semester (12-15 months in advance). To qualify for the Student Teaching semester, the student must be fully accepted into the Teacher Education Program, have attained senior status, have completed the prerequisite professional courses, and have completed at least three-fourths of the hours required for the major and minor endorsement areas for which student teaching will be done.

In order to be admitted to the Student Teaching semester the student must:
- complete a formal application for the student teaching semester (from the Office of Teacher Education);
- submit three faculty letters of support;
- write an autobiographical essay;
- write a personal Philosophy of Education;
- have maintained a minimum cumulative GPA of 2.75 and at least a 3.00 GPA in each teaching area and the professional education courses;
- complete successfully the Pre-Professional Skills Test (PPST)

EDUCATION

Purpose:
The Department of Teacher Education through the Teacher Education Program (TEP) offers professional education courses and coordinates the work in other departments of the university to prepare students to become teachers of excellence for elementary and senior high/junior high/middle schools in both public and private school arenas. The faculty at Indiana Wesleyan University believes that teacher education is a campus-wide responsibility. As a product of this cooperative perspective, the program reflects a collaboration of general education, subject matter concentration, and professional education courses. All programs offered by the department are approved by the Indiana State Board of Education, the Indiana Professional Standards Board, the North Central Association of Colleges and Schools, and the National Council for Accreditation of Teacher Education (NCATE). The Teacher Education Program, in cooperation with area school systems, offers clinical field experiences for prospective teachers throughout the program of study.

Admission to the Teacher Education Program:
Application for admission to the Teacher Education Program may be made by students at the completion of 32 semester hours, including 6 semester hours of Teacher Education courses and completion of the math competency test. The applicant must:
- have a minimum cumulative GPA of 2.75 and a 3.00 in each teaching major, including Teacher Education courses;
- complete a formal application (available at the Teacher Education Office);
- submit an autobiography;
- participate in a formal interview with the Director of Teacher Education;
- meet cutoff scores on the Pre-Professional Skills Tests.

Criminal Justice Education, Education

PSY366 Psychology of Abnormal Behavior 3
SOC150 Principles of Sociology 3
SOC152 Social Problems 3
SOC200 Marriage and Family 3
SOC330 Minority Group Relations 3
SOC360 Social Psychology 3

2-Year Associate Degree:
A two-year associate degree is also offered which requires 24 hours of selected Criminal Justice courses.

2-Year Associate Degree:

Criminal Justice Education, Education
Once the above qualifications are met, the student's name is submitted to the Teacher Education Committee (TEC) and to the Vice President for Student Development. The application is then voted upon for approval into the Student Teaching semester. The student is notified in writing as to the decision of both parties. If students are denied admission to the Student Teaching semester, they are notified of the appeals process as outlined in the Teacher Education Committee Policies Handbook.

Teacher Certification:
Prior to graduation, the student should have completed all Specialty Area sections of the NTE. In addition, application for Indiana Teacher Certification should be filed with the Office of Teacher Education Certification (OTEC). Necessary information on this application procedure is available through OTEC or the Teacher Certification Officer.

TEACHER EDUCATION PROGRAM
The courses in the Teacher Education Program provide a social, philosophical, psychological, and historical framework in which students can develop a personal philosophy of teaching. The Indiana Wesleyan University Teacher Education Program's knowledge base model, "Teacher as Decision Maker," emphasizes decision-making within eight domains: (1) content/subject matter expertise; (2) personal development (morals and ethics); (3) professional development; (4) rights and responsibilities; (5) methodology; (6) management of time, classroom, and behaviors; (7) communication; (8) global and multicultural perspectives.

INTEGRATION OF FAITH AND LEARNING: The eight domains are integrated in the context of faith and learning as students discover the relationship between teaching and Biblical principles.

The program is a blend of liberal arts education, content-specific course work, and clinical field placements which work together to provide the student with teaching situations that allow the theory (presented within the university classroom) to become applied knowledge within the world of the practitioner. All professors within the education component of the program have had classroom experience and continue to work closely with current practicing teachers.

During Stage B, students work alongside practicing teachers within a variety of instructional settings. Prior to the Student Teaching semester, Stage D students will have more than 500 clock hours of classroom experience in clinical field placements. (See diagram on page 73.)

Programs are divided among three areas: Elementary Education, All Grade Certification (K-12), and Senior High/Junior High/Middle School Certification (5-12).

### Areas of specialization include:
- Elementary Education (1-6)
- Elementary Education with Special Education
- Elementary Education with Kindergarten Endorsement**
- Elementary Education with Language Arts Endorsement*
- Elementary Education with Science Endorsement*
- Elementary Education with Math Endorsement*
- Elementary Education with Social Studies Endorsement*
- Elementary Education with Spanish Minor*
- Elementary Education with Music Minor*

* requires additional course work to be certified grades 1-9 in the specific content area specified
** requires additional course work for Kindergarten Certification

### All Grade Certification (K-12)

<table>
<thead>
<tr>
<th>Area</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Education</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music Education—Choral</td>
<td>47 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music Education—Instrumental</td>
<td>47 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music Education—Choral, General, and Instrumental</td>
<td>55 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Physical Education</td>
<td>55 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Special Education</td>
<td>55-58 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>58 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Mildly Mentally Handicapped</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Mild Disabilities</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Seriously Emotionally Handicapped</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

### Senior High/Junior High/Middle School Certification (5-12)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>53 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>34 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Chemistry/Biology</td>
<td>59 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>English</td>
<td>36 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>36 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Mathematics/Computers</td>
<td>30/10 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music—Choral</td>
<td>46 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music—Instrumental</td>
<td>46 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Music—C, G, and I</td>
<td>54 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Physical Education (5-12)</td>
<td>41 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Physical Education (K-12)</td>
<td>55 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Social Studies</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Spanish</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabled</td>
<td>58 hours</td>
<td>27 hours</td>
</tr>
<tr>
<td>Mildly Mentally Handicapped</td>
<td>35 hours</td>
<td>27 hours</td>
</tr>
<tr>
<td>Mild Disabilities</td>
<td>55 hours</td>
<td>27 hours</td>
</tr>
<tr>
<td>Seriously Emotionally Handicapped</td>
<td>55 hours</td>
<td>27 hours</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>36 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Visual Arts (K-12)</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

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Indiana Wesleyan University
A Coaching Endorsement (16 hours of specified course work) may be applied to any of the above programs.

**ELEMENTARY EDUCATION - B.S., B.A.**

### GENERAL EDUCATION (53)

**Humanities Core (12)**
- ENG180 Humanities World Literature (3)
- HST180 Humanities World Civilization (3)
- MUS100 Humanities Fine Arts (3)
- PHL180 Humanities Philosophy (3)

**Biblical Literature (6)**
- BL101 Old Testament Survey (3)
- BL102 New Testament Survey (3)

**English (12)**
- ENG120 English Composition (3)
- ENG165 English Language and Composition or WRI234 Advanced Writing (3)
- Any literature above 200 (3)
- Oral Communication (3)

**History/Social Science (9)**
- HST101 American Civilization to 1865 (3)
- HST102 American Civilization after 1865 (3)
- PSY150 General Psychology (3)
- Social Science Elective (to be taken from Economics, Political Science, or Sociology) (3)

**Physical Education (3)**
- PHE101 Concepts of Health and Wellness (1)
- Electives: two hours to be chosen from courses numbered PHE102-139. (2)

**Science/Mathematics (11)**
- Biology or any life science (4)
- Earth/Space Science (3)
- EAR130 Earth Science or EAR160 Rocks and Minerals or GEO201 Physical Geography

### Intercultural Experience (3)
Requirements are met through placements in the Professional Education sequence.

Education majors receive intense practical experience before they graduate.

**ELEMENTARY EDUCATION with Kindergarten Endorsement**

The purpose of this endorsement is to provide an understanding of the five- and six-year-old child to the individual who wishes to teach Kindergarten. This endorsement can be added to the Elementary license and qualifies a candidate to teach Kindergarten.

**Course Requirements:**

- EDU243 Nutrition for Young Children (3)
- EDU271 Kindergarten Education I (3)
- EDU272 Kindergarten Education II (3)
- EDU273 Kindergarten Practicum (3)
- PHE242 Elementary Physical Education (3)
PROFESSIONAL EDUCATION

The professional studies experiences begin early in the student’s educational career. Field experiences are planned throughout the program and culminate with a minimum of 16 weeks of full-time student teaching. Any professional education course completed with a grade of “C-“ or less must be repeated. The following stages are approximately equivalent to the freshman, sophomore, junior, and senior years.

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION</th>
<th>SENIOR/JUNIOR HIGH/MIDDLE SCHOOL/ALL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE A—Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>EDU130 American Education</td>
<td>EDU110 American Education</td>
</tr>
<tr>
<td>CIS200 Computers in Education</td>
<td>CIS200 Computers in Education</td>
</tr>
<tr>
<td><strong>STAGE B—Acquisition</strong></td>
<td></td>
</tr>
<tr>
<td>PSY251 Child Development</td>
<td>EDU240 Educational Psychology</td>
</tr>
<tr>
<td>EDU290 Introduction to Elementary Education</td>
<td>EDU240C Educational Psychology - Clinical Experience</td>
</tr>
<tr>
<td>EDU295 School Observation/Participation</td>
<td>EDU259 Principles of Teaching</td>
</tr>
<tr>
<td></td>
<td>EDU259C Principles of Teaching - Clinical Experience</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STAGE B, C, or D</strong></td>
<td></td>
</tr>
<tr>
<td>ART371 Art for Elementary Teachers</td>
<td>PSY376 Psychology of Exceptional Children</td>
</tr>
<tr>
<td>PSE376 Psychology of Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>MUS381 Music for Elementary Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STAGE C—Integration</strong></td>
<td></td>
</tr>
<tr>
<td>EDC334 Language Arts Methods</td>
<td>EDC324 Reading in the Content Area</td>
</tr>
<tr>
<td>EDC365 Children’s Literature</td>
<td>EDC382 Methods of Teaching Senior High/ Junior High/Middle School</td>
</tr>
<tr>
<td>EDC385 Developmental Reading</td>
<td>EDC383 Senior High/Junior High/</td>
</tr>
<tr>
<td>EDC386 Corrective Reading</td>
<td>EDC390/391 Junior Professional/Experiential Clinical Experience</td>
</tr>
<tr>
<td>EDC386 Junior Professional/Experiential Clinical Experience</td>
<td>Middle School Practicum</td>
</tr>
<tr>
<td>EDC456 Social Studies/Science Methods</td>
<td></td>
</tr>
<tr>
<td>MAT105/106 Mathematics Methods and Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STAGE D—Application</strong></td>
<td></td>
</tr>
<tr>
<td>EDC491 Supervised Student Teaching in Elementary School</td>
<td>EDC490/492 Supervised Student Teaching in Senior/Junior High/Middle School (5-12)</td>
</tr>
<tr>
<td>EDC495 Student Teaching Seminar</td>
<td>EDC495 Student Teaching Seminar</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
ELEMENTARY EDUCATION with Junior High/ Middle School Endorsement

The extension of the Standard or Provisional Elementary License (grades 1-6) to the Junior High/Middle School license qualifies the holder to teach in middle school or junior high school in the State of Indiana (grades 1-9). This endorsement may be added by meeting the following requirements:

1. Complete the required number of additional semester hours in one of the supporting areas listed below.

2. Complete the following Professional Education hours:
   - EDU370 Junior High/Middle School Practicum 3
   - EDU471 Methods of Teaching Junior High/ Middle School 3

SUPPORTING AREAS

Language Arts 21

The following requirements for the Language Arts Endorsement are met through courses also required of Elementary Education majors in the General Education or Professional Education course sequences.

- EDU265 Literature for Adolescents 3
- EDU370 Junior High/Middle School Practicum 3
- EDU471LA Methods of Teaching Junior High/Middle School Language Arts 3
- ENGI20 English Composition or ENGI65 English Language and Composition (3)
- ENG233 American Literature Survey 3
- ENG241 Studies in English Grammar 3
- WR234 Advanced Writing 3

Mathematics 26

Prerequisite: two years of high school algebra and one year of high school geometry.

- MAT106 Mathematics Methods and Materials 3
- MAT112 General Statistics 3
- MAT114 Trigonometry 3
- MAT123 Quantitative Analysis 3
- MAT145 Finite Mathematics 3
- MAT253 Calculus I 4
- MAT254 Calculus II 4
- MAT343 Linear Algebra 3

Social Studies 27

The following requirements for the Social Studies Endorsement are met through courses also required of Elementary Education majors in the General Education or Professional Education course sequences plus the following courses:

1. Education courses:
   - EDU370 Junior High/Middle School Practicum 3
- EDU471SS Methods of Teaching Junior High/ Middle School Social Studies 3

2. Any two of the history surveys:
   - HST101 American Civilization to 1865 (3)
   - HST102 American Civilization after 1865 3
   - HST103 Recent American History and Politics 3

3. Political Science
   - POL100 American Government or POL200 State and Local Government and Politics 3

4. Two of the following courses:
   - ECO211 Introduction to Economics 3
   - GEO202 Political and Cultural Geography 3
   - HST103 Recent American History and Politics 3
   - SOC150 Principles of Sociology 3

5. The following course:
   - PSY130 General Psychology (3)

Science 24

The following requirements for the Science Endorsement are met through courses also required of Elementary Education majors in the General Education or Professional Education course sequences plus the following courses:

- BIO125 Principles of Biology I (4)
- BIO203 Environmental Conservation 3
CHE125  General Chemistry I  5
EAR130  Earth Science (3)
EARJ31  Earth Science Lab  1
PHY120  Physical Science (4)
Science Electives  4

SENior HIGH-JUNIOR HIGH-MIDDLE
SCHOOL (Grades 9-12) and All Grade School
Program (Grades K-12) - B.S., B.A.

GENeral EDUCATION

Humanities Core  12
ENG100  Humanities World Literature  3
HST100  Humanities World Civilization  3
MUS100  Humanities Fine Arts  3
PFL100  Humanities Philosophy  3

Biblical Literature  6
BIL101  Old Testament Survey  3
BIL102  New Testament Survey  3

English  12
ENG120  English Composition  3
Advanced Writing  3
Any literature over 200  3
Oral Communication  3

History/Social Science  9
PS125  General Psychology  3
Sociology Elective  3
Elective (to be taken from Economics, History, or Political Science)  3

Physical Education  3
PHE101  Concepts of Health and Wellness  1
Electives: two hours to be chosen from courses numbered PHE102- PHE139.  2

Science/Mathematics/Computer Science  10
CIS200  Computers in Education (3)
Must include one 4-hour laboratory science course.  4
Elective: three hours to be chosen from science or mathematics.  3

Intercultural Experience  3
Requirements are met through placements in the Professional Education sequence.

TEACHING AREAS

ENGLISH (5-12)

English Major  36
ENG220  Approaches to Literary Analysis  3
Advanced Composition  3
WR1234  Advanced Writing (or other advanced writing courses)

Linguistics  6
ENG241  Studies in English Grammar  3
ENG455  Approaches to Modern English Grammar  3

Literature  18
ENG190  Humanities World Literature  3
Literature electives including American, British, and Comparative  15

Communications  (3)
COM110  Speech Communications  3
COM210  Advanced Public Speaking  3
Electives  3

ENGLISH MINOR  24

ENG220  Approaches to Literary Analysis  3
Advanced Composition  3
WR1234  Advanced Writing (or other advanced writing courses)

Linguistics  3
ENG455  Approaches to Modern English Grammar  3

Literature  12
ENG190  Humanities World Literature  3
Literature electives including American, British, and Comparative  9

Communications  (3)
COM110  Speech Communications  3
COM210  Advanced Public Speaking  3

Secondary Education, English
### MATHEMATICS (S-12)

#### Mathematics Major 40-43

Candidates for a Standard Teaching Certificate in Mathematics (S-12) must complete a major of 40 hours in mathematics and 10 additional hours in computer science. Prerequisite: two years of high school algebra and a year of high school geometry.

**Required Courses:** 40

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT254</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT323</td>
<td>Discrete Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>MAT333</td>
<td>Modern Geometry*</td>
<td>4</td>
</tr>
<tr>
<td>MAT343</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT344</td>
<td>Modern Abstract Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>MAT353</td>
<td>Differential Equations*</td>
<td>3</td>
</tr>
<tr>
<td>MAT363</td>
<td>Mathematical Statistics*</td>
<td>4</td>
</tr>
<tr>
<td>MAT373</td>
<td>Numerical Analysis*</td>
<td>3</td>
</tr>
<tr>
<td>MAT490</td>
<td>Math Senior Seminar*</td>
<td>1</td>
</tr>
<tr>
<td>MAT Electives</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

*Required for the 30 mathematics hours plus 10 hours of computer science and including the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS146</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CIS200</td>
<td>Computers in Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### MATHEMATICS MINOR 24

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT254</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT343</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT344</td>
<td>Modern Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT363</td>
<td>Mathematical Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### MUSIC (K-12)

#### Music Major 40-54

All Music Education students must take the following core of 40 hours of music courses. Each area of certification requires the additional courses as indicated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS101-302</td>
<td>Applied Study</td>
<td>8</td>
</tr>
<tr>
<td>MUS110-315</td>
<td>Class Piano (competency)</td>
<td></td>
</tr>
<tr>
<td>MUS162</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS164</td>
<td>Ear Training I</td>
<td>1</td>
</tr>
<tr>
<td>MUS261</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS263</td>
<td>Ear Training II</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Recommended electives may be chosen as schedules allow:

- MUS264 Music Theory III 3
- MUS266 Ear Training III 1
- MUS270 Foreign Languages for Musicians 3
- MUS285 Beginning Conducting 2
- MUS300 Arranging 1
- MUS361 Form and Analysis 2
- MUS371 Music History and Literature I 3
- MUS372 Music History and Literature II 3
- MUS383 Elementary Music Methods for Music Majors 2
- MUS442 Senior Recital 2
- MUS490 Senior Seminar 2
- Recital Attendance
- MUS491 Show Choir Techniques 1

#### Music: Choral

*(40 core hours + 6 hours)*

(K-12 Teaching Certificate, Standard License)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS286</td>
<td>Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS295</td>
<td>Show Choir Techniques</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Music: Instrumental

*(40 core hours + 6 hours)*

(K-12 Teaching Certificate, Standard License)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS281-284</td>
<td>Instrumental Techniques</td>
<td>4</td>
</tr>
<tr>
<td>MUS363</td>
<td>Instrumental Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Music: Choral, General, and Instrumental

*(40 core hours + 14 hours)*

(All Grades Teaching Certificate, Standard License)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS280</td>
<td>Choral Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS283-284</td>
<td>Instrumental Techniques</td>
<td>4</td>
</tr>
<tr>
<td>MUS362</td>
<td>Vocal Literature and Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS363</td>
<td>Instrumental Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS</td>
<td>Second area of applied study</td>
<td>6</td>
</tr>
</tbody>
</table>

---

Secondary Education, Mathematics, Music
MUSIC MINOR  

This minor may be added to any instructional license; its coverage is the grade level of the license with the following exceptions: (1) coverage for the Senior High/Junior High/Middle School Instructional License is for grades 5-12; (2) coverage for an All Grade Instructional License is for K-12; (3) coverage for the Elementary License is for grades 1-6.

The Music minor is designed for the student with a major in another discipline who has an interest in music. The music minor curriculum strengthens and enriches students’ music background and may also qualify them for minor licensing in teaching.

- **MUS162** Music Theory I 3
- **MUS261** Music Theory II 3
- **MUS371** Music History and Literature I or **MUS372** Music History and Literature II 3
- **MUS** Conducting 2
- **MUS383** Elementary Music Methods for Music Majors
- **EDU382MU** Methods of Teaching Senior High/ Junior High/Middle School Music 2
- **Electives** 3

PHYSICAL EDUCATION (K-12)

Physical Education Major  
(Teaching Certificate, Standard License Grades 5-12)

**Required Courses:**
- **BIO111** Anatomy and Physiology I 4
- **PHE155** Introduction to Physical Education, Sport, and Wellness 3
- **PHE157** Rhythms 2
- **PHE229** Cardiopulmonary Resuscitation 1
- **PHE230** American Red Cross Standard First Aid 2
- **PHE341** Team Sports 3
- **PHE345** Individual/Dual Sports I 3
- **PHE371** Administration of Physical Education and Athletics 3
- **PHE374** Physiology of Exercise 3
- **PHE376** Kinesiology 3
- **PHE378** Tests and Measurements 3
- **PHE385** Psychology of Motor Learning 3
- **PHE423** Adapted Physical Education 3
- **EDU382PE** Methods of Teaching Senior High/Junior High/Middle School Physical Education 2
- **EDU383PE** Senior High/Junior High/Middle School Practicum 3

PHYSICAL EDUCATION MINOR  
(Teaching Certificate, Standard License Grades 5-12)

**Required Courses:**
- **BIO111** Anatomy and Physiology I 4
- **PHE155** Introduction to Physical Education, Sport, and Wellness 3
- **PHE157** Rhythms 2
- **PHE341** Team Sports 3
- **PHE345** Individual/Dual Sports I 3
- **PHE374** Physiology of Exercise 3
- **PHE376** Kinesiology 3
- **PHE378** Tests and Measurements 3
- **PHE385** Psychology of Motor Learning 3
- **PHE423** Adapted Physical Education 3
Candidates for the Teaching Certificate, Standard License in Science, must complete one of the following majors which meet the curriculum requirements of the National Science Teachers Association (NSTA):

- **Dual Field Biology/Chemistry Major** 59
- **Single Field Chemistry Major** 53
- **Single Field Biology Major** 52-53

**Dual Field BIOLOGY/CHEMISTRY Major** 59

**Core Courses:**
- EAR130 Earth Science 3
- MAT253 Calculus I 4
- P0211 General Physics I 4

**Biology Courses:**
- BR012 Principles of Biology I 4
- BR020 Animal Biology 4
- BR021 Plant Biology 4
- BR022 Microbiology 4
- BR023 Environmental Conservation 4
- BR030 Ecology 3
- BR0 Biology Elective 3

**Chemistry Courses:**
- CHE125 General Chemistry I 5
- CHE126 General Chemistry II 5
- CHE235 Organic Chemistry I 4
- CHE350 Analytical Chemistry I 4
- CHE450 Biological Chemistry 4
- CHE440 Physical Chemistry I 3
- CHE490 Biology/Chemistry Senior Seminar 1

**Single Field CHEMISTRY Major** 54

**Core Courses:**
- BR012 Principles of Biology I 4
- EAR130 Earth Science 3
- EAR131 Earth Science Lab 1
- MAT253 Calculus I 4
- P0211 General Physics I 4
- P0212 General Physics II 4

**Health and Safety Minor (5-12)** 25

**Required Courses:**
- BIO111 Anatomy and Physiology I 4
- PHE162 Personal Health 3
- PHE163 School Health and Safety 3
- PHE229 Cardiopulmonary Resuscitation 1
- PHE230 American Red Cross Standard First Aid 2
- PHE362 Nutrition and Health 3
- PHE365 Public and Community Health 3
- PHE366 Alcohol and Drug Education 3
- SOC132 Social Problems 3

**Coaching Endorsement** 16

**Required Courses:**
- ATR195 Introduction to Athletic Training 2
- ATR198 Athletic Training Clinical Field Experience I 1
- PHE165 Principles/Problems of Coaching 3
- PHE374 Physiology of Exercise 3
- PHE376 Kinesiology 3

**Electives:** Any four of the following 4
- PHE129 Water Safety Instructor* 2
- PHE261 Coaching of Baseball and Softball 1
- PHE263 Coaching of Basketball 1
- PHE272 Coaching of Tennis 1
- PHE274 Coaching of Track and Field 2
- PHE275 Coaching of Volleyball 1
- PHE276 Coaching of Soccer 1
- PHE277 Coaching Golf 1

*required to coach swimming in Indiana.
## Chemistry Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE125</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHE126</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHE235</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHE236</td>
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<tr>
<td>CHE350</td>
<td>Analytical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE430</td>
<td>Biological Chemistry</td>
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</tr>
<tr>
<td>CHE440</td>
<td>Physical Chemistry I</td>
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<tr>
<td>CHE481</td>
<td>Advanced Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHE490</td>
<td>Chemistry/Chemistry Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHE</td>
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</table>

## Single Field BIOLOGY Major

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
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<td>General Chemistry I</td>
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<tr>
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<tr>
<td>EAR130</td>
<td>Earth Science</td>
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<td>EAR131</td>
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<tr>
<td>PHY211</td>
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## Biology Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>BIO125</td>
<td>Principles of Biology I</td>
<td>4</td>
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<tr>
<td>BIO201</td>
<td>Animal Biology</td>
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<tr>
<td>BIO202</td>
<td>Plant Biology</td>
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<tr>
<td>BIO213</td>
<td>Microbiology</td>
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<td>BIO203</td>
<td>Environmental Conservation</td>
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<td>BIO301</td>
<td>Ecology</td>
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<td>BIO311</td>
<td>Mammalian Anatomy</td>
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<td>BIO312</td>
<td>General Physiology</td>
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<tr>
<td>BIO330</td>
<td>Histology</td>
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<tr>
<td>BIO411</td>
<td>Vertebrate Development</td>
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<tr>
<td>BIO412</td>
<td>Genetics</td>
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<td>Biology/Chemistry Senior Seminar</td>
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## Chemistry Courses:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHE125</td>
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<td>CHE236</td>
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<td>CHE350</td>
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<td>CHE430</td>
<td>Biological Chemistry</td>
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<td>CHE440</td>
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<td>CHE481</td>
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<td>CHE</td>
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## Biology Courses:

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>4</td>
</tr>
<tr>
<td>BIO330</td>
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<tr>
<td>BIO490</td>
<td>Biology/Chemistry Senior Seminar</td>
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</tr>
</tbody>
</table>
Secondary Education, Social Studies, Spanish Minor

HST370 International Cultural Studies 3
HST380 History of Middle East and Africa 3
HST430 History and Social Science Seminar* 3
HST475 Independent Study in History 1-3

*Required courses

SUPPORTING AREAS 24

Economics
CON253 Contemporary Economic Problems: Free to Choose 2-3
ECO211 Introduction to Economics* 3
ECO232 Microeconomics 3
ECO270 Comparative Economic Systems 3
ECO305 Entrepreneurship 3
ECO320 American Economic History 3
ECO385 Public Administration and Finance 3
ECO444 Money and Banking 3
ECO454 International Economics 3
ECO483 Economic Thought 3
ECO473 Independent Study in Economics 1-3
ECO493 Economics Seminar 3
MKG298 Marketing Principles 3
MNG313 Labor Relations 3

Government
BUS361 Introduction to Law 3
ECO385 Public Administration and Finance 3
HST301 American Foreign Relations 3
HST302 American Political Parties 3
HST480 American Constitutional History 3
POL100 American Government* 3
POL290 State and Local Government and Politics 3
POL254 Foreign Governments 3
POL367 Political Thought 3
POL401 Political Science Seminar 3
POL473 Independent Study in Political Science 1-3

Psychology
HST380 Western/American Intellectual and Social History 3
PSY150 General Psychology* 3
PSY162 Physiological Psychology 3
PSY250 Developmental Psychology 3
PSY251 Child Development 3
PSY252 Adolescent Growth and Development 3
PSY340 Psychology of Mental Health 3
PSY365 Psychology of Personality 3

PSY366 Psychology of Abnormal Behavior 3
PSY376 Psychology of Exceptional Children 3
PSY475 Psychology - Independent Study 1-3
PSY495 History and Systems of Psychology 3
SOC170 Aging in America 3
SOC310 Sociology of the Family 3
SOC360 Social Psychology 3

SUPPORTING AREAS

Economics
CON253 Contemporary Economic Problems: Free to Choose 2-3
ECO211 Introduction to Economics* 3
ECO232 Microeconomics 3
ECO270 Comparative Economic Systems 3
ECO305 Entrepreneurship 3
ECO320 American Economic History 3
ECO385 Public Administration and Finance 3
ECO444 Money and Banking 3
ECO454 International Economics 3
ECO483 Economic Thought 3
ECO473 Independent Study in Economics 1-3
ECO493 Economics Seminar 3
MKG298 Marketing Principles 3
MNG313 Labor Relations 3

Government
BUS361 Introduction to Law 3
ECO385 Public Administration and Finance 3
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HST302 American Political Parties 3
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PSY252 Adolescent Growth and Development 3
PSY340 Psychology of Mental Health 3
PSY365 Psychology of Personality 3

PSY366 Psychology of Abnormal Behavior 3
PSY376 Psychology of Exceptional Children 3
PSY475 Psychology - Independent Study 1-3
PSY495 History and Systems of Psychology 3
SOC170 Aging in America 3
SOC310 Sociology of the Family 3
SOC360 Social Psychology 3

Sociology
SOC150 Principles of Sociology* 3
SOC152 Social Problems 3
SOC200 Marriage and Family 3
SOC225 Cultural Anthropology 3
SOC246 Criminology 3
SOC350 Minority Group Relations 3
SOC360 Social Psychology 3
SOC410 Sociology Seminar 3
SOC475 Independent Study in Sociology 1-3
SOC479 Sociological Theory 3

*Required courses

SPANISH MINOR

Purpose:
The program in Spanish is designed to prepare students to teach Spanish in grades K-12, grades 5-12, or grades 1-6 when the basic preparation level is all grade, senior high/junior high/middle school, or elementary school respectively. Students must have completed all requirements in either all grade or senior high/junior high/middle school education.

Required Courses: 21

SPA237 Intermediate Spanish I 3
SPA238 Intermediate Spanish II 3
SPA437 Spanish Conversation/Composition 3
SPA438 Latin American History 3
SPA434 Latin American History 3
SPA437 Survey of Spanish Literature 3
SPA438 Survey of Spanish American Literature 3

Elective: 3

SPA470 Mexican Culture and Language Studies in Mexico 3
SPA471 Hispanic Culture in the U.S. 3
SPA461 Contemporary Spanish Literature 3
SPA462 Spanish Short Stories 3
SPA475 Independent Study - Spanish 1-3
Listed below are the number of credit hours required in listed areas for a teaching certificate:

<table>
<thead>
<tr>
<th></th>
<th>5-12</th>
<th>K-12</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Two-D Problems</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Three-D Problems</td>
<td>9</td>
<td>9</td>
<td>6</td>
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<tr>
<td>History and Appreciation</td>
<td>9</td>
<td>9</td>
<td>6</td>
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<td>Organization</td>
<td>2</td>
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<tr>
<td>Electives</td>
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<td>20</td>
<td>3</td>
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<td><strong>TOTAL REQUIRED</strong></td>
<td><strong>36</strong></td>
<td><strong>52</strong></td>
<td><strong>24</strong></td>
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</tbody>
</table>

Elective courses may be selected from the following lists in addition to required courses. Codes denote courses which are required for various licenses and given areas.

### Two-Dimensional Problems
- ART121 Drawing I* 3
- ART221 Drawing II 3
- ART224 Design I: Two-Dimensional Design* 3
- ART232 Airbrush I 3
- ART234 Photography I 3
- ART266 Printmaking I 3
- ART290 Visual Communications--Graphic Design 3
- ART291 Commercial Layout and Design 3
- ART331 Painting I 3
- ART332 Painting II 3
- ART335 Airbrush II 3
- ART336 Contemporary Photo Techniques 3
- ART336 Printmaking II 3
- ART337 Introduction to Computer Graphics 3
- ART337 Illustration I 3
- ART339 Color Theory 3
- ART339 Contemporary Painting Techniques 3
- ART434 Digital Photography 3

*Required for Grade 5-12 and Grade K-12 certification and for minor

### Three-Dimensional Problems
- ART228 Metalsmithing I 3
- ART230 Stained Glass I 3
- ART241 Ceramics I 3
- ART251 Sculpture I 3

*Required for Grade 5-12 and Grade K-12 certification

### History and Appreciation of Art
- ART381 Art History I 3
- ART382 Art History II 3
- ART383 Early Renaissance 3
- ART384 High Renaissance 3
- ART385 Baroque Art 3
- ART386 Impressionism 3
- ART387 Modern Art 3
- MUS180 Humanities Fine Arts* 3

*Required for Grade 5-12 and Grade K-12 certification

### ART MINOR

The Art minor may be added to any Instructional License; its coverage is the grade level of the license with the following exceptions: (1) coverage for the Senior High/Junior High/ Middle School Instructional License is grades 5-12; (2) coverage for an All Grade License is K-12 when the basic preparation level is K-12.

**Required Courses:**
- ART121 Drawing I 3
- ART221 Drawing II 3
- ART224 Design I: Two-Dimensional Design 3
- ART334 Design II: Three-Dimensional Design 3
- ART Any course in Art History 3
- ART Any Three-Dimensional Problems 3

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Indiana Wesleyan University

81
The program in special education is designed to train teachers to serve persons with mild intellectual disabilities, behavior disorders, learning disabilities, and mild disabilities. Graduates of the program have:

- understanding of the provision of special education in the regular classroom environment;
- effective use of state-of-the-art methods in special education;
- knowledge of effective service delivery models for learners with disabilities;
- awareness of alternative resources for serving learners with disabilities;
- skill in working with families of learners with disabilities;
- attitude of lifelong learning as a special education professional.

Four guiding principles are foundational to the special education program:

1. God created all persons, including persons with disabilities, and each is valuable (Psalm 139:13-16).
2. When included as part of society, persons with disabilities have something to offer (I Corinthians 12:12-26).
3. The task of the educator is to teach persons with or without disabilities to fulfill their role in society (I Thessalonians 5:14).
4. Acceptance of these individuals, as they are, is a primary and essential part of teaching (John 4:5-27).

In order to help teachers fulfill this commission, four major and three minor programs are available. In each program, there are two components: core program and specialization program.

### MAJOR CORE PROGRAM

The core program in special education provides the prospective teacher with a breadth of background in the field. The program consists of seven courses:

- CIS200 Computers in Education 3
- EDS200 Special Education and Inclusive Programs 3
- EDS210 Introduction to Learning Disabilities 3
- EDS220 Introduction to Mental Retardation 3
- EDS230 Introduction to Learning Disabilities 3
- EDS240 Developmental Reading 3
- EDS250 Developmental Psychology 3
- EDUC304 Methods of Teaching Elementary Special Education 3
- EDS305 Methods of Teaching SH/JH/MS Special Education 3
- PSY376 Psychology of Exceptional Children 3

### MAJOR SPECIALIZATION PROGRAM

Once the prospective special education teacher has identified an area of concentration in special education, coursework is individualized based on the program of study. These include:

- EDS230 Assessment in Special Education 3
- EDS250 Behavior Management in Special Education 3
- EDS260 Special Education Practicum I 3
- EDS270 Special Education Practicum II 3
- EDS280 Supervised Student Teaching in Special Education 15
- EDU495 Student Teaching Seminar 1

NOTE: Teacher trainees obtaining a double major in elementary or secondary education and special education also take the courses in the appropriate discipline.

The following courses are required for teacher trainees interested in obtaining certification in specific areas of special education:

#### Learning Disabled

Enables teachers to work with learners with learning disabilities.

- EDS210 Introduction to Learning Disabilities 3
- EDS250 Developmental Reading 3
- EDS260 Corrective Reading 3

#### Mildly Mentally Handicapped

Enables teachers to work with learners with mild intellectual disabilities.

- EDS220 Introduction to Mental Retardation 3
- PSY250 Developmental Psychology 3

#### Mild Disabilities

Enables teachers to work with learners with mild disabilities.

- EDS210 Introduction to Learning Disabilities 3
- EDS220 Introduction to Mental Retardation 3
**Seriously Emotionally Handicapped** 6

Enables teachers to work with learners with behavior disorders.

- EDS230 Introduction to Emotional/Behavioral Disabilities 3
- PSY366 Psychology of Abnormal Behavior 3

Teacher trainees majoring in elementary-secondary, or special education may obtain a minor in three areas: learning disabled, mildly mentally handicapped, or seriously emotionally handicapped. Once the prospective special education teacher has identified an area of concentration in special education, course work is individualized based on the program of study.

**MINOR CORE PROGRAM** 24

The following courses are required for teacher trainees interested in obtaining certification in specific areas of special education:

- CIS200 Computers in Education 3
- EDS210 Special Education and Inclusive Programs 3
- EDS260 Behavior Management in Special Education 3
- EDS381 Methods of Teaching Elementary Special Education 3
- EDS382 Methods of Teaching SH/JH/MS Special Education 3
- EDS385 Special Education Practicum I 3
- PSY366 Psychology of Exceptional Children 3

**MINOR SPECIALIZATION PROGRAM**

The following courses are required for teacher trainees interested in specific areas of special education:

- Learning Disabled 3
  - Enables teachers to work with learners with learning disabilities.
  - EDS210 Introduction to Learning Disabilities 3

- Mildly Mentally Handicapped 3
  - Enables teachers to work with learners with mild intellectual disabilities.
  - EDS220 Introduction to Mental Retardation 3

- Seriously Emotionally Handicapped 12
  - Enables teachers to work with learners with behavior disorders.
  - EDS230 Introduction to Emotional/Behavioral Disabilities 3
  - EDS360 Working with Families 3
  - EDS370 Public Policy and Special Education 3
  - PSY366 Psychology of Abnormal Behavior 3

**ENGLISH**

- ENGLISH - A.S., A.A., B.S., B.A.

The liberal arts major in English is designed to provide both breadth of background and in-depth studies in literature and language, to help the student develop increased understanding of the human condition, and to increase skills in effective interaction with others. The major leads to a wide variety of professional choices, whether the candidate looks toward business, industry, government service, law, medicine, social services, or the more specialized areas of writing and/or editing. The major is an excellent basis for graduate studies not only in English but in other areas, particularly when combined with a second major such as philosophy or religion. The teaching major in English is further designed to add training to the liberal arts major giving specific professional experience to the liberal arts program.

**Requirements:** 40 hours

- Approaches to Literary Analysis (ENG220) 3
- Literature (including British and American) 15
- English Linguistics 6
- Advanced Composition 3
- Electives in English/Writing 3

Cognate in one of the following:

- Language, History, Writing, Philosophy, Communications, Religion, Art, Music 10

All majors must take one of the following writing courses:

- ENG220, English Composition (these 3 hours do not count toward the major); WR1234, Advanced Writing; or WR1281, Rhetorical Strategies.

**Level of Courses:**

At least 12 of the 30 hours of English must be upper-level courses.
“Two Plus Two.” Students who seek to transfer from a two-year college will find a flexible and usable avenue to complete the baccalaureate degree in two more years. “Two Plus Two” refers to a student taking two years at a two-year college plus two years at a baccalaureate college, completing the four-year degree in two settings but within four years.

Students intending graduate education upon completing college or those seeking careers as licensed professionals—for example, in accounting, law, nursing, or teaching—are not advised to take this major. General Studies may not be listed as a double major with another major.

Requirements for B.S. or B.A. degrees:
1. Completion of the general education requirements--
   B.S. degree: 52 credits
   B.A. degree: 52 credits
2. Concentration in one subject area
   with GPA of 2.25
   (9 credits must be taken at IWU) 20 credits
3. Upper level, 300-400 courses 30 credits
4. Total credits for graduation 124 credits

Requirements for A.S. or A.A. degrees:
1. Completion of the general education requirements--
   A.S. degree: 20 credits
   A.A. degree: 31 credits
2. Concentration in one subject area
   with GPA of 2.00
   (9 credits must be taken at IWU) 20 credits
3. Total credits for graduation 62 credits

Degree:
The B.A. degree, indicating competency through the intermediate level of a foreign language, is strongly recommended for all English majors as essential to a thorough liberal arts preparation, to a deeper understanding of various media related to language, and to a wider acceptability of the degree as indicating breadth and versatility in the professional world.

ENGLISH MINOR

Requirements for B.S. or B.A. degrees:
1. Completion of the general education requirements--
   B.S. degree: 52 credits
   B.A. degree: 52 credits
2. Concentration in one subject area
   with GPA of 2.25
   (9 credits must be taken at IWU) 20 credits
3. Upper level, 300-400 courses 30 credits
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Requirements for A.S. or A.A. degrees:
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2. Concentration in one subject area
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   (9 credits must be taken at IWU) 20 credits
3. Total credits for graduation 62 credits

GENERAL STUDIES

Purpose:
The purpose of the program in General Studies is to provide a general college education for persons to build a strong academic platform for problem solving and from which to make future career and educational decisions. Individuality and flexibility describe this program of studies. Students will find maximum freedom of choice while building on a stable general educational foundation.

The major is “General Studies.” There is no department major, although a concentration of 20 credits must be completed in one subject area.

Students who have changed college direction or who have begun with a general program or a vocational program in a two-year college will find this General Studies degree an excellent and flexible way to complete undergraduate education requirements.

The program in General Studies is open to any student who meets general admission requirements to the university.
HISTORY AND SOCIAL STUDIES

The History and Social Studies majors enable students to develop an integrated perspective, analysis, and understanding of the created order and historical developments therein toward an understanding of present realities and trends. Additionally, the History and Social Studies majors foster a greater understanding of contemporary patterns from the perspective of Biblical presuppositions and a Biblical Christian worldview.

HISTORY - A.S., A.A., B.S., B.A.

Purpose:
The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries, and graduate study. (History majors desiring to teach in secondary schools need to take a double major in History and Social Studies Education.) The History major combined with a major in Philosophy/Religion serves as excellent pre-semester preparation. Also, the History major often serves as a companion double major with Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication Arts, Computer Information Systems, Criminal Justice, Economics, English, Intercultural Studies, Mathematics, Music, Political Science, Psychology, Religion/Philosophy, Social Studies, Social Work, Sociology, Spanish, or Writing. Some students take History as a broad-based major toward a baccalaureate degree.

Requirements:
A major in History includes 30 hours of history and a cognate area of 10 hours which may be additional courses in history or a grouping directed in any one of the following areas: Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication Arts, Computer Information Systems, Criminal Justice, Economics, English, Geography, Intercultural Studies, Mathematics, Music, Political Science, Psychology, Religion/Philosophy, Social Studies, Social Work, Sociology, Spanish, Writing, or as directed by the department.

History majors are required to take a minimum of 12 hours upper-division courses (numbered 300 or higher) offered by the department.

The specific requirements for a History/Social Studies teaching major (Social Studies Education) are detailed below under Social Studies.

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST101-102</td>
<td>American Civilization*</td>
<td>6 hours</td>
</tr>
<tr>
<td>HST201-202</td>
<td>World Civilization*</td>
<td>6 hours</td>
</tr>
<tr>
<td>HST360</td>
<td>Western/American Intellectual and Social History</td>
<td>3 hours</td>
</tr>
<tr>
<td>HST450</td>
<td>History and Social Science Seminar</td>
<td>3 hours</td>
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</tbody>
</table>

Declaring and Maintaining a History Major:
In order to pursue History as a first or second major, students need to consult with the Coordinator of the Department of History and Political Science and then declare a History major in the Records Office. History majors must maintain no less than a 2.25 GPA in the History major.

Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST103</td>
<td>Recent American History and Politics</td>
<td>3 hours</td>
</tr>
<tr>
<td>HST250</td>
<td>Contemporary Affairs</td>
<td>1 hour</td>
</tr>
<tr>
<td>CON251</td>
<td>Contemporary Modern Problems: How Should We Then Live?</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>CON252</td>
<td>Contemporary Social Problems: Whatever Happened to the Human Race?</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>CON253</td>
<td>Contemporary Economic Problems: Free To Choose</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>HST295</td>
<td>American Portraits</td>
<td>1.5 hours</td>
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<tr>
<td>HST301</td>
<td>American Foreign Relations</td>
<td>3 hours</td>
</tr>
<tr>
<td>HST302</td>
<td>American Political Parties</td>
<td>3 hours</td>
</tr>
<tr>
<td>HST320</td>
<td>American Economic History</td>
<td>3 hours</td>
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<tr>
<td>REL331</td>
<td>Church History I</td>
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<td>REL332</td>
<td>Church History II</td>
<td>3 hours</td>
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<tr>
<td>HST354</td>
<td>Latin American History</td>
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<td>HST361</td>
<td>History of Russia and Eastern Europe</td>
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<td>HST370</td>
<td>International Cultural Studies</td>
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<td>HST380</td>
<td>History of Middle East and Africa</td>
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<td>HST395</td>
<td>Renaissance and Reformation</td>
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<tr>
<td>HST490</td>
<td>American Constitutional History</td>
<td>3 hours</td>
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SOCIAL STUDIES - A.S., A.A., B.S., B.A.

Purpose:
The Social Studies major serves primarily as preparation toward teaching Social Studies in the Senior High/Junior High/ Middle Schools and also serves as preparation for research and graduate study. Social Studies majors planning to teach need to declare a Social Studies Education major (see Education section of the catalog.) A double major in Social Studies Education and Psychology is an excellent combination for those desiring to take a Master's degree in Counseling and Guidance in order to become guidance counselors in the secondary schools.

The Social Studies major may be taken without teaching requirements by those who desire a broad exposure to the different fields of Social Science. The Social Studies major often serves as a companion double major with Economics, History, Political Science, Psychology, and Sociology.

Requirements:
The Social Studies major, both teaching and nonteaching, is 52 hours. The Social Studies major includes a Primary Area of 18 hours chosen from American History or World History; two Supporting Areas of 12 hours each chosen from areas other than the Primary Area including Economics, Political Science, Psychology, Sociology, American History, or World History; and 10 hours additional electives from social studies areas not designated as Primary or Supporting, including Geography.

Primary Area 18 hours
Supporting Area 12 hours
Supporting Area 12 hours
Social Studies Electives 10 hours

SOCIAL STUDIES MINOR

The Social Studies minor, both teaching and nonteaching, is 24 hours. The Social Studies minor includes a Primary Area of 12 hours chosen from American History or World History and 9 hours of social studies electives from social studies areas not designated as Primary including Geography.

Primary Area 12 hours
Supporting Area 12 hours
Social Studies Electives 9 hours

SOCIAL STUDIES MAJOR AREAS--Primary and Supporting:
The Social Studies Primary and Supporting Areas appear below with a listing of the required and elective courses applicable to each area. (As noted above, every Social Studies or Social Studies Education major selects one Primary Area and two Supporting Areas.)

PRIMARY AREAS

American History Primary Area: (18 semester hours)
Requirements: (12 hours) HST101, HST102, HST300, HST430.
Electives: (6 hours) Chosen from HST103, HST250, CON251, HST295, HST301, HST302, HST320, HST400, and HST475.

World History Primary Area: (18 semester hours)
Requirements: (12 hours) HST201, HST202, HST300, HST450.
Electives: (6 hours) Chosen from HST180, CON251, HST354, HST360, HST361, HST370, HST380, HST381, HST395, or HST475.

SUPPORTING AREAS

American History Supporting Area: (12 semester hours)
Requirements: (6 hours) HST101, HST102.
Electives: (6 hours) Chosen from CON251, HST103, HST250, HST295, HST301, HST302, HST400, or HST475.

World History Supporting Area: (12 semester hours)
Requirements: (6 hours) HST201, HST202.
Electives: (6 hours) Chosen from HST180, CON251, HST354, HST360, HST361, HST370, HST380, HST381, HST395, or HST475.

Economics Supporting Area: (12 semester hours)
Requirements: (6 hours) ECO211, ECO212.
Electives: (6 hours) Chosen from ECO270, CON253, ECO305, MNG313, MKG298, HST320, ECO365, ECO444, ECO454, ECO463, ECO473, or ECO493.

Government Supporting Area: (12 semester hours)
Requirements: (6 hours) POL100, POL200.
Electives: (6 hours) Chosen from HST101, HST301, HST302, POL354, BUS361, ECO365, POL367, HST400, POL400, or POL475.

Psychology Supporting Area: (12 semester hours)
Requirement: (3 hours) PSY310.
Electives: (9 hours) Chosen from PSY162, PSY250, PSY251, PSY366, PSY340, PSY322, SOC340, PSY365, PSY376, PSY475, or PSY495.
Sociology Supporting Area: (12 semester hours)

Requirement: (3 hours) SOC150.

Electives: (9 hours) Chosen from SOC152, SOC170, SOC200, SOC225, SOC246, CON252, SOC310, SOC330, SOC360, SOC370, SOC410, SOC473, or SOC479.

Declaring and Maintaining a Social Studies Major:
In order to pursue a nonteaching Social Studies major, students need to consult with the Coordinator of the Department of History and Political Science and then declare a Social Studies major in the Records Office. Social Studies majors must maintain no less than a 2.25 GPA in their Social Studies major.

Declaring and Maintaining a Social Studies Education Major:
Students desiring certification to teach Social Studies in the Senior High/Junior High/Middle Schools (grades 5-12) must take a Social Studies Education major. In order to pursue a Social Studies Education major, students need to consult with the Coordinator of the Department of History and Political Science and with the Director of Secondary Education in the Education Department and then declare a Social Studies Education major in the Records Office. Social Studies Education majors must maintain no less than a 2.75 cumulative GPA and no less than a 3.00 major GPA in Social Studies Education.

INTERCULTURAL STUDIES

Purpose:
The Intercultural Studies major is designed to provide a core program of courses in intercultural thinking to enable students to pursue careers in business, church mission, or government-related agencies outside the United States. Students may take the core courses as a related area or cognate to their primary major or they may take the Intercultural Studies major as an academic program in itself. Graduates of the program can expect to have intercultural skills and insight that will be valuable in any cross-cultural context both outside the United States and in cross-cultural contexts in many of the major cities of the Western hemisphere. Combined with courses in Bible and religion, this major prepares the student for cross-cultural missionary service.

Requirements:
The major requires a core program of 25 credits, a second-level competence in a foreign language, and electives completing 40 total hours of related courses acceptable to the divisional chairperson. Students should fulfill their general education requirements in the social sciences by taking ECO211, PSY150, and SOC150. The foreign language competency can be met by taking two years of college foreign language, by showing four years of high school foreign language with no grade below “C,” or by satisfactorily passing a language examination rated for the intermediate level of proficiency.

Core Courses: 25 hours

BLI201 Methods in Bible Study 3
INT122 Short-Term Missions (Orientation) 1
INT222 Short-Term Mission (Leadership) 2
INT260 Linguistics and Cross-Cultural Communication 3
INT322 Intercultural Internship 3
INT380 History of Missions and Contextualization 3
INT402 Issues of Contemporary Missions 3
REL275 Evangelism and Cross-Cultural Ministries 3
REL361 Christian Ministries Practicum 1
SOC225 Cultural Anthropology 3

Elective Courses: 15 hours

The following courses may be used to meet elective requirements:

BUS230 Global Issues 3
ECO275 Economics of Poverty 3
ECO454 International Economics 3
ENG344 Comparative Literature 3
GEO202 Political and Cultural Geography 3
HST301 American Foreign Relations 3
HST354 Latin American History 3
HST370 International Cultural Studies 3
HST380 History of Middle East and Africa 3
HST381 History of East Asia 3
INT260 Urban Ministries 3
NUR400 Intercultural Nursing 2
NUR400L Intercultural Nursing-Practicum 1
PHB248 Comparative Physical Education and Sport 3
PIL438 Religions of the World 3
POL354 Foreign Governments 3
POL367 Political Thought 3
REL475 Independent Study - Religion 1-3
SOC350 Minority Group Relations 3
SPA371 Hispanic Culture in the U.S. 3
Six (6) hours of foreign language at the intermediate level or higher may be included in the major electives.

**INTERCULTURAL STUDIES MINOR**

**Requirements:** 24 hours

In addition to the selected major and the general education requirements, the following mission-related courses are required to complete the twenty-four (24) hour minor:

- INT122 Short-Term Missions (Orientation) 1
- INT222 Short-Term Missions (Leadership) 2
- INT320 Linguistics and Cross-Cultural Communication 3
- INT380 History of Missions and Contextualization 3
- REL275 Evangelism and Cross-Cultural Ministries 3
- SOC225 Cultural Anthropology 3
- SOC350 Minority Group Relations 3

and any combination of the major or elective courses listed for the Intercultural Studies major.

**Core Courses:** 28 hours

- BIL201 Methods in Bible Study 3
- INT122 Short-Term Missions (Orientation) 1
- INT222 Short-Term Missions (Leadership) 2
- INT320 Linguistics and Cross-Cultural Communication 3
- INT380 History of Missions and Contextualization 3
- INT323 Urban Ministries Internship 3
- REL275 Evangelism and Cross-Cultural Ministries 3
- REL361 Christian Ministries Practicum 1
- SOC225 Cultural Anthropology 3
- SOC350 Minority Group Relations 3

**Elective Courses:** 12 hours

Any courses listed in the core courses or electives of the Intercultural Studies major may be used to meet the elective requirements for this track. The following courses may also be included:

- SPA100 Spanish for Fun 3
- SPA110 Conversational Spanish 3
- SPA117 Beginning Spanish I 3
- SPA118 Beginning Spanish II 3

**URBAN MINISTRIES MINOR**

**Requirements:** 24 hours

- INT260 Urban Ministries 3
- INT320 Linguistics and Cross-Cultural Communication 3
- REL275 Evangelism and Cross-Cultural Ministries 3
- SOC225 Cultural Anthropology 3
- SOC350 Minority Group Relations 3

and any combination of the elective courses available in the Urban Ministries track.

**Associate Degrees:**

The associate degrees in Intercultural Studies are two-year programs and require the following 24-hour concentration:

- BIL201 Methods in Bible Study 3
- INT122 Short-Term Missions (Orientation) 1
INT320 Linguistics and Cross-Cultural Communication 3
INT322 Intercultural Internship 3
REL275 Evangelism and Cross-Cultural Ministries 3
SOC225 Cultural Anthropology 3
Elective courses approved by the Intercultural Studies coordinator 8

Graduate Credits-in-Escrow:
A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the 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.

LANGUAGES

SPANISH - B.A.

Purpose:
The Spanish major is designed to help the student to develop an acceptable proficiency in the use of the Spanish language while learning about the geography, history, literature, and culture of the Hispanic world. Since the Hispanic race is the fastest growing minority in the U.S. today, there are few professions where one would not benefit (many times monetarily) from a knowledge of the Spanish language and the Hispanic culture.

Requirements:
40 hours
30 hours in Spanish courses numbered 237 and above.
10 hour cognate in any one of the following areas: second foreign language, history and anthropology, religion, and intercultural studies.

SPANISH MINOR

24 hours in Spanish courses numbered 237 and above.
**MATHEMATICS MINOR**

As many professionals use mathematical concepts in their work, a minor in Mathematics combined with other majors is an excellent preparation for graduate studies in statistics, computer science, economics, or business.

**Requirements:**
A minor in Mathematics requires 24 hours in mathematics consisting of the courses described below. For mathematics courses below MAT253, only one course in MAT113 or MAT114 counts toward the 24 hours.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT254 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT343 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>At least one from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT344 Modern Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT353 Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

At least one course from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT363 Mathematical Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT373 Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT Mathematics Electives</td>
<td>6 or 7</td>
</tr>
</tbody>
</table>

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**CLINICAL LABORATORY SCIENCE**

**Purpose:**
The Indiana Wesleyan University Biology Department offers a four-year Bachelor of Science Medical Technology (MTE) program. The student is prepared to perform medical laboratory tests that reveal the presence or absence of abnormalities of the blood and other body fluids. Program graduates are eligible to take the appropriate national registry examination and are qualified for employment in hospital laboratories, government medical laboratories, medical research laboratories, clinics, and health care centers.

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**Mathematics Education Major:** 40 hours

See the Education section of the catalog for specific requirements for this teaching major.

**Mathematics Education Minor:** 24 hours

See the Education section of the catalog for specific requirements for this teaching minor.
MUSIC

Purpose:
The Department of Music seeks to develop in students an awareness of accountability to God and the importance of personal commitment to Christ. This commitment should be evidenced in the student’s attitude toward music. It is vital to recognize that all talents are gifts from God to be developed for His glory and for His service. The department’s objectives include preparing musicians who will work with the musical amateur in the areas of church music, music education, private teaching, and community involvement; preparing students to enter study at the graduate level; providing opportunities for the non-major to participate in music experiences; serving the local community through ensembles, concerts, and local performance opportunities; and providing large and small ensembles to represent the university with excellence both in faith and in music.

A student may select a Bachelor of Arts or Bachelor of Science with a major in Applied Music, Church Music, Music Theory/Composition, or Music Education.

Music scholarships are available for music majors by audition. Contact the department for applications.

Admission to the Music Major:
To be accepted as a music major, entering students must:
1. Audition for the music faculty. Two pieces in contrasting styles must be performed in the student’s applied area. One additional piece may be performed in a second applied area. No taped accompaniments; an accompanist will be provided if needed.
2. Discuss music and career goals in an interview with the music faculty.
3. Pass a basic note-reading test.

This policy applies to both transfer students and entering freshmen. Students living a considerable distance from Marion may be accepted as provisional majors pending an audition/interview following arrival on campus.

If an applicant fails in any of the above requirements but still wishes to be admitted as a major, the status of provisional music major will be granted. The student will be expected to re-audition and pass the reading test at the end of the first semester of study. Upon satisfactory completion the applicant will be classified as a Music major.

Admission to Upper-Divisional Studies:
Admission to upper-level studies is granted by the music faculty through the Upper-Divisional Hearing. This consists of:

MEDICAL TECHNOLOGY - B.S., B.A.

Requirements:
A Bachelor of Science degree with a major in Medical Technology (MTI) requires a minimum of three years of university study and a full year of clinical experience in an approved hospital. Indiana Wesleyan University will accept 12 months of clinical experience successfully completed in a hospital-based medical technology program that is accredited by NAACLS (National Association of Accreditation for Clinical Laboratory Sciences). This 12-month clinical experience is taken instead of the senior year at Indiana Wesleyan University and is considered equivalent to 30 semester hours of work in the major area of concentration. When all specific requirements for the degree are met, including the 12 months of hospital experience, candidates will be awarded the Bachelor of Science degree and will be eligible to take the national registry examination of the ASCP (American Society of Clinical Pathologists) and/or the NCA (National Certification Agency). The following courses are required:

Courses:  Credit hours
BIO125  Principles of Biology I  4
BIO126  Principles of Biology II  4
BIO213  Microbiology  4
BIO312  General Physiology  4
CHE125-126  General Chemistry I-II  5-5
CHE235  Organic Chemistry I  4
CHE236  Organic Chemistry II  4
CHE430  Biological Chemistry  4
MAT112  General Statistics  3
MLT214  Clinical Bacteriology and Immunology  3
PHY220  Physical Science  4

Additional recommended courses are BIO412, Genetics, and CIS110, Personal Computing.

Affiliated Hospitals - Medical Technology Program
Ball Memorial Hospital, Muncie, Indiana
Parkview Memorial Hospital, Fort Wayne, Indiana

MEDICAL LABORATORY TECHNOLOGY - A.S.

Medical Technology, Music
of a performance and oral examination in which the candidate’s applied and academic progress is evaluated, and the candidate is questioned regarding content of courses completed and progress toward career goals. A grade-point average of 2.75 is required for admission to upper-divisional studies.

APPLIED MUSIC - B.S., B.A.

This program prepares the student in the liberal arts tradition for graduate study, private studio teaching, or may be taken for personal enrichment. It may be effectively combined with other majors such as Christian Ministries or Christian Education. Emphasis may be choral (C), instrumental (I), or general (G).

Required Courses:       Credit hours
MUS160     Introduction to Music Theory (Prerequisite for Theory I)      (2)
MUS        Major Applied Studies/ Senior Recital     12
MUS162, 261, 264     Music Theory I, II, III     9
MUS164, 263, 266     Ear Training I, II, III     3
MUS268-284, 295 Techniques     2
MUS285 Beginning Conducting     2
MUS361 Form and Analysis     2
MUS371-372     Music History and Literature I, II     6
MUS490     Senior Seminar     2
Class Piano
Ensemble Participation
Recital Attendance (Choral)     38
(�nstrumental)     38
(General)     40

MUSIC MINOR

This minor may be added to any Instructional License; its coverage is the grade level of the license with the following exceptions: (1) coverage for the Senior High/Junior High/ Middle School Instructional License is grades 5-12, and (2) coverage for an All Grade License is K-12.

The Music minor is designed for the student with a major in another discipline who has an interest in music. The curriculum strengthens and enriches the music background and also qualifies the student for minor licensing in teaching. If a student does not wish a teaching license, the Methods course may be omitted.

Required Courses:       24-26 hours
MUS160     Introduction to Music Theory (Prerequisite for Theory I)      (2)
MUS162, 261     Music Theory I, II     6
MUS164, 263     Ear Training I, II     2
MUS285 Beginning Conducting     2
MUS371 or 372     Music History and Literature I or II     3
MUS        Major Applied Studies     8
MUS383     Elementary Music Methods for Music Majors
EDU382MU     Methods of Teaching Senior High Junior High/Middle School Music
Music Electives     3
Class Piano
Ensemble Participation
Recital Attendance

MUSIC THEORY/COMPOSITION - B.S., B.A.

This program is designed to introduce the student to composition and music theory. It would prepare the student in the liberal arts tradition for graduate study further study in composition, or as a private teacher of music theory and composition.

Required Courses:       43 hours
MUS160     Introduction to Music Theory         (2)
MUS        Major Applied Studies     4
MUS162, 261, 264     Music Theory I, II, III     9

Nonteaching minor     24
This program is designed to equip the student in the liberal arts tradition to be a Minister of Music in the evangelical church. The program has a choral-vocal emphasis; therefore, most students will study voice or a combination of voice and instrumental music as the major applied study.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS160</td>
<td>Introduction to Music Theory</td>
<td>(Prequisite of Theory I)</td>
</tr>
<tr>
<td>MUS</td>
<td>Major Applied Studies</td>
<td>4</td>
</tr>
<tr>
<td>MUS162, 261, 264</td>
<td>Music Theory I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>MUS164, 263, 266</td>
<td>Ear Training I, II, III</td>
<td>3</td>
</tr>
<tr>
<td>MUS220</td>
<td>Organ Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS254</td>
<td>Church Music I - Christian Education/Administration</td>
<td>3</td>
</tr>
<tr>
<td>MUS260</td>
<td>Hymnody</td>
<td>1</td>
</tr>
<tr>
<td>MUS280</td>
<td>Choral Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS285</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS300</td>
<td>Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS354</td>
<td>Church Music II - Worship</td>
<td>3</td>
</tr>
<tr>
<td>MUS361</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS371-372</td>
<td>Music History and Literature I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUS442 or 445*</td>
<td>Senior Recital/Church Music Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>MUS450</td>
<td>Church Music Practicum</td>
<td>2</td>
</tr>
<tr>
<td>MUS490</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>REL441</td>
<td>Christian Theology I</td>
<td>3</td>
</tr>
</tbody>
</table>

*Church Music Senior Project may be done instead of Senior Recital with faculty approval.

**Music Education Major:**

See the Education section of the catalog for a list of specific courses required for these teaching majors.

**Vocal Emphasis:** A 47-hour major that allows a student to concentrate in vocal studies and includes qualifications for a teacher’s license in choral/genera music.

**Keyboard Emphasis:** A 47-hour major that allows a student to concentrate in organ or piano and includes qualifications for a teacher’s license in choral/general music.

**Instrumental Emphasis:** A 47-hour major that allows a student to concentrate in the study of a band or orchestral instrument and includes qualifications for a teacher’s license in instrumental music.

**General Major:** A 55-hour major that permits a student to concentrate in two applied areas of his choice (one major and one minor) and qualifies him to teach either choral/genera music or instrumental music in the public schools.

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APPLIED MUSIC

Applied music is offered in voice, piano, organ, and all brass, woodwind, percussion, and string (including guitar) instruments. Arrangements are made for some instrumental instruction with professional teachers in the local area. All applied study requires private lesson fee.

CLASS PIANO

The Music Department believes that the Music major and minor must develop a keen ability to use the piano as an effective functional tool. In order to realize this goal, six semesters of Class Piano for non-keyboard majors and two semesters of Keyboard Skills for keyboard majors are offered. Upon entering the music program, students will be placed in the proper class level according to their abilities. Music majors must complete specified levels for each music degree in order to qualify for graduation.

MUSICAL ORGANIZATION AND ENSEMBLES

Participation is by arrangement with the music faculty. Four semester-hours credit in ensemble may be counted toward a degree. Music majors are expected to participate in at least one ensemble each semester.

NURSING EDUCATION

The Division of Nursing Education offers programs leading to the Bachelor of Science with a major in Nursing and a Master of Science in Community Health Nursing and Primary Care Nursing. The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing. Following successful completion of the curriculum, the student is eligible to take the National Council Licensure Examination for Registered Nurses in Indiana or other states subject to that state’s guidelines and regulations. Registered nurses may earn a baccalaureate degree through the RNBS completion program. (Please refer to the Division of Adult and Professional Studies.) The graduate program prepares Community Health nursing specialists and Nurse Practitioners for advanced practice. (Please refer to the Graduate Nursing section of the catalog.)

The Division of Nursing Education is accredited by the Indiana State Board of Nursing, the National League for Nursing, and holds preliminary accreditation status from the Commission on Collegiate Nursing Education. Memberships are held in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, Midwest Alliance in Nursing, and the American Association of Colleges of Nursing, Eta Chi Chapter of Sigma Theta Tau International (National Honor Society of Nursing) is chartered at Indiana Wesleyan University.

The Division of Nursing Education is committed to educating professional nurses prepared to change their world of influence through nursing practice grounded in the Christian ethos. The mission of the Division is to provide quality nursing education within a Christian liberal arts university which equips professional nurse generalists for practice in diverse environments.

Throughout the programs of the Division of Nursing Education the nurse is conceived as a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

Aims of the Undergraduate Program:
The aims of the undergraduate nursing program are 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.

PRE-NURSING ENTRANCE REQUIREMENTS

High school courses which provide a foundation for nursing are Biology, Chemistry, English, Mathematics, Speech, Social Studies, and Writing. Students should submit the university application to the Director of Admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare pre-nursing as the choice of major when applying for admission.

ADMISSION AND PROGRESSION IN THE NURSING MAJOR

Admission and progression in the Nursing major are evaluated by the Undergraduate Committee in the Division of Nursing Education. The following requirements must be met: completion of the health clearance form, CPR certification, minimum cumulative and major GPA of 2.75, minimum of “C” in the
IIndiana Wesleyan University

supporting biopsychosocial sciences, and minimum of “C” in all nursing courses.

Admission to Sophomore-Level Nursing:
Requirements for entering the Nursing major are 1) completion of 29 semester hours with a minimum GPA of 2.75; 2) completion of the following supporting science courses with a minimum grade of “C” in each course: Anatomy and Physiology I and II, Introduction to Organic and Biological Chemistry, and Microbiology; 3) completion of university math requirements. Application for Admission to Sophomore Nursing Studies is available in the Division of Nursing Education office.

Probation:
Probation in the Division of Nursing Education applies to students having a cumulative GPA less than 2.75 and/or are repeating a nursing course. While on nursing probation, students must register for no more than 12 hours, register for only one clinical nursing course, maintain clinical nursing skills, and schedule a mid-term conference with their advisor. To be removed from nursing probation, the student must have a cumulative GPA of 2.75, have successfully repeated the nursing course, and complete a Nursing Division petition form approved by the Division of Nursing Admissions and Progression Committee. After the first semester of probation, students will not be permitted to take nursing courses until removed from probation. A student who does not fulfill requirements to be removed from probation after two consecutive semesters will be dismissed from the Nursing major. During the course of their nursing studies, students may only be placed on probation a total of two times.

Evidence of the ability to physically, emotionally, and socially meet the demands of the nursing profession must be demonstrated. The faculty reserves the right to request the withdrawal of any student who, in its judgment, fails to satisfy the nursing requirements of safety, responsibility, and accountability.

Progression to Junior-Level Nursing:
Progression to junior-level nursing requires completion of 59 credit hours with a minimum GPA of 2.75 and all 200-level nursing courses.

ADVANCED STANDING IN NURSING
Transfer Students:
Admission with prior credit is granted to those who meet the university requirements. Students contemplating transfer into the program from another college or university must contact the Division for the Transfer Policy and must have their program of study approved by the Division of Nursing Education. It is recommended that transfer into the program be made no later than the first semester of the sophomore year. Transfer of clinical courses requires successful completion of a skills proficiency exam.

Licensed Practical/Vocational Nurses:
The Licensed Practical/Vocational Nurse may pursue a degree that is planned within the philosophy, conceptual framework, and requirements of the traditional baccalaureate program. An accelerated program is available incorporating NLN and CLEP tests and completion of two transition courses: NUR280 and NUR380. Successful completion of senior nursing courses is required for graduation.

REGISTERED NURSES
Registered nurses may earn a baccalaureate degree through the RNBS Completion Program (available through the Division of Adult and Professional Studies). The course of study is planned within the philosophy, conceptual framework, and aims of the Division of Nursing Education. Adult learners who want to take charge of their own learning can be mutually responsible for the educational process in partnership with faculty. The RNBS completion program is designed to provide the support necessary to encourage independence and self-direction within a nurturing environment.

Admission to the Program:
1. An Associate Degree with a major in nursing from an NLN-accredited school with at least 60 semester hours of credit from a regionally accredited college or university or applicants with a diploma from an NLN-accredited hospital school of nursing may apply for credit through the portfolio process. Credit hours awarded may be counted toward the 60 hours required for admission to the core curriculum up to a maximum of 40 credit hours.
2. Proof of current RN license.
3. A cumulative grade-point average of 2.75 in previous college work.
4. One year of practice as a licensed nurse, LPN or RN.

For further information about the RNBS Completion Program, see the APS Bulletin.

NURSING EDUCATION - B.S., B.A.
The minimum requirements for the bachelor degree with a major in nursing are 124 credit hours. The required nursing courses include:
### Required Courses: 64 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR220</td>
<td>Foundational Concepts in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR221</td>
<td>Principles of Intervention</td>
<td>2</td>
</tr>
<tr>
<td>NUR224</td>
<td>Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NUR230</td>
<td>Nursing of the Older Adult</td>
<td>5</td>
</tr>
<tr>
<td>NUR242</td>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>NUR250</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR260</td>
<td>Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NUR261</td>
<td>Nursing of the III Adult</td>
<td>3</td>
</tr>
<tr>
<td>NUR262</td>
<td>Nursing of the Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR263</td>
<td>Nursing of the Childrearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR265</td>
<td>Ethics</td>
<td>2</td>
</tr>
<tr>
<td>NUR368</td>
<td>Home Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR400</td>
<td>Intercultural Nursing-Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR456</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR470</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR471</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR472</td>
<td>Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR473</td>
<td>Nursing of the III Adult in Crisis</td>
<td>5</td>
</tr>
<tr>
<td>NUR474</td>
<td>Nursing Leadership and Management</td>
<td>5</td>
</tr>
</tbody>
</table>

Other requirements include seven supporting biopsychosocial science courses: 25 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO112</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO212</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE120</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PTE150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PTE250</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

IWU nursing graduates consistently excel on national certification exams.

### PHYSICAL EDUCATION & RELATED AREAS

**Purpose:**

The Physical Education majors at Indiana Wesleyan University prepare students to meet the ever increasing demands of society for professionally trained people in the areas of education, sports, fitness, health, recreation, and athletics. Areas of development such as neuromuscular skill, organic fitness, intellectual awareness, social concern, emotional release, and spiritual sensitivity will be emphasized. God created man as an integrated whole being, and the Physical Educator is afforded a great opportunity to reach all aspects of the whole person. Each individual will be challenged to develop professionally and in turn be prepared to serve others upon completion of the degree.

Five degrees are offered within the Department of Physical Education. They are a Bachelor’s degree in Health Promotion and Wellness, a Bachelor's degree in Athletic Training, a Bachelor’s degree in Recreation Management, a Bachelor's degree in Sports Management, and a Bachelor's degree in Physical Education—Secondary Certification (5-12) or All Grade Certification (K-12).

In addition to these majors, there is a Health Promotion and Wellness minor, a Recreation Management minor, a Physical Education minor, a Health and Safety minor, and a Coaching Endorsement.

**Admission to Majors:**

Admission to majors in Physical Education follow the procedures established for the university. Majors seeking teaching certification must apply for admission to teacher education through the Department of Education.

**Physical Education Major: Secondary Teaching Certificate (Grades 5-12 and All Grade):**

See Education section of the catalog for specific requirements for these teaching majors and minors.

**Physical Education Minor:**

24 hours

See Education section of the catalog.

**Health and Safety Minor:**

25 hours

Listed also in Education section of the catalog.

**Coaching Endorsement:**

16 hours

See Education section of the catalog.
A growing demand in the field of Wellness is creating a need for professionals to accommodate wellness programming. Sports medicine centers, wellness centers, hospitals, and industry are advertising in promotional Wellness programs. This area of health promotion will continue to grow drastically in the next decade.

HEALTH PROMOTION AND WELLNESS - B.S., B.A.

Courses: Major Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHE135</td>
<td>Introduction to Physical Education, Sport, and Wellness</td>
<td>4</td>
</tr>
<tr>
<td>PHE162</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE163</td>
<td>School Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PHE229</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PHE230</td>
<td>American Red Cross Standard First Aid</td>
<td>2</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I</td>
<td>1</td>
</tr>
<tr>
<td>PHE362</td>
<td>Nutrition and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE366</td>
<td>Alcohol and Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE371</td>
<td>Administration of Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PHE374</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHE410</td>
<td>Wellness Internship</td>
<td>2</td>
</tr>
<tr>
<td>PHE413</td>
<td>Administration of Physical Education and Wellness Management</td>
<td>3</td>
</tr>
</tbody>
</table>

HEALTH AND SAFETY MINOR (5-12) 25

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHE162</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE163</td>
<td>School Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PHE229</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PHE230</td>
<td>American Red Cross Standard First Aid</td>
<td>2</td>
</tr>
<tr>
<td>PHE362</td>
<td>Nutrition and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE366</td>
<td>Alcohol and Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>SOC352</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

Soccer provides intercollegiate competition for men and women.

SPORTS MANAGEMENT - B.S., B.A.

The opportunities for employment with a Sports Management major would include a variety of related organizations in sports management, marketing, promotion, and fund raising—local, statewide, and nationally.

Courses: 40 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE155</td>
<td>Introduction to Physical Education, Sport, and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>PHE225</td>
<td>Psychology of Sport and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE229</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>PHE230</td>
<td>American Red Cross Standard First Aid</td>
<td>2</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I</td>
<td>1</td>
</tr>
<tr>
<td>PHE236</td>
<td>Professional Experience II</td>
<td>1</td>
</tr>
<tr>
<td>PHE248</td>
<td>Comparative Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PHE330</td>
<td>Sport Ethics and Living</td>
<td>3</td>
</tr>
<tr>
<td>PHE332</td>
<td>Sport Law and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>PHE354</td>
<td>Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>PHE371</td>
<td>Administration of Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHE420</td>
<td>Sports Marketing, Promotion, and Fund Raising</td>
<td>3</td>
</tr>
<tr>
<td>PHE422</td>
<td>Sports Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>PHE490</td>
<td>Seminar in Sports Management</td>
<td>2</td>
</tr>
<tr>
<td>REC490</td>
<td>Facilities: Design, Planning, Maintenance, and Scheduling</td>
<td>3</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
Recreation Management, Athletic Training

Cognate: A 12-hour cognate is recommended from one of the following: Physical Education, Health Promotion and Wellness, Recreation Management, Communications, Business, Finance, Marketing, Journalism, etc.

### Recreation Management - B.S., B.A.

Career opportunities in Recreation Management have expanded because of the increasing amount of recreation time discovered by Americans in recent years. Career options include work in such areas as church recreation, parks, playgrounds, recreation in business and industry, hospitals, nursing homes, camps, resorts, hotels, cruise ships, youth organizations, zoos, and environmental centers.

Students majoring in Recreation Management are expected to complete 40 hours of credit, including two hours of internship and two hours of professional experience. Internships will consist of on-site experience with agencies which deliver leisure services. These may include public recreation park agencies, voluntary agencies (youth service agencies), correctional institutions, industries, recreation for the ill and handicapped (including hospitals), and college unions.

<table>
<thead>
<tr>
<th>Courses</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE156</td>
<td>Outdoor Wilderness Learning (Wise Owl Project) 3</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I 1</td>
</tr>
<tr>
<td>PHE236</td>
<td>Professional Experience II 1</td>
</tr>
<tr>
<td>PHE332</td>
<td>Sport Law and Risk Management 3</td>
</tr>
<tr>
<td>REC100</td>
<td>Introduction to Recreation 3</td>
</tr>
<tr>
<td>REC180</td>
<td>Recreation Games and Intramural Sports 3</td>
</tr>
<tr>
<td>REC260</td>
<td>Recreation Leadership and Programming 3</td>
</tr>
<tr>
<td>REC280</td>
<td>Commercial and Social Recreation 3</td>
</tr>
<tr>
<td>REC370</td>
<td>Recreation and the Aging Process 3</td>
</tr>
<tr>
<td>REC380</td>
<td>Camp Management 3</td>
</tr>
<tr>
<td>REC385</td>
<td>Challenge Education 3</td>
</tr>
<tr>
<td>REC390</td>
<td>Therapeutic Recreation Services 3</td>
</tr>
<tr>
<td>REC410</td>
<td>Recreation Internship 2</td>
</tr>
<tr>
<td>REC450</td>
<td>Recreation Administration 3</td>
</tr>
<tr>
<td>REC490</td>
<td>Facilities: Design, Planning, Maintenance, and Scheduling (TRS = REC472 and REC480) 3</td>
</tr>
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</table>

### Recreation Management Minor

<table>
<thead>
<tr>
<th>Courses</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE156</td>
<td>Outdoor Wilderness Learning (Wise Owl Project) 3</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I 1</td>
</tr>
<tr>
<td>REC100</td>
<td>Introduction to Recreation 3</td>
</tr>
<tr>
<td>REC180</td>
<td>Recreation Games and Intramural Sports 3</td>
</tr>
<tr>
<td>REC290</td>
<td>Recreation Leadership and Programming 3</td>
</tr>
<tr>
<td>REC380</td>
<td>Camp Management 3</td>
</tr>
<tr>
<td>REC410</td>
<td>Recreation Internship 2</td>
</tr>
<tr>
<td>REC450</td>
<td>Recreation Administration 3</td>
</tr>
<tr>
<td>REC460</td>
<td>Facilities: Design, Planning, Maintenance, and Scheduling 3</td>
</tr>
</tbody>
</table>

### Athletic Training - B.S., B.A.

This is an internship program (leading to the National Athletic Trainer's Association Certification exam).

<table>
<thead>
<tr>
<th>Courses</th>
<th>64 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR195</td>
<td>Introduction to Athletic Training 2</td>
</tr>
<tr>
<td>ATR196</td>
<td>Athletic Training Clinical Field Experience I 1</td>
</tr>
<tr>
<td>ATR197</td>
<td>Athletic Training Clinical Field Experience II 1</td>
</tr>
<tr>
<td>ATR199</td>
<td>Athletic Training Practicum I 1</td>
</tr>
<tr>
<td>ATR220</td>
<td>Therapeutic Modalities 3</td>
</tr>
<tr>
<td>ATR225</td>
<td>Lower Extremity Evaluation and Assessment 2</td>
</tr>
<tr>
<td>ATR226</td>
<td>Upper Extremity Evaluation and Assessment 2</td>
</tr>
<tr>
<td>ATR231</td>
<td>Advanced Athletic Training 2</td>
</tr>
<tr>
<td>ATR296</td>
<td>Athletic Training Clinical Field Experience III 1</td>
</tr>
<tr>
<td>ATR297</td>
<td>Athletic Training Clinical Field Experience IV 1</td>
</tr>
<tr>
<td>ATR299</td>
<td>Athletic Training Practicum II 1</td>
</tr>
<tr>
<td>ATR320</td>
<td>Special Topics Seminar in Athletic Training 1</td>
</tr>
<tr>
<td>ATR331</td>
<td>Therapeutic Exercise and Rehabilitation 3</td>
</tr>
<tr>
<td>ATR396</td>
<td>Athletic Training Clinical Field Experience V 1</td>
</tr>
<tr>
<td>ATR397</td>
<td>Athletic Training Clinical Field Experience VI 1</td>
</tr>
<tr>
<td>ATR399</td>
<td>Athletic Training Practicum III 1</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
### Athletic Training, Activity Physical Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR431</td>
<td>Evaluation and Recognition of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ATR440</td>
<td>Pharmacology for the Athletic Trainer</td>
<td>2</td>
</tr>
<tr>
<td>ATR450</td>
<td>Senior Seminar in Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td>ATR492</td>
<td>Administration of Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>ATR495</td>
<td>Athletic Training Practicum IV</td>
<td>1</td>
</tr>
<tr>
<td>ATR496</td>
<td>Athletic Training Clinical Field Experience VII</td>
<td>1</td>
</tr>
<tr>
<td>ATR497</td>
<td>Athletic Training Clinical Field Experience VIII</td>
<td>1</td>
</tr>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO112</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHE225</td>
<td>Psychology of Sport and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE285</td>
<td>Physics of Sport Movement</td>
<td>3</td>
</tr>
<tr>
<td>PHE362</td>
<td>Nutrition and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE370</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHE374</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE376</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended:** One Computer course and PHE378, Tests and Measurements

**Other Clinical Experience:**
- must complete at least 1500 clinical hours
- must be certified in CPR and First Aid
- clinical hours must include one season of football
- must work with both male and female sports
- must work with at least four different sports

### GENERAL ACTIVITY COURSES

Courses PHE101-PHE119 fulfill general education requirements. Course PHE101 is required. Two other courses must be selected.

Individuals with severely limited physical capabilities or working adult students may arrange with the Physical Education Coordinator to take Adult Fitness.

**PHE101 Concepts of Health and Wellness**
- A study of the values, components, development, and maintenance of fitness. Required of all students.

**PHE102 Adult Fitness**
- A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

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The men's basketball team will open its 1999 season in a new gymnasium.

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**Indiana Wesleyan University**
PHYSICS

Physics deals with the basic nature and reality of the physical universe. An understanding of the basic operating principles of the universe gives us an appreciation of both the complexity and beauty of the creation. Study of physics helps philosophers shape their worldview, while it helps others prepare for professions in natural sciences, mathematics, computer science, engineering, medicine, and education. A physics minor provides an in-depth study of several major areas of physics, enabling students in different disciplines to understand and apply underlying principles. The problem-solving skills developed through the study of physics are as important as the conceptual understanding of the nature of physical quality.

PHYSICS MINOR

Courses: Credit hours
PHY221 University Physics I 5
PHY222 University Physics II 5
PHY311 Analytical Mechanics 3
PHY321 Thermodynamics/Statistical Mechanics 3
PHY331 Electromagnetism I 3
PHY385 Advanced Physics Laboratory/Measurements 4

At least one of the following electives:
CHE440 Physical Chemistry I 3
CHE450 Physical Chemistry II 3
PHY230 Electronics 3
PHY341 Waves and Optics 3
PHY351 Quantum Mechanics I 3
PHY361 Introduction to Health and Medical Physics 3

POLITICAL SCIENCE AND POLITICAL SCIENCE PRE-LAW

The Political Science major enables students to develop both theoretical and practical analysis, understanding, and evaluation of the changing nature, form, and function of political patterns and the civil-social order. Additionally, the Political Science major fosters a greater understanding of contemporary political patterns from the perspective of Biblical presuppositions and a Biblical Christian worldview.

Purpose:
The Political Science major is designed to prepare students for law school or for one of numerous careers in government service and political organizations. Pre-Law students major in Political Science Pre-Law (See Political Science Pre-Law below.) Additionally, the Political Science major offers preparation toward teaching, research, and graduate study. (Political Science majors desiring to teach in secondary schools need to take a double major in Political Science and Social Studies Education.) The Political Science major often serves as a companion double major with Accounting, Addictions Counseling, Biology, Business Administration, Christian Ministries, Communication Arts, Computer Information Systems, Criminal Justice, Economics, English, Finance, History, Intercultural Studies, Management, Marketing, Mathematics, Psychology, Religion/Philosophy, Social Studies, Social Work, Sociology, or Writing.

Political Science Major Requirements:
The Political Science major consists of 30 hours in political science and a cognate area of 10 hours which may be additional courses in political science or a grouping directed in any one of the following areas: Accounting, Addictions Counseling, Biology, Business Administration, Communication Arts, Computer Information Systems, Criminal Justice, Economics, English, Finance, Geography, History, Intercultural Studies, Management, Marketing, Mathematics, Psychology, Religion/Philosophy, Social Studies, Social Work, Sociology, Writing, or as directed by the department.

Political Science and Political Science Pre-Law majors are required to take a minimum of 12 hours of upper-division courses (numbered 300 or higher) offered by the department.
Declaring and Maintaining a Political Science Major:

In order to pursue Political Science as a first or second major, students need to consult with the Coordinator of the Department of History and Political Science and then declare a Political Science major in the Records Office. Political Science majors must maintain no less than a 2.25 GPA in the Political Science major.

Pre-Law Students:
Pre-Law students major in Political Science Pre-Law. Political Science Pre-Law majors meet the requirements of the Political Science major and choose Political Science elective courses designed to prepare them for law school such as Introduction to Law, American Constitutional History, Business Law, Criminal Law, Court Procedures, and Logic.

Additionally, Pre-Law majors are encouraged to take a second major of their choosing. The following second majors are frequently chosen by Pre-Law students: Accounting, Biology, Business Administration, Christian Ministries, Communication Arts, Computer Information Systems, Criminal Justice, Economics, English, Finance, History, Intercultural Studies, Management, Marketing, Mathematics, Psychology, Religion/Philosophy, Social Studies, Social Work, Sociology, and Writing.

Declaring and Maintaining a Political Science Pre-Law Major:
Pre-Law students need to consult with the Department of History and Political Science Coordinator/Pre-Law Advisor and then declare a Political Science Pre-Law major in the Records Office. Pre-Law students are expected to maintain no less than a 3.0 cumulative GPA; they should strive for a 3.5 or higher cumulative GPA.
PRE-MEDICAL SCIENCES

PRE-MEDICAL SCIENCE PROGRAMS - B.S., B.A.

PRE-DENTISTRY
PRE-MEDICINE
PRE-OPTOMETRY
PRE-PHARMACY
PRE-PHYSICAL THERAPY
PRE-PHYSICIAN ASSISTANT
PRE-VETERINARY

A major in Pre-Medical Science consists of a combination of the Pre-Medical Science core courses AND the courses required for any other official university major, such as Chemistry Pre-Med. The Pre-Medical Science major leads to a Bachelor of Science degree and is designed to prepare the student for application to one of the medically-related professional schools. Some professional schools may require additional course work of which the student should be informed before registration.

Admission to the Major:

Because high academic achievement is required for admission to professional schools, the Division of Natural Science has developed an admissions process for entry into the Pre-Medical Science major. Upon completion of the freshman year, students interested in Pre-Medical Science must have a minimum GPA of 3.2, complete a prescribed essay, and interview with the Medical Science Committee. It is essential that the GPA be maintained; students whose GPA drops below 3.2 will be given one semester of grace, after which they will be advised into another major.

Major Requirements:

Pre-Med Core: Credit hours
BIO125 Principles of Biology I 4
BIO126 Principles of Biology II 4
CHE125 General Chemistry I 5
CHE126 General Chemistry II 5
CHE235 Organic Chemistry I 4
CHE236 Organic Chemistry II 4
PHY211 General Physics I 4
PHY212 General Physics II 4
BIO490 Biology/Chemistry Senior Seminar 1
PMD110 Preparing the Christian Health Professional 1
PMD310 Perspectives in Scientific Reasoning 1

Courses and requirements for another official university major.

PSYCHOLOGY

Purpose:

The courses in the Psychology major have been designed to give the student a broad base and solid foundation in several areas of psychology to provide the student with many career options. Students may choose to pursue careers in mental health, school guidance, clinical psychology, family counseling, teaching, or further graduate study. A strong emphasis is made in integrating principles of Christianity and psychology with practical applications.

Admission to Psychology Major:

Admission to the Psychology major requires a formal screening process separate from initial declaration of an intent to major in Psychology. The process includes completion of an application and an essay plus an interview with the Psychology Committee after completion of 9 hours of lower-level psychology courses.

Continuation in Psychology Major:

Students must maintain a 2.5 cumulative GPA and a 2.5 academic GPA in their course work in the Psychology major. Failure to do so may necessitate repeating courses or withdrawal from the Psychology major.

Personal Qualities:

Students must exhibit evident emotional stability and adherence to a life-style representative of the Christian principles on which Indiana Wesleyan University is established.

The Psychology Department faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the psychology requirements of relationship skills, mental and social fitness, physical health, and quality of academic performance.

Indiana Wesleyan University
PSYCHOLOGY - B.S., B.A.

Requirements:
A Psychology major consists of 40 hours in psychology or 32 hours in psychology and a cognate of 12 hours which may be additional courses in psychology or in one of the following areas: Addictions Counseling, Art, Biology, Christian Ministries, Criminal Justice, Education, Social Work, and Sociology as directed by the Psychology Department. Required courses for a major in Psychology include:

Courses: Credit hours
PSY150 General Psychology 3
PSY162 Physiological Psychology 3
PSY225 Learning and Motivation 3
PSY251** Child Development 3
PSY252** Adolescent Growth and Development 3
PSY334* Statistics for Social Sciences 3
PSY335 Introduction to Experimental Psychology 3
PSY365 Psychology of Personality 3
PSY366 Psychology of Abnormal Behavior 3
PSY385** Theories of Counseling 3
PSY580 Psychology Seminar (2 required) 1-1

*Counts as General Education math course for Psychology majors.
**Two developmental courses are required from four offered (PSY250, PSY251, PSY252, and SOC170).

A specific “pre-graduate school track,” of course sequences within the 40-hour major is available within the department for interested majors.

Additional hours in the cognate may be chosen from remaining Psychology classes and Sociology classes. Twelve hours of upper-level courses are required in both the major and two credits in Psychology Seminar are required.

A teaching minor public school certification may also be earned in Psychology. This will require 24 hours from those recommended for a major.

A 30-hour Psychology major may be combined with a 30-hour Art program as a Pre-Art Therapy major.

PRE-ART THERAPY - B.S., B.A.

Purpose:
This program is designed for students interested in applying art skills and counseling skills together in a therapy setting. It is a pre-graduate program with a double major. The undergraduate double major in Pre-Art Therapy would include 30 hours in each area with the following designated courses (27 of 30 hours specified in each major area):

ART Courses: Credit hours
ART121 Drawing I 3
ART224 Design I: Two-Dimensional Design 3
ART241 Ceramics I 3
ART256 Weaving I or
ART280 Visual Communications--Graphic Design 3
ART281 Commercial Layout and Design 3
ART324 Design II: Three-Dimensional Design 3
ART331 Painting I 3
ART343 Ceramics II 3
ART371 Art for Elementary Teachers One course in Art History (ART381-387) 3

A specific “pre-graduate school track,” of course sequences within the 40-hour major is available within the department for interested majors.

Additional hours in the cognate may be chosen from remaining Psychology classes and Sociology classes. Twelve hours of upper-level courses are required in both the major and two credits in Psychology Seminar are required.

A teaching minor public school certification may also be earned in Psychology. This will require 24 hours from those recommended for a major.

A 30-hour Psychology major may be combined with a 30-hour Art program as a Pre-Art Therapy major.
Any deviation from the course requirements should be approved in writing by both the Division Chair and the Director of Education and the Ministry at the International Center of The Wesleyan Church. Students who are members of The Wesleyan Church should be in contact with their district Board of Ministerial Development prior to applying for admission to the professional majors.

Graduate Credits-in-Escrow:

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the 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.

CHRISTIAN MINISTRIES - A.S., A.A., B.S., B.A.

Purpose:
The major in Christian Ministries is the degree which contains the fullest set of courses designed to prepare young persons for the ministry of the church. This is one of two degrees which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary degree taken by students seeking ordination in other denominations.

Requirements:
The minimum requirement for the major in Christian Ministries is fifty-seven (57) credit hours. Special general education requirements include BIL101, BIL102, and either CED252 for those applying for a Christian Education major or REL264 for those applying for a Christian Ministries or Youth Ministries major) with a grade of “C” or above; the completion of application forms including a written essay, and references. In some cases, a personal interview with divisional faculty may also be required. Enrolment in some advanced courses in the division is restricted to those admitted to the professional majors.

Continuation in Professional Majors:

Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in course work required for the major. Failure to do so may necessitate repeating courses or withdrawal from the major. The Division of Religion and Philosophy faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the standards of Christian character, moral integrity, and social fitness required for a professional minister.

Wesleyan Students:

Students anticipating future service in The Wesleyan Church should include Wesleyan Church History/Discipline (REL431) among their major or minor courses. The Christian Ministries and Youth Ministries majors are specifically designed to meet all the academic requirements for ordination in The Wesleyan Church. Any deviation from the course requirements should be approved in writing by both the Division Chair and the Director of Education and the Ministry at the International Center of The Wesleyan Church. Students who are members of The Wesleyan Church should be in contact with their district Board of Ministerial Development prior to applying for admission to the professional majors.

Graduate Credits-in-Escrow:

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the 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.

CHRISTIAN MINISTRIES - A.S., A.A., B.S., B.A.

Purpose:
The major in Christian Ministries is the degree which contains the fullest set of courses designed to prepare young persons for the ministry of the church. This is one of two degrees which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary degree taken by students seeking ordination in other denominations.

Requirements:
The minimum requirement for the major in Christian Ministries is fifty-seven (57) credit hours. Special general education requirements include BIL101, BIL102, PSY150, and SOC150.

Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIL201</td>
<td>Methods in Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL</td>
<td>Advanced Bible electives, including at least one course pertaining to each of the Old and New Testaments</td>
<td>9</td>
</tr>
<tr>
<td>CED252</td>
<td>Introduction to Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>PHL282</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>REL264</td>
<td>Introduction to Pastoral Ministries</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Cross-Cultural Ministries</td>
<td>3</td>
</tr>
<tr>
<td>REL331-332</td>
<td>Church History I and II</td>
<td>6</td>
</tr>
<tr>
<td>REL361-363</td>
<td>Christian Ministries Practicum (3 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>
Christian Ministries, Youth Ministries

**YOUTH MINISTRIES - A.S., A.A., B.S., B.A.**

**Purpose:**
The Youth Ministries major is designed to respond to future pastors who desire specialized training in the area of youth leadership and ministry. Students who complete this program will fulfill all the requirements for ordination in The Wesleyan Church. Note that this major is intended for youth pastors; persons who anticipate working in non-church settings or who do not sense a calling to pastoral leadership should consider enrolling in other majors (Christian Education, Psychology Communications, etc.) and taking a minor (24 hours) in youth ministries.

**Requirements:**
The Youth Ministries major consists of a minimum of fifty-seven (57) hours of required courses. Special general education requirements include BIL101, BIL102, PSY150, and SOC150. The primary focus of this major is to fulfill ordination requirements. Other electives are available in youth ministry and related fields.

**Courses:**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>BIL201 Methods in Bible Study</td>
<td>3</td>
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<tr>
<td>BIL202 An Introduction to Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>BIL264 Introduction to Pastoral Ministries</td>
<td>3</td>
</tr>
<tr>
<td>BIL275 Evangelism and Cross-Cultural Ministries</td>
<td>3</td>
</tr>
<tr>
<td>REL361-362 Christian Ministries Practicum</td>
<td>2</td>
</tr>
<tr>
<td>REL363-364 Christian Ministries Practicum (2 semesters)</td>
<td>2</td>
</tr>
<tr>
<td>REL331 Church History I</td>
<td>3</td>
</tr>
<tr>
<td>REL362-363 Christian Ministries Practicum</td>
<td>2</td>
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<tr>
<td>REL435 Public and Private Worship</td>
<td>2</td>
</tr>
<tr>
<td>REL436 Church Rituals</td>
<td>1</td>
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<tr>
<td>REL442 Christian Theology I and II</td>
<td>6</td>
</tr>
<tr>
<td>REL445 Homiletics II</td>
<td>3</td>
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<tr>
<td>REL466 Homiletics II</td>
<td>3</td>
</tr>
<tr>
<td>REL467 Church Leadership and Parliamentary Law</td>
<td>3</td>
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<tr>
<td>REL469 Pastoral Counseling</td>
<td>3</td>
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</tbody>
</table>

In addition to the courses listed above, Wesleyan students are required to take:

<table>
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<tr>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL201 Methods in Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL355 Introduction to Christian Education, including at least one course pertaining to each of the Old and New Testaments</td>
<td>9</td>
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<tr>
<td>CED252 Communication with Youth</td>
<td>3</td>
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<tr>
<td>CED270 Evangelism and Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CED341 Youth Ministries Practicum</td>
<td>1</td>
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<tr>
<td>CED355 Youth Program in Local Church</td>
<td>3</td>
</tr>
<tr>
<td>CED373 Youth Evangelism and Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CED480 Senior Project-Youth Ministries</td>
<td>3</td>
</tr>
<tr>
<td>REL204 Introduction to Pastoral Ministries</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
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<td>3</td>
</tr>
</tbody>
</table>

**Associate Degrees:**
Associate degrees in Christian Ministries are two-year programs with a twenty-four (24) credit-hour concentration identical to the Christian Ministries minor listed above.

Religion professors Clarence “Bud” Bence and Keith Drury are two of the most respected names in The Wesleyan Church.
A ten-hour cognate may be fulfilled with courses in such areas as Intercultural Studies, Music, Art, Psychology, or may be coordinated with a second major.

CHRISTIAN EDUCATION MINOR

A minor in Christian Education consists of twenty-four (24) credit hours of carefully selected courses.

Required Courses: 24 hours
- CED252 Introduction to Christian Education 3
- CED354 Working with Children 3
- CED355 Youth Program in Local Church 3
- CED357-359 Christian Education Practicum (3 semesters) 3
- REL232 An Introduction to Christian Faith 3

Any TWO of the following courses: 6
- CED355 Youth Program in Local Church
- CED356 Adult Education in the Church
- CED455 Christian Education in the Family

Associate Degrees:
The Associate degrees in Christian Education are two-year programs and require a twenty-four (24) credit hour concentration identical to the Christian Education minor listed above.

RELIGION/PHILOSOPHY - B.S., B.A.

Purpose:
Religion/Philosophy is the major to be taken by students anticipating seminary or other graduate studies. It may also serve as a second major to provide support in developing a Christian perspective and understanding.

Required Courses: 40 hours
- BIL Advanced Bible electives 6
- PHL262 Ethics 3
- PHL285 Logic 3
- PHL334 Philosophy of Religion 3
- PHL438 Religions of the World 3
- REL331-332 Church History I and II 6
- REL441-442 Christian Theology I and II 6

Electives in courses with prefixes BIL, INT, PHL, and REL. The following may be included:
- BIL101 & 102 Old and New Testament Survey
- CON251 Contemporary Modern Problems:
  - How Should We Then Live?
- HIST300 Western/American Intellectual and Social History 10
PHILOSOPHY MINOR

The minor consists of twenty-four (24) hours in courses listed under Philosophy (PHL). Contemporary Modern Problems: How Should We Then Live? (CON251) and Western/American Intellectual and Social History (HST300) may be included in the minor.

ETA

Students who are enrolled in any program offered by the Division of Religion and Philosophy and who affirm an evangelical commitment may qualify for a Standard Teacher’s diploma from the Evangelical Training Association. This diploma gives worldwide recognition as a qualified teacher in Christian Education leadership courses.

SOCIAL WORK AND SOCIOLOGY

The Department of Social Work and Sociology has three principal objectives: to develop a sociological perspective in students through its general education and major requirements; to assist students in the refinement of their knowledge and values in relationship to a sociologically informed and Biblically-based worldview; and to equip students for graduate study and/or entry level positions in the social service field.

Mission Statement:

The mission of the Social Work Program is to prepare culturally competent social work students for entry-level practice with a variety of client systems and a desire to integrate personal faith and learning to maximize one’s ability to be of service to fellow human beings.

Program Goals:

The primary goal of the Social Work Program at Indiana Wesleyan University is to prepare students for entry-level generalist social work practice. The second goal is to prepare students who desire to continue their graduate education. Students who wish to continue graduate education may be eligible for advanced standing at many graduate schools of social work. Graduates of the SocialWork Program are eligible to become full members of the National Association of Social Workers. Indiana Wesleyan University’s Social Work Program is accredited by the Council on Social Work Education. The third goal is to equip students with the necessary tools for the integration of faith and learning.

Required Courses:

- BIO100 Introductory Biology 4
- ECO211 Introduction to Economics 3
- POL200 State and Local Government and Politics 3
- PSH130 General Psychology 3
- PSH250 Developmental Psychology 3
- SOC130 Principles of Sociology 3
- SOC132 Social Problems 3
- SOC462 Social Research 3
- SWK180 Introduction to Social Work 3
- SWK335 Social Welfare Organization 3
- SWK336 Social Policy 3
- SWK341 Human Behavior/Social Environment 3
- SWK354 Statistics for Social Sciences 3
- SWK355 Social Work Practice I 3
- SWK356 Social Work Practice II 3
- SWK357 Social Work Practice III 3
- SWK366 Social Work Field Placement I 2
- SWK370 Social Work Field Placement Seminar I 3
- SWK466 Social Work Field Placement II 9
- SWK470 Social Work Field Placement Seminar II 3

In addition, students have the opportunity to take courses at the Christian Center for Urban Studies in Chicago. These courses prepare students to serve in urban and cross-cultural settings and provide an understanding of social justice and cultural issues. Students may spend a semester or a May Term with the center.

Entrance Requirements:

Along with submission of an application and SAT or ACT scores to the Director of Admissions, the student must declare Social Work as his/her choice of major. High school courses which provide a good foundation for the study of social work include Social Studies, Sociology, Psychology, American Government, Economics, English, Writing, and Communications.

Throughout the curriculum, theory and practice are integrated through a variety of classroom experiences and agency settings. The Senior Field Placement involves working thirty-two hours per week in a social service agency under the supervision of a professional social worker. Field placement experiences help students to develop skills in assessment, planning, intervention, evaluation, and termination. These skills are then applied to individuals, families, groups, organizations, and communities.
Sociology - A.S., A.A., B.S., B.A.

Purpose: Sociology, with its focus on analysis and understanding of human behavior in its social context, is an ideal major for students interested in teaching, research, graduate study, or other people-oriented professions. It also serves as an excellent supportive major for students interested in law, government service, social service, and mission work. (Sociology majors desiring to teach in the secondary schools need to take a double major in Sociology and Social Studies Education and consult with the office of the Division of Social Sciences.)

Requirements: A Sociology major consists of 30 hours in Sociology and 10 hours in a cognate area which may be additional hours in sociology or 10 hours in the following areas: Business, Criminal Justice, Economics, Education, History, Philosophy, Political Science, Psychology, Religion, or Social Work.

Courses: 40 hours
- SOC150 Principles of Sociology 3
- SOC152 Social Problems 3
- SOC350 Minor Group Relations 3
- SOC479 Sociological Theory 3
- SWK354 Statistics for Social Sciences 3
- SOC482 Social Research 3
- Sociology Electives 12
- Cognate 10

Admission to the Social Work Program:
The admission of students to the Social Work Program is a formal process separate from the initial declaration of Social Work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade-point average of 2.5 at the time of application to the program. Each student must submit to the Social Work Program an application no later than March 1 of the student's sophomore year. In addition, each student is interviewed by the Social Work Admissions Committee. Based on the interview, the applicant's letters of reference, and other application materials, the committee decides on whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department.

Admission to Field Placement Internships:
Field Placement at Indiana Wesleyan University is a most vital component of the student experience. It is the arena in which students, under appropriate supervision and consultation, can apply the skills, knowledge, and values of the profession to real-life situations in working with individuals, families, groups, organizations, and communities. Students have the opportunity to apply the generalist model of social work practice in assessing, planning, contracting, implementing, evaluating, and terminating various client systems.
In the spring of the student's junior year, he/she will meet with the Director of Field Placement. At this time, the student will complete a student interest form and a resume which will be used in the selection of suitable field placement settings. Students must complete all courses required for the Social Work major prior to the senior field placement.

Continuation in the Social Work Program:
The Social Work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the Social Work major must repeat the course. Students must maintain an overall grade-point average of 2.5 and a 2.7 in the major. Most social work courses are offered only one semester a year so that a delay in graduation of one or two semesters may occur. A senior must present a grade-point average of 2.7 in the field placement experience and a cumulative grade-point average of 2.5 in order to graduate. Juniors or seniors who fall below this grade-point average will be placed on probation for the following semester. Failure to raise the grade-point average to 2.5 could then result in dismissal from the program.

SOCIOLOGY - A.S., A.A., B.S., B.A.

Purpose: Sociology, with its focus on analysis and understanding of human behavior in its social context, is an ideal major for students interested in teaching, research, graduate study, or other people-oriented professions. It also serves as an excellent supportive major for students interested in law, government service, social service, and mission work. (Sociology majors desiring to teach in the secondary schools need to take a double major in Sociology and Social Studies Education and consult with the office of the Division of Social Sciences.)

Requirements: A Sociology major consists of 30 hours in Sociology and 10 hours in a cognate area which may be additional hours in sociology or 10 hours in the following areas: Business, Criminal Justice, Economics, Education, History, Philosophy, Political Science, Psychology, Religion, or Social Work.

Courses: 40 hours
- SOC150 Principles of Sociology 3
- SOC152 Social Problems 3
- SOC350 Minority Group Relations 3
- SOC479 Sociological Theory 3
- SWK354 Statistics for Social Sciences 3
- SOC482 Social Research 3
- SOC Sociology Electives 12
- Cognate 10
**SPECIAL PROGRAM**

**LIFEGROW - A.S. Degree in Christian Studies**

LIFEGROW is a distance learning program designed to meet educational needs in your own home. This program meets most of The Wesleyan Church ordination requirements and can be taken for no credit or for credit leading to an Associate of Science degree in Christian Studies. The full range of course work for this degree is available in a combination of video tapes, workbooks, and textbooks.

The A.S. program requires 62 credit hours of course work arranged as follows:

- General Education requirements: 17 credits
- Christian Studies course requirements: 45 credits

**Admission:**

1. A high school diploma or GED;
2. A minimum of two years acceptable full-time ministry or professional work experience following completion of high school or the GED;
3. The Wesleyan Church requires that a person pursuing ordination through any correspondence program, including LIFEGROW, be at least 28 years of age.

**Special policies for the LIFEGROW Program:**

1. A grade of "C" must be earned in each course in order for it to count toward the A.S. degree. Courses may be repeated until a grade of "C" is attained. A fee of $50.00 will be assessed for the repetition of a course.
2. A maximum of 32 credits from another college or university may be transferred into the Christian Studies program. The last 30 hours of the program must be earned at Indiana Wesleyan University.
3. 100- and 200-level courses must be taken before 300- and 400-level courses.
4. The entire LIFEGROW A.S. degree may be transferred to meet other B.S. or B.A. program requirements at Indiana Wesleyan University; however, students currently enrolled in other IWU programs will not be permitted to register for LIFEGROW courses. Students seeking to transfer LIFEGROW courses to other colleges or universities should contact the registrar at the other college to determine what credits will transfer.

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**WRITING**

**WRITING - B.S., B.A.**

The liberal arts major in Writing is designed to prepare students to become outstanding communicators with a high level of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to communication problems in everyday life. A graduate from the program may elect to pursue a career as a freelance writer, editor, or communications consultant, or may wish to apply his or her expertise in education, business, or the ministry. With its strong liberal arts emphasis, the Writing major is recommended highly as an excellent professional degree program.

The Writing major graduates with a wide range of writing experience in various genres, with exposure to modern composition theory, and with training in the practical application of rhetoric to life. While the program requires a comprehensive study and practice of writing, it also encourages the student to discover his or her best voice and style.

**Required Courses:**

- Writing Courses: 40 hours
- Electives in writing, literature, or COM210, COM228, COM333: 6 hours
- Cognate in literature: 10 hours

**Degree:**

Writing majors are strongly encouraged to take the B.A. degree.

**Requirements for Writing 30-hour Major:**

- Advanced Writing: 18 hours
- Literature: 12 hours

**WRITING MINOR**

Writing courses: 24 hours

**Degree:**

Writing majors are strongly encouraged to take the B.A. degree.

**Requirements for Writing 30-hour Major:**

1. A grade of "C" must be earned in each course in order for it to count toward the A.S. degree. Courses may be repeated until a grade of "C" is attained. A fee of $50.00 will be assessed for the repetition of a course.
2. A maximum of 32 credits from another college or university may be transferred into the Christian Studies program. The last 30 hours of the program must be earned at Indiana Wesleyan University.
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3. 100- and 200-level courses must be taken before 300- and 400-level courses.
4. The entire LIFEGROW A.S. degree may be transferred to meet other B.S. or B.A. program requirements at Indiana Wesleyan University; however, students currently enrolled in other IWU programs will not be permitted to register for LIFEGROW courses. Students seeking to transfer LIFEGROW courses to other colleges or universities should contact the registrar at the other college to determine what credits will transfer.
IF YOU CHANGE YOUR MIND

Information you may need if you wish to alter the standard procedure for completing a course:

Refunds:
If you receive a course and discover that it does not meet your need, you may return it within 10 days. Your tuition will be refunded minus a $15.00 processing fee. After 10 days, no refunds can be granted.

Reinstatement:
Each course is to be completed in no more than 6 months. If a student fails to complete a course within six months of the course registration date, a reinstatement fee of $30.00 will be assessed.

Extension:
If for some reason a student must take more than 6 months to complete a course, he/she may extend the time window for completing the course by remitting a $10.00 extension fee along with a short written request explaining the reasons for the extension.

Transcripts:
All transcripts cost $3.00 for processing and mailing. If a student wants a transcript to be forwarded to another institution, he/she should send $3.00 for each transcript requested and the address to whom it should be sent. Send the request and $3.00 per transcript requested to:

ATTN: RECORDS
Indiana Wesleyan University
4201 South Washington Street
Marion, IN 46953

Damaged Materials:
If any components of the course are defective in any way upon arrival, the student may call and request that additional materials be forwarded. To receive a new video or new study materials, please call toll free 1-800-332-6901. A $12.00 fee will be assessed for any video damaged by the student.

FINANCIAL INFORMATION - LIFEGROW

There are two levels of payment for courses taken through LIFEGROW.

Level I: Associate Degree Track
- Videos, Study Guides, and Textbook: $275.00
- LIFEGROW Notebook (Optional): $12.95
- Shipping and Handling (per course): $10.00

Level II: Ordination Track
- Ordination Preparation, Commissioning and Special Lay Ministries Videos, Study Guides, and Textbook (3-Hour Course): $125.00
- LIFEGROW Notebook (Optional): $12.95
- Shipping and Handling (Per Course): $10.00

COST PER COURSE

Level I: Associate Degree Track
1 Credit Hour Course: $92.00
2 Credit Hour Course: $184.00
3 Credit Hour Course: $275.00

Level II: Ordination Track
1 Hour Ordination Course: $42.00
2 Hour Ordination Course: $84.00
3 Hour Ordination Course: $125.00

If students take a course at either the academic or ordination level and then decide they would like to purchase the tapes for further use, they may do so for an additional $50.00 fee. The tapes are under copyright and may not be duplicated. A separate brochure of information is available for the LIFEGROW Program. Persons interested in LIFEGROW should contact the Religion Office at 765-677-2251 or call 1-800-332-6901 and ask for the LIFEGROW Coordinator.
Faith is integrated with learning in all aspects of campus life.
Programs of graduate study at Indiana Wesleyan University are offered in Business Administration, Management, Community Health Nursing, Primary Care Nursing, Counseling, Education, and Ministry. The programs are designed to provide advanced study toward leadership roles in the professions. All graduate programs are accredited by the North Central Association of Colleges and Schools; Graduate studies in Nursing are also accredited by the National League for Nursing. Graduate Counseling is also 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 regionally accredited institution. Graduates from institutions accredited by the American Association of Bible Colleges are accepted.
2. Normal admission to any master’s degree program will require a minimal undergraduate cumulative grade point of 2.5 on a 4.0 scale. 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 catalog section describing the graduate program of interest.
3. Certain programs require minimal professional work experience. Graduate Studies in Nursing requires one year of professional experience; Adult and Professional business programs require a minimum of three years 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 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 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

I. Community Health Nursing
   Primary Care Nursing
   Post Master’s Certificate
II. Counseling
   With concentrations in Community Counseling and Marriage and Family Counseling
III. Ministry
IV. Business Administration*
V. Education*
VI. Management*
*(See Adult and Professional Studies section of catalog.)
The purpose of the Master’s Degree Program in Community Health Nursing is to prepare community health nurse specialists for advanced multicultural practice; to prepare nurses 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. International principles of primary health care are used as a framework for promoting health and development of urban and rural communities.

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. Clinical 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 in developed and developing countries. The global perspective and multicultural content make the program appropriate for missionaries and other international community health nurses.

**PROGRAM OF STUDY**

**Core Courses:**
- CHN510 Theoretical Foundations 3
- CHN515 Research Methods 3
- CHN530 Epidemiology 3
- CHN544 Health Policy: Process and Analysis 2
- CHN590 Nursing Investigation 3

**Community Health Curriculum:**
- CHN520 Contemporary Issues in Community Health 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

**Electives:** 9 hours

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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.

**COMMUNITY HEALTH NURSING - M.S.**

**PRIMARY CARE NURSING - M.S.**

Dr. DeAnne Messias heads the Graduate Nursing Program.
## PROGRAM OF STUDY

### Core Courses: 14 hours
- CHN510 Theoretical Foundations 3
- CHN515 Research Methods 3
- CHN530 Epidemiology 3
- CHN544 Health Policy: Process and Analysis 3
- CHN590 Nursing Investigation 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
- PYC532 Advanced Health Status Assessment 3

### Options: 8 hours
- Adult Nurse Practitioner: 
  - PYC545 Practicum in Primary Care Nursing Elective 5
- 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 4
  - 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 Nurse Practitioner/Community Health student completes:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>14 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Nursing Courses</td>
<td>13 hours</td>
</tr>
<tr>
<td>CHN Electives</td>
<td>3 hours</td>
</tr>
<tr>
<td>Primary Care Curriculum</td>
<td>23-26</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Adult Nurse Practitioner: 26 hours</th>
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</thead>
<tbody>
<tr>
<td>CHN530 Epidemiology</td>
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<tr>
<td>CHN554 Care of Aging and Chronically Ill Populations</td>
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<tr>
<td>PYC512 Advanced Pharmacology for Primary Care</td>
</tr>
<tr>
<td>PYC514 Advanced Pathophysiology</td>
</tr>
<tr>
<td>PYC530 Primary Care of Adults</td>
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<tr>
<td>PYC545 Practicum in Primary Care Nursing</td>
</tr>
<tr>
<td>PYC532 Advanced Health Status Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Nurse Practitioner: 29 hours</th>
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</thead>
<tbody>
<tr>
<td>Same as Adult Nurse Practitioner except delete PYC545 and add:</td>
</tr>
<tr>
<td>PYC532 Primary Care of Children-Seminar</td>
</tr>
<tr>
<td>PYC532P Primary Care of Children-Practicum</td>
</tr>
<tr>
<td>PYC534 Primary Care of Women-Seminar</td>
</tr>
<tr>
<td>PYC534P Primary Care of Women-Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gerontological Nurse Practitioner: 29 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as Adult Nurse Practitioner except delete PYC545 and add:</td>
</tr>
<tr>
<td>PYC536 Primary Care of Older Adults-Seminar</td>
</tr>
<tr>
<td>PYC536P Primary Care of Older Adults-Practicum</td>
</tr>
<tr>
<td>PYC545 Advanced Practicum</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
ADMISSION AND PROGRESSION POLICY

Criteria for regular admission to Graduate Studies in Nursing are:

a. 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 deficits.)

b. Undergraduate cumulative grade-point average of 3.0 on a 4.0 scale.

c. R.N. licensure. International students must have licensure in the country of origin. Primary Care students must be licensed in Indiana.

d. 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.

e. Original transcripts of all previous college work and/or nursing programs.

f. Personal statement of goals for graduate study.

g. Personal or telephone interview with graduate advisor after the above documents have been provided.

h. At least one year of professional practice.

i. Scores from the Graduate Record Exam (GRE). (Not required for Post-Master's degree Nurse Practitioner's Certificate)

j. Test of English as a Foreign Language (TOEFL) if English is not first language.

k. Primary Care students must have health clearance for TB, Rubella, and Hepatitis B.

l. Graduate course in statistics equivalent to CHN528 with a grade of "C" or better within one year prior to enrollment. Master's Degree in Nursing for Post-Master's degree Nurse Practitioner Certificate.

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.

Special Admission: R.N.'s with a baccalaureate degree not pursuing a master's degree in Nursing at Indiana Wesleyan University may be admitted to selected non-clinical graduate courses as special students with graduate faculty permission. Special students must complete and submit all application forms required for regular admission. All regular admission criteria must be met before a student may change admission categories. The credit earned as a special student is limited to 9 hours and is not automatically applied toward degree requirements. Credits earned as a special student may be applied toward the master's degree only after evaluation and recommendation by the Graduate Committee. Graduate courses may not be counted for both graduate and undergraduate requirements.

Admission to Graduate Studies begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies to the Office of Graduate Nursing. Following a personal interview or its equivalent, completed materials will be evaluated by the Graduate Nursing Department which will make admission decisions. Applicants will be notified in writing by the Director of Graduate Studies in Nursing of the action taken on their application. Admission to Graduate Studies does not constitute admission to candidacy for the Master's Degree.

Graduate nursing students must maintain a GR 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 GR to 3.0 or better during the following semester (Fall, Spring, or summer sessions) will result in dismissal from the program. A student may not register for a clinical course while on probation. A student cannot be placed on probation more than one semester during the program or graduate study if the GPA falls below 3.6 a second time, the student will be dismissed from the program. Exceptions may be petitioned through the graduate nursing faculty.

A minimum grade of "B" must be obtained in each course with a clinical or lab component. A minimum grade of "C" is required in each non-clinical course. Students may not register for more than 8 credits of seminar/practicum courses per semester. Exceptions may be petitioned through the graduate nursing faculty.

The graduate program is accredited by the National League for Nursing. Courses are offered 11 months of the year to facilitate completion of degree requirements. Students may enroll either full time or part time. Evenings classes accommodate working professionals. Faculty and students collaborate in selection of clinical sites.

Graduate Nursing—Admission and Progression Policy
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.

Admission to the Master’s in Counseling Program:*  
1. A baccalaureate degree from an accredited college or university.
2. An undergraduate grade-point average of 3.0 overall on a 4.0 scale.
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  
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.
* 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:  
- Core Courses: 36 hours  
- Including the following clinical instruction:  
  - Practicum (108 hours; 40-50 direct contact; 3 credits)  
  - Internship (600 hours; 240-300 direct contact; 6 credits)  
- Concentration Courses: 6 hours  
- Elective Courses: 6 hours

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  
- CNS501 Human Growth and Development 3  
- CNS502 Multicultural Counseling 3  
- CNS503 Theory and Techniques in the Helping Relationship 3  
- CNS504 Theory and Techniques in Group Counseling 3
courses:

- CNS505 Theory and Techniques in Career Counseling 3
- CNS506 Appraisal of Individuals 3
- CNS507 Research and Evaluation of Methods and Practice 3
- CNS508 Professional Orientation and Development 3
- CNS509 Integration of the Theory and Practice of Christian Counseling 3
- CNS550 Supervised Practicum 3
- CNS551 Supervised Internship 3
- CNS552 Supervised Internship 3

Master’s in Counseling—Additional Course Work in Concentrations:

Community Counseling Concentration:

- CNS522 Foundations and Contextual Dimensions of Community Counseling 3
- CNS523 Theory and Techniques of Community Counseling 3

Marriage and Family Counseling:

- CNS541 Foundations of Marriage and Family Counseling 3
- CNS542 Trends and Treatment Issues in Marriage and Family Counseling 3
- CNS543 Theory and Techniques of Marriage and Family Counseling 3
- CNS544 Graduate Capstone Project 3
- CNS553 Marriage and Family Internship 3

Master’s in Counseling Elective Courses:

- CNS511 Issues in Addiction Recovery 3
- CNS512 Psychopharmacology 3
- CNS513 Spiritual Formation and Direction 3
- CNS514 Mediation, Reconciliation, and Restoration 3
- CNS515 Biblical Interpretation and Application 3
- CNS516 Advanced Integration of Psychology and Theology 3
- CNS517 Adolescent Development and Treatment 3
- CNS518 Child Development and Treatment 3
- CNS519 Theory and Techniques of School Counseling 3
- CNS520 Studies in Intimacy and Sexuality 3
- CNS523 Theory and Techniques of Community Counseling 3
- CNS533 Psychopathology 3

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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.
2. The following minimums in the baccalaureate degree: 24 total hours in religion with these stipulations—at least 6 hours from either church history or theology, 3 hours in advanced Bible, and 15 additional hours in Religion and Philosophy. A student lacking these prerequisites may be admitted to the program with the provision that deficiencies may be made up while enrolled in the master’s program. Deficiency courses do not count toward the master’s degree.
3. A cumulative undergraduate grade-point average of at least 2.5 based on a 4.0 grading scale.
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. Entering students are required to submit a written statement of their philosophy of ministry and their personal goals in undertaking the graduate program.
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.

Special 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 required for regular admission and must meet all criteria except 2 and 3 above.

The procedure for changing from special to regular admission is the same as that for changing from conditional admission, except that credit earned as a special student is limited to nine hours, and credit is not automatically applied toward degree requirements. Credits earned as a special 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.

### General Requirements:
- **36 hours**
  - Biblical: 6
  - Doctrinal: 3
  - Historical: 3
  - Additional hours (Doctrinal or Historical): 3
  - Practical: 3
  - Research: 1
  - Thesis/Practicum/Project: 5
  - Electives/Concentration: 12

**Graduate Ministry Requirements**

Dr. Steve Lennox is the Director of the Graduate Ministry Program.
DIVISION OF ADULT AND PROFESSIONAL STUDIES

The Division of Adult and Professional Studies was created to serve the adult population in the state of Indiana with a variety of programs designed to meet the educational needs of specific adult audiences. Indiana Wesleyan University understands 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 division are designed for those working adults by combining theory with practical experience.

OBJECTIVES

The general objectives of the Indiana Wesleyan University Division of Adult and Professional Studies programs are:

1. To provide the background which students need for a variety of professional careers and to extend the range and nature of available careers.
2. To provide students with a comprehensive yet practical education through an intensive curriculum which draws on resources, theories, and knowledge of all relevant disciplines to enable the students to study, analyze, and evaluate problems from a broad perspective.
3. To provide training in the skills required for effective decision-making, as well as for formulating short-range and long-range plans.
4. 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 a campus.
5. To provide an understanding of the importance of the application of Christian principles in a professional environment.

ADMISSION REQUIREMENTS

Indiana Wesleyan University accepts adult learners for the programs in the division on the basis of their qualifications. Decisions for admission are based on previous academic records, meaningful 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 to submit a $20 application fee for acceptance into this division. Admission requirements for the various programs are listed with the program.

POLICIES AND PROCEDURES

The Academic Bulletin for the Division of Adult and Professional Studies states governing policies and procedures for the programs in the division.

UNDERGRADUATE PROGRAMS

The associate and bachelor degrees offered by the division are designed for working adults who may or may not have acquired learning through college or university courses, career experiences, professional or military schools, and in-service training. For those with college credit at regionally accredited institutions, courses which 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 can be applied toward a baccalaureate degree.

The courses in the division relate theory to practice. Instructional methods include mini-lectures, class discussion, case studies, simulations, clinical practicums, and student-selected projects related to the student’s professional goals. Courses are taught primarily in three-credit modules. Each module is a required component of the program and is generally taken in sequence. No waivers are permitted for any core courses.

More than 4,200 students are enrolled in the adult education programs.

Indiana Wesleyan University
All program curricula are designed to provide preparation in the knowledge and skills required to make effective decisions, as well as to formulate short- and long-range business plans. The program also provides training in the personal skills needed for effective organization. These skills include values clarification, needs assessment, group facilitation, and leadership.

All baccalaureate and associate programs consist of a specific core of credits. Completion of the core courses fulfills the minimum requirement for the major.

ASSESSMENT OF PRIOR LEARNING

Indiana Wesleyan University is among more than 500 colleges and universities which are involved in assessing students’ prior learning for academic credit toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared prior learning portfolio is the most commonly accepted method used to evaluate prior learning. These portfolios are a collection 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 prior learning experience with the student’s educational and professional objectives.

A maximum of 40 credits may be earned toward a baccalaureate degree through the portfolio.

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.
ASSOCIATE DEGREE

ADMISSION REQUIREMENTS

The admission requirements for the associate degree program 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 Division 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 the communications courses (ENG140, 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.
4. Payment of all tuition and fees.

MAJOR IN BUSINESS - A.S.

The Associate of Science in Business program is a lower-division 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, accounting, economics, and business issues. Emphasis is placed on a holistic understanding of the business environment and the development of fundamental professional skills in communication and quantitative analysis.

The Associate of Science in Business (ASB) program consists of 62 credits of course work which includes both business and liberal arts curricula. The ASB design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option at the associate level.

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.

Core Courses: Credits Weeks

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV111</td>
<td>Philosophy and Practice of Lifelong Learning I</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ENG140</td>
<td>Communications I</td>
<td>3</td>
<td>5</td>
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<tr>
<td>ENG141</td>
<td>Communications II</td>
<td>3</td>
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</tr>
<tr>
<td>BGS105</td>
<td>Introduction to American Business</td>
<td>3</td>
<td>5</td>
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<td>FPE140</td>
<td>Concepts of Wellness</td>
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<td>BIL102</td>
<td>New Testament Survey</td>
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<td>COM115</td>
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<td>Human Resource Management</td>
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<td>Accounting for Business</td>
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<td>Philosophy and Christian Thought</td>
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<td>BUS150</td>
<td>Personal Finance</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BRZ201</td>
<td>Environmental Conservation</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS225</td>
<td>Legal Environment of Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS230</td>
<td>Global Issues</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS274</td>
<td>Business Case Study</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
ADMISSION REQUIREMENTS

The admission requirements for the baccalaureate programs are as follows:

1. Proof of high school graduation or GED certification;
2. Original transcripts from all previous college/university study;
3. Prior completion of at least sixty transferable credit hours from an accredited college or university; up to 40 hours of credit may be equivalent education assessed and approved through the portfolio process;
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 division;
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 Bachelor of Science degree with a major in Computer Information Systems:

7. Completion of prerequisites for math prior to starting the BSBIS core curriculum.
8. Evidence of a personal Internet Service Provider which must be maintained throughout the program.

Additional admission requirements for the Nursing program:

9. An associate degree with a major in Nursing with at least 60 semester hours of credit from a regionally accredited college or university, OR applicants with a diploma from an accredited hospital school of nursing may be eligible to apply for credit through the assessment process. Credit hours awarded may be counted toward the 60 required for admission to the core curriculum, up to a maximum of 40 credits;
10. Proof of current RN license;
11. Before entering clinical courses, students must complete requirements for health clearance and be licensed in the state in which they are doing clinical practice.

12. Students must achieve an RNBS core grade-point average of 2.75 by the end of the first three courses.

GRADUATION REQUIREMENTS

To graduate with a baccalaureate degree from the Division 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 specific core requirements with a grade-point average of 2.25 (2.75 in major and overall for the Nursing program) or higher;
3. Cumulative grade-point average of 2.0 or higher;
4. Payment of all tuition and fees;
5. For the Nursing program, all individual core courses must be completed with a grade of "C" or better;
6. Completion of 30-hour liberal arts core which 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)
MAJOR IN ACCOUNTING - B.S.

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) in the program 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 management of sole proprietorships, partnerships, corporations, and nonprofit entities are also addressed. Other topics in the core program include economics, business law, and strategic planning. In all, the accounting curriculum is designed to provide working business professionals with 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.

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC201</td>
<td>Accounting Principles I</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>ACC202</td>
<td>Accounting Principles II</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ADM201</td>
<td>Principles of Self-Management</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ACC311</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>ACC312</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>ECO330</td>
<td>Applied Microeconomics for Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ECO331</td>
<td>Applied Microeconomics for Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM447</td>
<td>Business Law</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ACC341</td>
<td>Managerial Cost Accounting</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ACC371</td>
<td>Federal Income Tax I</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ACC372</td>
<td>Federal Income Tax II</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ACC491</td>
<td>Accounting Seminar</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Students in the BSA program are required to demonstrate proficiency in the area of accounting prior to taking ACC311 (Intermediate Financial Accounting I) by successfully completing the IWU courses ACC201 (Accounting Principles I) and ACC202 (Accounting Principles II) or by transferring in the equivalent from an accredited university with a grade of “C” or higher.

All students admitted to the BSA program must give evidence of knowledge equivalent to one semester of course work in math or statistics by transferring in a course from another institution, taking a course from Indiana Wesleyan University, or by satisfactorily completing the mathematics examination supervised by Indiana Wesleyan University.

MAJOR IN BUSINESS ADMINISTRATION - B.S.

The Bachelor of Science degree with a major in Business Administration is an upper-division 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 more complex business environment. The program stresses skill development in the areas of management, decision-making, managerial accounting and finance, managerial economics, and marketing. The emphasis in this program is in developing the quantitative skills necessary to be successful in the professional world.

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

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM201</td>
<td>Principles of Self-Management</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MGT302</td>
<td>Management and Leadership</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT305</td>
<td>Professional Communication</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM416</td>
<td>Computers and Information</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM420</td>
<td>Business Statistics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ADM450</td>
<td>Economics for Business</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT423</td>
<td>Issues in Ethics</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS228P</td>
<td>Managerial Accounting Prerequisites</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADM471</td>
<td>Managerial Accounting</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>ADM474</td>
<td>Managerial Finance</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>MGT421</td>
<td>Strategies in Marketing Management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM447</td>
<td>Business Law</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
The major in Business Administration program are required to demonstrate a minimum level of proficiency in the area of accounting before taking ADM471 by successfully completing one of the following options:

1. Three hours of previous undergraduate course work taken within the last 5 years in accounting documented on an official transcript.
2. The Indiana Wesleyan University course BUS220 within the past five years.
3. The prerequisite course work in accounting (BUS220P) as scheduled within the curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

The major in Business Information Systems is an academic program designed for the working adult interested in assisting and leading organizations in the planning, development, and operation of information systems. The program is structured around the overwhelming industry demand for individuals who possess effective business, organizational, and technical skills. Quantitative and qualitative skills will be taught in the areas of decision analysis, communication, leadership and team building, systems analysis and design, object-oriented programming, project management, and systems integration.

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

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS20</td>
<td>Analytical Thinking and Problem Solving</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>BIS222</td>
<td>Software Tools</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>BUS220P</td>
<td>Managerial Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADM471</td>
<td>Managerial Accounting</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>BIS224</td>
<td>Business Information Systems Technology</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS500</td>
<td>Business Systems Analysis and Design</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

The major in Business Information Systems program are required to demonstrate a minimum level of proficiency in the area of accounting before taking ADM471 by successfully completing one of the following options:

1. Three hours of previous undergraduate course work taken within the last 5 years in accounting documented on an official transcript.
2. The Indiana Wesleyan University course BUS220 within the past five years.
3. The prerequisite course work in accounting (BUS220P) as scheduled within the curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.
The Bachelor of Science with a major in Management program is also an upper-division 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, financial planning and control systems, and negotiation and conflict resolution. The management degree specifically focuses on sharpening the qualitative skills necessary to be successful in a professional environment.

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

Courses: Credits Weeks
ADM201 Principles of Self-Management 2 4
MGT302 Management and Leadership 3 5
ADM316 Computers and Information Processing 3 5
MGT205 Professional Communication 3 5
MGT432 Organizational Behavior 3 5
MGT435 Personnel Management 3 5
MGT423 Issues in Ethics 3 5
BUS220P Managerial Accounting 0 3

Students in the Management program are required to demonstrate a minimum level of proficiency in the area of accounting before taking MGT412 by successfully completing one of the following options:

1. Three hours of previous undergraduate course work taken within the last 5 years in accounting documented on an official transcript.
2. The Indiana Wesleyan University course BUS220 within the past five years.
3. The prerequisite course work in accounting (BUS220P) as scheduled within the curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

The Nursing 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 study groups and other strategies appropriate for adult education contribute to mastery of learning outcomes.

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.

Courses: Credits Weeks
NUR205 Nursing’s Role in the Health Care System 3 5
NUR221 Nursing Informatics 2 4
NUR332 Nursing Theory for the Clinician 3 5
NUR365 Ethics 2 4
NUR34 Comprehensive Physical Assessment of the Well Adult 2 4
NUR406 Research 3 6
SQC223 Cultural Anthropology 3 5
NUR401 Intercultural Nursing 3 5
NUR437 Pathophysiology 3 7
NUR478 Critical Care Nursing 4 6
NUR470 Gerontology 3 5
NUR470 Community Health Nursing 3 8
NUR490 Management in Nursing 4 6

India Wesleyan University
GRADUATE PROGRAMS

ADMISSION REQUIREMENTS

The admission requirements for the graduate programs are as follows:

1. An undergraduate degree from an accredited college or university. For the Master of Education (M.Ed.) degree, the undergraduate degree must be in education;
2. An overall grade-point average (GPA) of 2.5 in previous college work. For the Master of Education degree, the overall GPA must be 2.75. If an applicant’s GPA is below 2.5 (or 2.75), the student may be admitted on a probationary basis as established by the guidelines of the division;
3. For the Master of Business Administration (MBA) and Master of Science in Management (MSM) programs, a minimum of three years of significant full-time work experience is required. For the Master of Education program, a minimum of one year of teaching experience is required;
4. 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 MBA program:

5. All students applying to the MBA program must give evidence of knowledge equivalent to one undergraduate semester of course work in mathematics or statistics.

Additional admission requirements for the M.Ed. program:

6. Six (6) credits of graduate work with a GPA of 3.0 or higher, OR
7. Acceptable score on one of the following:
   • Miller Analogies Test (minimum 40)
   • Graduate Record Examination (minimum 1000)
   • National Teachers Examination
   • Pre-Professional Skills Test
   • Mathematics (minimum 175)
   • Reading (minimum 176)
   • Professional Knowledge (minimum 192)
   • Computer Based Testing
   • Mathematics (minimum 320)
   • Reading (minimum 323)
   • Professional Knowledge (minimum 318)
   • A state mandated test for teacher licensure (passing score)
   (If you received your original license in Illinois after July 1, 1988, a copy of the license will serve as proof of an acceptable Illinois State Teacher’s Exam score.)
8. A copy of a valid (but not necessarily current) teacher’s license.

GRADUATION REQUIREMENTS

To graduate with a graduate degree, students must have completed the following:

1. All credits required in the curriculum sequence with a minimum grade-point average of 3.0;
2. A grade of “C” or higher in all core courses;
3. In the Master of Education program, students must complete six (6) semester hours of education elective course work at the graduate level. This requirement can be met one of two ways:
   • Students may transfer in graduate credit in an appropriate subject area from an accredited college or university providing a grade of “C” or higher was earned; or
   • Students may take graduate education electives offered by Indiana Wesleyan University.
4. Payment of all tuition and fees;
5. For the Master of Education degree, students are required to satisfactorily complete the Applied Masters Portfolio as a culminating requirement.
6. For the MBA and MSM programs, students are required to complete an Applied Management Project that meets the specifications and requirements of Indiana Wesleyan University.
The Master of Science with a major in Management program (MSM) is a 36-hour graduate program designed to develop or enhance the personal and technical management skills necessary for more effective functioning within the administrative arena in private business and public agencies.

The curriculum is organized around the theme of “leadership,” and courses offered expand on five essential elements. First, a leader must BE a person of honesty and integrity. Second, a leader must UNDERSTAND the workings of the world both within and outside the organization. Third, a leader must ENVISION the direction toward which the organization or group should move. Fourth, a leader must DECIDE between any number of options on how to solve problems and achieve goals. And finally, a leader must MOBILIZE individuals to work together toward a common end. The degree program is designed to enable students to apply increasingly sophisticated theoretical concepts to the solution of practical management problems.

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 MSM program includes an Applied Management Project course, which serves as an integrating element of the various areas of study. Students select business problems related to their own professional responsibilities and complete papers which meet their professional needs. Through the design, execution, and formal presentation of a significant paper, the student demonstrates the ability to apply theoretical knowledge to the solution of practical management difficulties. The paper promotes the student’s intellectual and professional growth and is the capstone of an instructional methodology which focuses learning activities on the synthesis of theory and practice. The resultant paper demonstrates professional and academic accomplishment and contributes to the solution of persistent management problems in the student’s organization.

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.

1. To provide the education students need for a variety of public service and business careers and to extend the range and nature of careers available to them;
2. To provide students a comprehensive yet practical education through an intensive curriculum in management/leadership and the related social sciences. Such curriculum will enable students to study, analyze, and evaluate problems from a broad perspective;
3. To provide students with both the qualitative skills of management science and the human skills needed for effectiveness in leadership and change facilitation;
4. To provide an understanding of the importance of the application of Christian principles in a management environment.

Courses:            Credits Weeks
MGT530 Theory and Practice of Leadership 3 6
MGT525 Managerial Ethics 3 6
MGT513 Managerial Economics 3 6
MGT532 Human Relations and Organizational Behavior 3 6
MGT544 Analysis and Decision-Making 3 6
MGT550 Seminar on Quality 3 6
MGT517 Managerial Finance 3 6
MGT541 Advanced Marketing Management 3 6
MGT530 Strategy Formulation 3 6
MGT538 Communication in Organizational Settings 3 6
MGT540 Motivation, Development, and Change 3 6
MGT557 Applied Management Project 3 6
The Master of Science with a major in Management (Executive) (MSMe) provides a structured graduate learning framework in which business leaders can articulate and explore the issues dominating the marketplace today. It has been created to provide business groups with a high quality, credit-bearing graduate program that will educate top-level executive managers in the new management paradigms and cultures required for success in today’s marketplace.

The major disciplinary areas covered in the MSMe program are management theory and practice, managerial economics and finance, quality tools, and organizational behavior and change. These disciplines will be examined specifically as they apply to the business unit in which the MSMe is implemented.

The MSMe differs from the regular MSM by being more policy-oriented, dialogue-based, and participant-driven than the standard MSM. It is a framework within which the university provides for considerable customization according to the culture, experience, and requirements of business units.

Participants in the MSMe are typically members of the senior management team of the business unit within which the program is implemented. All participants must meet the graduate entrance requirements of the university.

Program Focus of the Major in Management (Executive) - Master of Science Degree:

1. Define the relevant issues or problems in specific disciplines.
2. Define the context in which those issues arise.
3. Benchmark the professional and scholarly knowledge bases relevant to those issues.
4. Investigate and evaluate the tools that may be required to address the issues.
5. Propose and experiment with solutions.

Following is an example of the curriculum as implemented in one business unit:

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Contact Hours</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM501 Principles of Executive Self-Management</td>
<td>1</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>MGT510 Theory and Practice of Leadership</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ADM545 Organizational Development</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MGT518 Communication in Organizational Settings</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MGT540 Motivation, Development, and Change</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MGT544 Analysis and Decision-Making</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ADM515 Statistical Analysis</td>
<td>4</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>MGT530 Strategy Formulation</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MGT525 Managerial Ethics</td>
<td>3</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>ADM566 Managing Business Information Systems</td>
<td>3</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>MGT513 Managerial Economics</td>
<td>3</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>MGT530 Seminar on Quality</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MGT521 Total Production Maintenance</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MGT522 Production and Manufacturing</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MGT537 Applied Management Project</td>
<td>3</td>
<td>online</td>
<td></td>
</tr>
</tbody>
</table>

The Master of Business Administration (MBA) is a 46-semester credit-hour program designed to meet the worldwide need for knowledgeable, principle-centered leadership of organizations. Only middle- and upper-level managers who are lifelong leaders and manage effective learning organizations, thereby empowering their coworkers, will meet that need. The program is offered in two delivery formats—the traditional classroom setting and online via the IWU Online interface over the Internet.

Because the tools of management science are applicable to the problems of the public sector as well as the private, students whose career interests involve not-for-profit enterprises are also encouraged to seek admission.
The concept of the business manager as both economic and ethical leader represents a break from traditional views of managers as narrowly trained, profit-driven technocrats. The more contemporary concept of managers has grassroots support from the business community, where diverse organizations are requesting a new generation of MBA graduates.

The MBA program that will prepare managers as both economic and ethical leaders will emphasize the integration and application of knowledge. Students connect immediately 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, a dyad model shapes the curriculum. This twofold structure spans:

1. The foundational common body of knowledge which provides managers with context and background as they face complex, global managerial decisions. This knowledge base empowers managers to place business issues in their proper perspective and deal with them from a broad-based point of view. In this core of courses, students develop understanding of:
   - the nature of organizations and the dynamics of individuals and groups within organizations.
   - the leadership role of management, and the moral and economic imperatives associated with the leadership role.
   - quantitative and qualitative analysis, interpretation, and use of business information.
   - economic relationships, competitive markets, and strategies in constrained environments.

2. The functional core focuses on how a firm actually develops a product or service, efficiently produces or delivers it, effectively markets it, and finances overall operations. This core of courses addresses the aspects of the firm that are evident and observable, and on which its survival depends. At the heart of the functional core is the manager engaging in strategic decision-making that impacts the firm in both the short and long run. A parallel applied management project, structured individually by student and facilitator, effectuates the integration and application of knowledge.

The MBA graduate will demonstrate the following abilities:

1. Develop, execute, and evaluate complex business plans;
2. Assess personal management strengths and weaknesses;
3. Plan, organize, and evaluate the daily business activities of themselves and others. Graduates will use resources in an efficient, effective, ethical, and humanitarian way.

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

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.

Adjunct faculty members bring workplace experience to the APS classroom.

Program Focus of the Master of Business Administration Degree:

1. To provide the education students need for a variety of business and management careers and to extend the range and nature of careers available to them;
2. To provide an intensive curriculum in management science which identifies the critical ingredients of effective management and reflects the nature of the environment in which the bulk of business decision-making occurs;
3. To provide students with both the qualitative and quantitative skills relevant to effective managerial functioning as identified by survey data of business and industry;
4. To provide the skill development required to review and absorb large amounts of information over relatively short periods of time, to work effectively under pressure, and to deploy people and material resources efficiently toward a goal of accurately diagnosing and solving complex business problems;
5. To develop an awareness of the personal and ethical contexts within which business decision-making occurs;
6. To give graduates an increased ability to reconcile the specific goals of the firm with the broader goals of society;
7. To provide students with an understanding of the importance of the application of Christian principles in a business setting.
The MBA will be offered in a traditional classroom environment and via the interface of IWU Online. The MBA Online via the Internet represents a marked departure from conventional modes of instruction, and its delivery has been carefully considered. While all aspects of online delivery impact the curriculum, what is presented here is the overall structure.

1. Students will receive proactive and personalized technical assistance before beginning their program, to include: startup documents, email addresses, user names, and technical support.
2. All courses will be delivered via the Internet, with the exception of ADM557A Applied Management Project I and ADM557B Applied Management Project II.
3. ADM557A and ADM557B will be delivered in on-site intensive learning experiences. These courses have been designated as Intensive Learning Experience (ILE) courses, in view of their adaptability to varied learning environments and techniques. Computer lab work, videos, case studies, and group presentations are a few of the approaches that will be utilized. An intensive learning experience will include the following components:

   - Online assignments which will prepare the students for the on-site portion of the course.
   - Four-hour class segments which will include consideration of text material, hands-on/multimedia learning, and study group preparation time.
   - On-site session will be of three days in duration, scheduled on Thursday, Friday, and Saturday.

The MBA Online Delivery Format

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 options:

1. Six hours of undergraduate course work in each required area taken within the past five years and documented on an official transcript.
2. Completion of IWU courses ADM470, ADM471, and ADM474 within the past five years.
3. Three hours graduate course work in the required areas taken within the past five years and documented on an official transcript.
4. Completion of the prerequisite courses as scheduled within the MBA curriculum.
5. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

Courses:

<table>
<thead>
<tr>
<th>FOUNDATIONAL CORE:</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM511 Introduction to Research and Technology</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ADM518 The Ethical and Legal Environment of Business</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>ADM470P Economics Prerequisite</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADM523 Advanced Managerial Economics</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>ADM471P Managerial Accounting Prerequisite</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADM514 Advanced Managerial Accounting</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>ADM566 Managing Business Information Systems</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>ADM515 Statistical Analysis</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>ADM557A Applied Management Project I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ADM519 Methods of Executive Management</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUNCTIONAL CORE:</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM474P Managerial Finance Prerequisite</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADM537 Advanced Managerial Finance</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>MGT541 Advanced Marketing Management</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ADM557B Applied Management Project II</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ADM543 Organization Development</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ADM549 Management of International Business</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ADM556 Production and Operations Management</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

ADM559 Management of the Total Enterprise | 3       | 6     |
ADM557C Applied Management Project III | 1       | 2     |

Indiana Wesleyan University
The Master of Education program (M.Ed.) is designed for the classroom teacher seeking an advanced degree with an emphasis in curriculum and instruction. All applicants must hold a teaching license, have at least one year of teaching experience, and complete all other requirements.

The program emphasizes the applications 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. Instruction is designed to model best practices and procedures in the classroom.

There are two components to the M.Ed. program:

1. The core of thirty (30) semester hours which is offered sequentially. Each course consists of five class sessions that meet over an 8-week period of time and total 40 hours of seat time.
2. Six semester hours of approved elective credit. This credit may be earned through IWU’s elective offerings or may be transferred from an accredited college or university providing a grade of “C” or higher was earned in a graduate course of appropriate subject area.

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.

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

1. Implementing instructional effectiveness. Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
2. 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.
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.

Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDU545</td>
<td>Contemporary Issues in American Education</td>
</tr>
<tr>
<td>EDU350A</td>
<td>Applied Masters Portfolio Practicum</td>
</tr>
<tr>
<td>EDU554</td>
<td>Computers in Education</td>
</tr>
<tr>
<td>EDU550</td>
<td>Curriculum: Development and Design</td>
</tr>
<tr>
<td>EDU558A</td>
<td>Integrating Education Technology Across the Curriculum</td>
</tr>
<tr>
<td>EDU551</td>
<td>Instructional Theory and Design</td>
</tr>
<tr>
<td>EDU553</td>
<td>Individual Assessment for Student Performance</td>
</tr>
<tr>
<td>EDU558B</td>
<td>Integrating Educational Technology Across the Curriculum</td>
</tr>
<tr>
<td>EDU559B</td>
<td>Applied Masters Portfolio Practicum</td>
</tr>
<tr>
<td>EDU555</td>
<td>Classroom Materials: Development and Design</td>
</tr>
<tr>
<td>EDU556</td>
<td>Applied Educational Research</td>
</tr>
<tr>
<td>EDU558C</td>
<td>Integrating Educational Technology Across the Curriculum</td>
</tr>
<tr>
<td>EDU559C</td>
<td>Applied Masters Portfolio Practicum</td>
</tr>
<tr>
<td>EDU357</td>
<td>Educational Leadership</td>
</tr>
</tbody>
</table>

Computers play a key role in APS classrooms.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(UNDERGRADUATE)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ACC201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization.</td>
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</tr>
<tr>
<td>ACC202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasizes the process of producing accounting information for the internal use of a company's management. Prerequisite: ACC201.</td>
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</tr>
<tr>
<td>ACC252</td>
<td>Fund Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of accounting methods and procedures used by not-for-profit organizations such as state and local governments, colleges and universities, hospitals, health and welfare organizations, and many church-related organizations. Prerequisite: ACC202.</td>
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</tr>
<tr>
<td>ACC311</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of financial accounting concepts and reporting standards for cash, receivables, inventories, plant assets, intangibles, investments, long-term liabilities, and the statement of cash flows. Prerequisite: ACC202. Requires admission to a Business Department major or consent of the professor.</td>
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</tr>
<tr>
<td>ACC312</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of financial accounting concepts and reporting standards for stockholders' equity, leases, current liabilities, revenue recognition, income taxes, pensions, error analysis, and the statement of cash flows. Prerequisite: ACC311. Requires admission to a Business Department major or consent of the professor.</td>
<td></td>
</tr>
<tr>
<td>ACC341</td>
<td>Managerial Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis will be placed on cost behavior and the determination of an organization's long-term, total product costs and total service costs for strategic decisions. Prerequisite: ACC202. Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>ACC342</td>
<td>Managerial Cost Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis will be placed on control systems and the motivation, measurement, and evaluation of short-term and long-term performance. Prerequisite: ACC341. Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>ACC371</td>
<td>Federal Income Tax I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A comprehensive study of the federal income tax structure as primarily related to individuals. Prerequisite: ACC202. Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>ACC372</td>
<td>Federal Income Tax II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A comprehensive study of the federal income tax structure as related primarily to business returns and related topics, including payroll taxes, estates, and trusts. Prerequisite: ACC371. Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>ACC423</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Auditing principles and procedures used in the examination of financial statements and the underlying accounting records to express an opinion as to their fairness and consistency. Prerequisite: ACC312. Requires admission to a Business Department major or consent of the professor.</td>
<td></td>
</tr>
<tr>
<td>ACC431</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced topics in accounting, stressing accounting for consolidations, partnerships, and not-for-profit organizations. Prerequisite: ACC312. Requires admission to a Business Department major or consent of the professor.</td>
<td></td>
</tr>
<tr>
<td>ACC441</td>
<td>Independent Study in Accounting</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>An opportunity for advanced students to pursue further study in an accounting field of interest in which they have exhausted catalog offerings. Requires admission to a Business Department major and consent of the department. May be repeated.</td>
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</tr>
<tr>
<td>ACC451</td>
<td>Accounting Practicum</td>
<td>1-4</td>
</tr>
<tr>
<td></td>
<td>An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. Requires admission to a Business Department major and consent of the department. May be repeated.</td>
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</tbody>
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Dr. James Elsberry is chairperson of the IWU Division of Education. Indiana Wesleyan University
ADC210 Addictions Theory 3
This course is intended to introduce the student to major theories of addiction, alcoholism, other chemical dependencies, and compulsive behavior syndromes. Students will consider case examples from a variety of etiological perspectives. The course will examine the concept of codependence and the impact of addictions on the individual, family, and culture. Emphasis is given to familiarity with current literature, breadth of understanding, areas of consensus and controversy, and twelve-step recovery.

ADC212 Psychopharmacology 3
This course is intended to introduce the student to drug administration, absorption, movement, and drug-receptor interactions, as well as the general principles of each class of psychoactive drugs and the specifics of abused substances and particular psychoactive medications. Students will become familiar with current thought in regard to biochemical abnormalities and their proposed role in behavioral disorders. The course will also provide an overview of clinical practice guidelines for treating psychological and substance use disorders, including the use and limitations of pharmacologic treatments.

ADC310 Addictions Counseling Skills 3
This course is intended to familiarize the student with the twelve core competencies of an addiction counselor. The course requires the student to develop their capacity to engage others in a "helping interview" and role play a variety of counselor functions. They will be exposed to major theories of human behavior and change as well as a sampling of cognitive-behavioral techniques. Students will also examine the qualities associated with effective therapy. A project is required which involves a written biopsychosocial assessment, summary case conceptualization, treatment recommendations and diagnosis.

ADC320 Theory and Practice of Group Counseling 3
This course is intended to introduce the student to the basic issues and concepts of group therapy. Emphasis will be given in the course to interpersonal, process-oriented groups and (modified dynamic) group therapy with substance abusers. Students will become familiar with the 11 curative factors as outlined by Yalom (1985). The course will include an experiential component, with all students participating in an interpersonal growth group. Students will examine group facilitation skills and develop a sensitivity to process issues.

ADC330 Counseling Addicted and Dysfunctional Family Systems 3
This course is intended to introduce the student to major theories of addiction, alcoholism, other chemical dependencies, and compulsive behavior syndromes. Students will consider case examples from a variety of etiological perspectives. The course will examine the concept of codependence and the impact of addictions on the individual, family, and culture. Emphasis is given to familiarity with current literature, breadth of understanding, areas of consensus and controversy, and twelve-step recovery.

ADC410 Addictions Seminar 2
Addictions Seminar is a seminar for upper-class addictions majors focusing on special topics and current issues in the addictions field. This course is intended to expose students to visiting lecturers or adjunct faculty with clinical expertise in gambling, sexual compulsion, eating disorders, 12-step recovery substance abuse prevention, or other areas. Addictions Seminar may be repeated to earn up to four (4) credit hours. This course may be taken by non-ADC majors with the consent of the Addictions Studies Department.

ADC411 Addictions Seminar 2
See ADC410.

ADC458 Addiction Programs and Professional Development 3
This course addresses current treatment settings and models as well as their historical origins. In addition, the course will examine issues surrounding professional identity development, and competence. Students will develop their own program aimed at serving a clearly defined population and an identified range of addictive severity. Students will explore ethical dilemmas and the interaction of personal and professional realities. Students will examine practice considerations and guidelines associated with the treatment of diverse populations.

ADC461 Addictions Counseling Practicum I 2
Addictions Practicum is intended to provide the student with practical experience in the area of addictions and fulfill the practicum requirement as specified by ICAADA. Each course in the sequence requires completion of at least 75 hours in an addictions setting under the direct supervision of a certified/licensed counselor. Students are encouraged to complete the sequence over the course of three semesters: semester one, ADC461 - observation, 12-step meeting attendance and exposure to the Big Book; semester two, ADC462 - development as beginning counselor; semesters three and four, ADC463 and ADC464 - further development.

ADC462 Addictions Counseling Practicum II 2
See ADC461.

ADC463 Addictions Counseling Practicum III 2
See ADC461.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADC464</td>
<td>Addictions Counseling Practicum IV</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>See ADC461; this course is only available to students in the baccalaureate or professional certificate programs.</td>
<td></td>
</tr>
<tr>
<td>ADM201</td>
<td>Principles of Self-Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>ADM116</td>
<td>Computers and Information Processing</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>ADM120</td>
<td>Business Statistics</td>
<td>3</td>
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<td></td>
<td>This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.</td>
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<tr>
<td>ADM170</td>
<td>Economics for Business</td>
<td>3</td>
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<tr>
<td></td>
<td>An introductory course designed to relate economic theory and current economic events to the problem of effective managerial decision-making.</td>
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<tr>
<td>ADM400</td>
<td>Personal and Professional Assessment</td>
<td>3</td>
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<tr>
<td></td>
<td>The investigation and application of techniques used in personal, professional, and educational assessment. Development of lifelong learning principles; preparation of prior-learning portfolio is an optional outcome.</td>
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<tr>
<td>ADM447</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td></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>
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<tr>
<td>ADM448</td>
<td>Strategic Planning</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ADM471</td>
<td>Managerial Accounting</td>
<td>4</td>
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<td></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>
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<tr>
<td>ADM474</td>
<td>Managerial Finance</td>
<td>4</td>
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<tr>
<td></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>
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</tr>
<tr>
<td>ADM495</td>
<td>Seminar in Business</td>
<td>3</td>
</tr>
<tr>
<td></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>
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<tr>
<td>AR112</td>
<td>Art Practicum</td>
<td>1-3</td>
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<tr>
<td></td>
<td>Specialized studies in various areas including madrigal, set designing, photojournalism, graphics, and studio techniques.</td>
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<tr>
<td>ART121</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>ART134</td>
<td>Introduction to Photography</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>ART170</td>
<td>Art appreciation</td>
<td>2</td>
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<tr>
<td></td>
<td>A study of the history of art in Western culture from ancient times to the present. Not open to individuals with credit in MUS180. (Primarily for transfer students who need to complete Humanities Core requirements. Meets either first or second half of the semester.)</td>
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<tr>
<td>ART212</td>
<td>Drawing II</td>
<td>3</td>
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<td></td>
<td>This course builds on the previous class. The student will become more proficient in areas of drawing, perspective, and composition. The emphasis is on the human figure. Prerequisite: ART211.</td>
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<tr>
<td>ART221</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</td>
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<tr>
<td></td>
<td>An introductory course dealing with the abstract elements of line, texture, shape, space, color, values, and patterns. Employs basic media techniques and tools with emphasis on craftsmanship.</td>
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<tr>
<td>ART224</td>
<td>Metallithing I</td>
<td>3</td>
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<tr>
<td></td>
<td>A study and practice of enameling on brass, copper and silver. Techniques in silversmithing are learned and developed. Included are castings, wood, silver, and set stones. Prerequisites: ART221 and ART224.</td>
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</tr>
<tr>
<td>ART230</td>
<td>Stained Glass I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A course designed to teach the history of stained glass from the 12th century to the contemporary methods of assembling and completing a stained glass panel. Prerequisites: ART221 and ART234, or permission of the professor.</td>
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</tr>
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137
ART232  Airbrush I  3
Students are taught to apply airbrush techniques, processes, and materials to develop refined technical skills. Special problems and projects are designed to incorporate this contemporary style into commercial illustrations as well as fine art applications. Prerequisites: ART221 and ART324.

ART234  Photography I  3
The introduction of the history of photography lays the foundation for students to experience the versatility of the medium as an art form. Basic camera, lighting, black and white printing, and developing techniques will be covered. Prerequisites: ART221 and ART324.

ART241  Ceramics I  3
This course is designed to expose the student to the traditional and nontraditional forms of working in clay as applied to slab construction, coil construction, slip casting, extruding, and modeling. Technical information includes clay mixing, glaze formulating, and kiln firing. Prerequisites: ART221 and ART324 or permission of the professor.

ART251  Sculpture I  3
An introduction to sculpture including basic techniques, skills, and concepts associated with materials used to create contemporary three-dimensional forms. Prerequisites: ART221 and ART324.

ART255  Batik  3
A study in various techniques of surface designing, including dyeing and printing on fabrics. Prerequisites: ART221 and ART324.

ART256  Weaving I  3
A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending. Prerequisites: ART221 and ART324.

ART266  Printmaking I  3
An introduction to basic skills of printmaking methods, including woodcut, engraving, intaglio, and lithography. Prerequisites: ART221 and ART324.

ART270  Visual Communications—Graphic Design  3
Introduction of graphic design as a problem-solving approach to visual communications. Emphasis is placed on learning the process of conveying visual information with meaning and purpose. Prerequisites: ART221 and ART324.

ART271  Commercial Layout and Design  3
An introduction to the preparation of graphic design and advertising art for reproduction, including the essentials of art work, boards, rules, type, grounds, and printing production. Prerequisites: ART221 and ART324.

ART279  Introduction to Cartoons  3
This course will deal with a variety of comic art: gag cartoons, comic strips, political cartoons, and caricatures. The students will encounter ways of developing their own characters as well as experimenting with different techniques of drawing cartoons.

ART274  Design II: Three-Dimensional Design  3
A series of problems exploring the various elements of design. Problems are introduced to challenge individual interpretation in three-dimensional space. Prerequisite: ART224.

ART278  Metalsmithing II  3
Advanced metal-forming techniques will be one of the major focuses within this course. Studio assignments will help lead students to an understanding of the ideas which have formed the basis of the new metal movement. Prerequisite: ART228.

ART330  Stained Glass Making II  3
An advanced course further developing the techniques of glass assemblage in various forms. Specific techniques covered in a given semester will vary. Prerequisite: ART320.

ART331  Painting I  3
An introduction to basic techniques of painting. Lectures and demonstrations will survey traditional and contemporary methods: preparation of ground, introduction to oil, methods of paint application, and handling of various pigments. Prerequisites: ART221 and ART324 or permission of the professor.

ART332  Painting II  3
Continuation of painting with emphasis on the development of ideas and the exploration of content. Watercolor and acrylics are explored with the aim to develop the total concepts in painting.

ART333  Airbrush II  3
A continuation of Airbrush I with emphasis on technical and aesthetic concepts. Special problems and effects related to airbrush applications will be presented in problem-solving assignments. Prerequisite: ART221.

ART336  Contemporary Photo Techniques  3
Emphasis is placed upon further explorations of photographic vision, technical concerns, aesthetic aspects of photography, and other silver processes. Specific techniques covered in a given semester will vary. Prerequisite: ART234.

ART343  Ceramics II  3
A continuation of Ceramics I with emphasis on wheel throwing, glaze formulas, and firing techniques. Prerequisite: ART241.

ART351  Sculpture II  3
This course develops the integration of sculpture through conceptual, aesthetic, and technical investigations into advanced sculptural processes and issues, in addition to technical demonstrations. Prerequisite: ART251.

ART356  Weaving II  3
This advanced course is a continuation into multi-harness weaving and construction weaving to develop a personal statement. Specific techniques covered in a given semester will vary. Prerequisite: ART256.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART366</td>
<td>Printmaking II</td>
<td>3</td>
</tr>
<tr>
<td>ART371</td>
<td>Art for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART374</td>
<td>Illustration I</td>
<td>3</td>
</tr>
<tr>
<td>ART375</td>
<td>Computer Typography</td>
<td>3</td>
</tr>
<tr>
<td>ART377</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART381</td>
<td>Early Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART383</td>
<td>High Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART385</td>
<td>Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ART386</td>
<td>Impressionism</td>
<td>3</td>
</tr>
<tr>
<td>ART387</td>
<td>Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART424</td>
<td>Product Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART430</td>
<td>Stained Glass Making III</td>
<td>3</td>
</tr>
<tr>
<td>ART431</td>
<td>Contemporary Painting Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ART432</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART433</td>
<td>Computer Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART434</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART435</td>
<td>Photo Illustration and Lighting Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ART436</td>
<td>Computer Illustration</td>
<td>3</td>
</tr>
</tbody>
</table>

*Undergraduate Course Descriptions*

Indiana Wesleyan University
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART441</td>
<td>Ceramics III</td>
<td>3</td>
<td>A continued development, exploration, and practical application of technologic and aesthetic concepts that relate to a personal direction and a focusing area of concentration. Prerequisites: ART241 and ART343 or permission of the professor. May be repeated two times.</td>
</tr>
<tr>
<td>ART442</td>
<td>Ceramics IV</td>
<td>3</td>
<td>This is a flexible, self-directed seminar/portfolio course designed for the advanced ceramics major who intends to further his/her studies in clay. The course work allows the student to develop a style and body of work focused on his/her personal direction in clay. This course allows the student maximum freedom to define and develop directions in personal artistic growth and evolution while receiving guidance and criticism from the faculty member. Prerequisite: ART441.</td>
</tr>
<tr>
<td>ART456</td>
<td>Weaving III</td>
<td>3</td>
<td>This course is for the advanced weaver to develop skills in patterns, double-layer weaving, and yardage for wearables. Prerequisite: ART356.</td>
</tr>
<tr>
<td>ART466</td>
<td>Printmaking III</td>
<td>3</td>
<td>Advanced processes in stone and metal plate lithography are introduced and explored in depth. Silk-screen printing covers direct and indirect stencil techniques, with emphasis on large-scale color work. A high level of technical competence will be expected and should be demonstrated throughout this course. Prerequisite: ART356.</td>
</tr>
<tr>
<td>ART473</td>
<td>Advanced Computer Graphics II</td>
<td>3</td>
<td>An advanced course that will build upon the student's initial experience with computers in computer graphics and digital photography. Students will use and integrate several computer graphic programs currently used in the computer design field. Emphasis will be placed on preparing students and their portfolios for entrance into the computer design field. Prerequisite: ART373 and ART434.</td>
</tr>
<tr>
<td>ART477</td>
<td>Illustration II</td>
<td>3</td>
<td>An advanced course that will challenge technical proficiency, enhance conceptual abilities, and strengthen visual communication skills. This course will endeavor to strengthen a signature style and incorporate a technique that will survive in the marketplace of commercial illustration. The final result of the course and the student's efforts will ideally produce a portfolio of work that communicates a high level of professional skill. Prerequisites: ART373 and ART374 or permission of the professor.</td>
</tr>
<tr>
<td>ART476</td>
<td>Independent Studies in Art I</td>
<td>1-3</td>
<td>An in-depth study of the upper extremity focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ART477</td>
<td>Art Enrichment</td>
<td>3</td>
<td>Includes trips to surrounding cities and states and to foreign countries to see spectacular pieces of art, sculpture, and architecture. An in-depth study of museums, churches, and cultural atmosphere of the country. May be repeated.</td>
</tr>
<tr>
<td>ART479</td>
<td>Studio Administration</td>
<td>3</td>
<td>A course designed to give the student a knowledge of how to make a living as a studio artist. An emphasis is placed on the business side of art, including marketing techniques and sales. Reserved for senior Art majors.</td>
</tr>
<tr>
<td>ART481</td>
<td>Studio Practicum</td>
<td>1-3</td>
<td>An in-depth study of the upper extremity focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ART490</td>
<td>Senior Exhibit – Art</td>
<td>0-2</td>
<td>During the senior year, each senior is required to schedule an exhibit of the best of his work of four years of university. Art education majors may not schedule senior exhibits during the semester when student teaching occurs.</td>
</tr>
<tr>
<td>ATR195</td>
<td>Introduction to Athletic Training</td>
<td>2</td>
<td>Introduction to the field of athletic training including types of programs, personnel, space, equipment, necessary supplies, and examination of upper extremities of the body.</td>
</tr>
<tr>
<td>ATR196</td>
<td>Athletic Training Clinical Field</td>
<td>1</td>
<td>Provides the rationale for the use of taping and wrapping in athletics, as well as practical experience in applying commonly used taping and wrapping techniques. To be taken in conjunction with ATR195.</td>
</tr>
<tr>
<td>ATR197</td>
<td>Athletic Training Clinical Field</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR199</td>
<td>Athletic Training Practicum I</td>
<td>1</td>
<td>Practical experience in athletic training.</td>
</tr>
<tr>
<td>ATR220</td>
<td>Therapeutic Modalities</td>
<td>3</td>
<td>Familiarizes the athletic training student with contemporary physical modalities, appropriate physiology, indications, contraindications, uses, and methods of applications. Prerequisite: ATR231.</td>
</tr>
<tr>
<td>ATR225</td>
<td>Lower Extremity Evaluation and</td>
<td>2</td>
<td>An in-depth study of the lower extremity focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR236</td>
<td>Upper Extremity Evaluation and</td>
<td>2</td>
<td>An in-depth study of the upper extremity focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>ATR231</td>
<td>Advanced Athletic Training</td>
<td>2</td>
<td>Advanced issues in athletic training, including conditioning programs, basic modality usage, basic rehabilitation principles, and an introduction to the examination of the lower extremities of the body. Prerequisite: ATR195.</td>
</tr>
<tr>
<td>ATR296</td>
<td>Athletic Training Clinical Field Experience III</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR297</td>
<td>Athletic Training Clinical Field Experience IV</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR299</td>
<td>Athletic Training Practicum II</td>
<td>1</td>
<td>Practical experience in athletic training.</td>
</tr>
<tr>
<td>ATR320</td>
<td>Special Topics Seminar in Athletic Training</td>
<td>1</td>
<td>This special topics seminar is designed to discuss and research professionally-related issues and concepts of Athletic Training. Prerequisite: Admission to the Athletic Training Program or permission of the instructor.</td>
</tr>
<tr>
<td>ATR331</td>
<td>Therapeutic Exercise and Rehabilitation</td>
<td>3</td>
<td>Presents treatment theories and techniques necessary in the planning and implementation of therapeutic exercise for prevention of athletic injuries and/or care of the athlete. Prerequisite: ATR231.</td>
</tr>
<tr>
<td>ATR350</td>
<td>Seminar in Athletic Training</td>
<td>1</td>
<td>Series of special topics relating to athletic training, research in athletic training, problem solving, and arranged readings. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR351</td>
<td>Seminar in Athletic Training</td>
<td>1</td>
<td>Series of special topics relating to athletic training, research in athletic training, problem solving, and arranged readings. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR352</td>
<td>Seminar in Athletic Training</td>
<td>1</td>
<td>Series of special topics relating to athletic training, research in athletic training, problem solving, and arranged readings. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR356</td>
<td>Athletic Training Clinical Field Experience IV</td>
<td>1</td>
<td>Provide the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR357</td>
<td>Athletic Training Clinical Field Experience V</td>
<td>1</td>
<td>Provide the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR399</td>
<td>Athletic Training Practicum III</td>
<td>1</td>
<td>Practical experience in athletic training.</td>
</tr>
<tr>
<td>ATR396</td>
<td>Pharmacology for the Athletic Trainer</td>
<td>2</td>
<td>This course is designed to guide the student in the recognition of commonly prescribed medications used by the physically active. Basic information of these prescriptions will be presented. Another component of the course will be to discuss policies and procedures for proper tracking and documentation of these prescriptions. The use of emergency epinephrin injection procedures will be addressed. Proficiencies will also be developed to recognize and handle poisoning and overdose situations.</td>
</tr>
<tr>
<td>ATR397</td>
<td>Administration of Athletic Training</td>
<td>2</td>
<td>Survey of advanced topics relevant to the profession of athletic training and an introduction to research. Experts will be used when possible to talk about the specific areas of expertise. Prerequisite: Admission to the Athletic Training Program or permission of instructor.</td>
</tr>
<tr>
<td>ATR398</td>
<td>Senior Seminar in Sports Medicine</td>
<td>2</td>
<td>In-depth study of administrative issues affecting the athletic trainer such as budget design, facility planning, legal aspects of sport, drug testing/drug evaluation. Preparation for the national exam and placement in a desired setting will take place. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR399</td>
<td>Athletic Training Practicum IV</td>
<td>1</td>
<td>Practical experience in athletic training.</td>
</tr>
<tr>
<td>ATR400</td>
<td>Athletic Training Clinical Field Experience VII</td>
<td>1</td>
<td>Provide the student the opportunity to put into practice the theory and practical skills learned in the classroom. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR410</td>
<td>Athletic Training Practicum III</td>
<td>1</td>
<td>Practical experience in athletic training.</td>
</tr>
<tr>
<td>ATR411</td>
<td>Administration of Athletic Training</td>
<td>2</td>
<td>In-depth study of administrative issues affecting the athletic trainer such as budget design, facility planning, legal aspects of sport, drug testing/drug evaluation. Preparation for the national exam and placement in a desired setting will take place. Prerequisite: Instructor permission only.</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL102</td>
<td>New Testament Survey</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIL103</td>
<td>Bible Land Tour</td>
<td>3</td>
<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 structures of society in Israel, and the existing tensions between Jew and Arab. Can be used to meet intercultural requirement.</td>
</tr>
<tr>
<td>BIL104</td>
<td>Poetic Literature</td>
<td>3</td>
<td>The course is a physical and topographical study of the lands of the Old and New Testament with a blending of historical and ethnic backgrounds. Although the concentration of study will be on Canaan or Israel proper, a general survey of the Semitic and Mediterranean world will be included.</td>
</tr>
<tr>
<td>BIL105</td>
<td>Bible Lands Geography</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIL106</td>
<td>Inter-Testament Period</td>
<td>3</td>
<td>A study of the history and literature of the period between Malachi and the New Testament. Special emphasis will be on the background from which New Testament movements came. Offered alternate years. This course satisfies either Old or New Testament requirement.</td>
</tr>
<tr>
<td>BIL107</td>
<td>Major Prophets</td>
<td>3</td>
<td>The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL101 or permission of instructor.</td>
</tr>
<tr>
<td>BIL108</td>
<td>Minor Prophets</td>
<td>3</td>
<td>The twelve books designated as minor are studied in similar manner as the Major Prophets. Prerequisite: BIL101 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL109</td>
<td>Ancient Archaeology</td>
<td>3</td>
<td>An investigation into the methods and details of the science of archaeology. Special interest will be expressed in explorations of the last hundred years in the Near East with special attention given to how finds relate to Scripture. Chronologically the time covered will be from about 10,000 BC to 200 AD. Prerequisite: BIL101 or permission of instructor.</td>
</tr>
<tr>
<td>BIL110</td>
<td>Pentateuch</td>
<td>3</td>
<td>The first five books of the Bible are studied as organized wholes. The origin of the world, the creation of man, the calling of Israel, and her place in the plan of redemption are noted throughout. Prerequisite: BIL101 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL111</td>
<td>A study of the history and literature of the period between Malachi and the New Testament. Special emphasis will be on the background from which New Testament movements came. Offered alternate years. This course satisfies either Old or New Testament requirement.</td>
<td></td>
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</tr>
<tr>
<td>BIL112</td>
<td>Historical Books</td>
<td>3</td>
<td>A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile and return. Prerequisite: BIL101 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL113</td>
<td>Synoptic Gospels</td>
<td>3</td>
<td>An intensive study of the Gospel of Mark, with attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL114</td>
<td>Johannine Writings</td>
<td>3</td>
<td>A study of the Gospel of John and the three Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL102 or permission of instructor.</td>
</tr>
<tr>
<td>BIL115</td>
<td>Paul's Earlier Epistles</td>
<td>3</td>
<td>The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL101 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL116</td>
<td>The New Testament Church</td>
<td>3</td>
<td>Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL117</td>
<td>Paul's Earlier Epistles</td>
<td>3</td>
<td>This course covers the letters to the Romans, Corinthians, the Galatians, and the Thessalonians. A detailed and analytic study of these books. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
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<tr>
<td>BIL406</td>
<td>Paul's Later Epistles</td>
<td>3</td>
<td>This covers the letters to the Philippians, the Ephesians, the Colossians, Timothy, Titus, and Philemon. Similar to the course on Earlier Epistles. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL407</td>
<td>The General Epistles</td>
<td>3</td>
<td>This is a study of the letters of Hebrews, James, Peter, and Jude. A comparative and analytic treatment. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL408</td>
<td>The Apocalyptic Literature</td>
<td>3</td>
<td>A careful study of the Revelation and its relationship to the book of Daniel and to other apocalyptic writings. Prerequisite: BIL102 or permission of instructor. Offered alternate years.</td>
</tr>
<tr>
<td>BIL475</td>
<td>Independent Study in Biblical Literature</td>
<td>1-3</td>
<td>Individually arranged research into Biblical problems, languages, and doctrines. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>BIO100</td>
<td>Introductory Biology</td>
<td>1</td>
<td>Selected laboratory experiences in introductory biology. One laboratory period. Co-requisite: BIO100.</td>
</tr>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td>An integrated course covering the structure and function of the human body. Organization of the body and principles of support, movement, and control systems will be covered. Articulated skeletons and models will be used in the lab. Three lectures/two labs. Prerequisite: Math SAT 400 or above; SAT I 440 or above; ACT 18 or above; CHE105 with a grade of “C” or better. This course does not count toward a biology major.</td>
</tr>
<tr>
<td>BIO111L</td>
<td>Anatomy/Physiology I Lab</td>
<td>1</td>
<td>Lab taken as a co-requisite to BIO111.</td>
</tr>
<tr>
<td>BIO125</td>
<td>Principles of Biology I</td>
<td>4</td>
<td>The fundamental principles of genetics, cell development, and structure and function in cells, membranes, and molecules as related to organisms are covered. Representative life processes, organisms, and bio-techniques are studied from the cellular perspective to illustrate biological principles and relationships within the context of a Judeo-Christian worldview. Emphasis is placed upon man’s real progress in coping with the new knowledge of biology and its effects on society’s perspective about how the knowledge should be used. Prerequisite: Math SAT 440 or above; SAT I 440 or above; ACT 20 or above; CHE110 with a grade of “C” or better.</td>
</tr>
<tr>
<td>BIO125L</td>
<td>Principles of Biology I Lab</td>
<td>0</td>
<td>Lab to be taken as a co-requisite to BIO125.</td>
</tr>
<tr>
<td>BIO126</td>
<td>Principles of Biology II</td>
<td>4</td>
<td>This course will expand on the principles learned in BIO125 by an introductory study of selected topics in human anatomy and physiology, human reproduction and development, and man’s relationship to his environment. The latter topic will cover principles of taxonomy, animal behavior, plant biology, and ecology/conservation. All information will be presented within the context of the Judeo-Christian worldview. Emphasis is placed on the interaction of human with society, man’s real progress in coping with the medical and environmental knowledge available today, and man’s place in the biosphere. Prerequisite: BIO125.</td>
</tr>
<tr>
<td>BIO126L</td>
<td>Principles of Biology II Lab</td>
<td>0</td>
<td>Lab to be taken as a co-requisite to BIO126.</td>
</tr>
<tr>
<td>BIO110</td>
<td>Animal Biology</td>
<td>4</td>
<td>A study of the classification, morphology, physiology, and natural history of invertebrate and vertebrate animals, including their importance to man. Four lectures/two labs. Prerequisites: BIO125 and BIO126.</td>
</tr>
<tr>
<td>BIO201</td>
<td>Plant Biology</td>
<td>4</td>
<td>A study of the classification, morphology, and physiology of plants, including their importance to man. Three two-hour classes per week including laboratory time. Prerequisites: BIO125 and BIO126.</td>
</tr>
<tr>
<td>BIO202</td>
<td>Ornithology</td>
<td>3</td>
<td>A study of the morphology, natural history, identification, and conservation of birds. Emphasis placed on field work. Two two-hour periods per week plus scheduled field trips. Prerequisites: BIO125 and BIO126.</td>
</tr>
<tr>
<td>BIO203</td>
<td>Environmental Conservation</td>
<td>3</td>
<td>An ecological approach to the study of conservation of natural resources as related to current environmental problems. (Three one-hour periods per week. Prerequisite: BIO125.)</td>
</tr>
<tr>
<td>BIO204</td>
<td>Ornithology</td>
<td>3</td>
<td>A study of the morphology, natural history, identification, and conservation of birds. Emphasis placed on field work. Two two-hour periods per week plus scheduled field trips. Prerequisites: BIO125 and BIO126.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites/Notes</td>
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<tr>
<td>BIO 213</td>
<td>Microbiology</td>
<td>4</td>
<td>A study of the morphology, physiology, taxonomy, and economic importance of the microorganisms. The laboratory work includes preparation of media, staining techniques, physiological tests, and identification of bacteria. Two lectures/four labs. Prerequisite: Previous college-level biology course passed with a grade of &quot;C&quot; or above. Concurrent with CHE 120 or with CHE 125 and CHE 126.</td>
</tr>
<tr>
<td>BIO 213L</td>
<td>Microbiology Lab</td>
<td>0</td>
<td>Lab taken as a co-requisite to BIO 213.</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Field Biology and Natural History</td>
<td>3</td>
<td>A field course designed to teach recognition of the major macro flora and fauna of the Midwest using both taxonomy and natural history. Emphasis will be placed on recognition of tree species, plant families, insect groups, fish, reptiles, amphibians, and mammals indigenous to the area. Recognition of bird songs and amphibian vocalizations will also be stressed. When practical, collections of plants and invertebrates will be required. The course meets 6 hours/week and occasionally on Saturdays for field trips. Prerequisites: BIO 125 and BIO 126.</td>
</tr>
<tr>
<td>BIO 295</td>
<td>Natural History in Spring</td>
<td>4</td>
<td>Springtime plants and animals, their field identification, field biology, behavior, and landscape contexts with a focus on spring flora, amphibia, and birds. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Ecology</td>
<td>3</td>
<td>An introduction to the principles and methods of plant and animal ecology in the physical environment. Prerequisite: BIO 202 or BIO 213.</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Entomology</td>
<td>3</td>
<td>A study of the anatomy, physiology, identification, classification, life cycles, habits, and adaptations of insects. Two class periods/one laboratory period. Prerequisites: BIO 125 and BIO 126.</td>
</tr>
<tr>
<td>BIO 303</td>
<td>Marine Ecology</td>
<td>3</td>
<td>A course in the ecology of the coral reef, including selected aspects of oceanography. A two-week camping trip to the Caribbean is included. Prerequisites: BIO 303, SCUBA certification, and permission of instructor.</td>
</tr>
<tr>
<td>BIO 304</td>
<td>Natural Resources Practicum: Groundwater Stewardship</td>
<td>4</td>
<td>Environmental analysis and natural resources in relation to people and policy. The course focus is on generation and deposition of waste and how these affect groundwater. Stewardship of groundwater and other natural resources is stressed. Emphasis is on field experiences and firsthand observations in local and metropolitan areas. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 305</td>
<td>Ornithology</td>
<td>4</td>
<td>Biology, behavior, ecology, and identification of birds. Work will be primarily conducted in the field and will cover the major habitats of northern lower Michigan. Prerequisite: BIO 326. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 306</td>
<td>Land Resources</td>
<td>4</td>
<td>Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field and remote-sensing data derived from satellite and low-altitude aerial imagery. Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Prerequisites: BIO 201 and BIO 202. Not open to the student who has credit in EAR 301. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Water Resources</td>
<td>4</td>
<td>Field study of lakes and streams with applications to planning and management. Includes an introduction to limnology. Prerequisites: BIO 201, BIO 295, CHE 125, and CHE 126. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Winter Biology</td>
<td>0.3</td>
<td>Study of the biology and environment of northern Michigan plants and animals in winter condition. Lecture, films, and field experience. Prerequisite: BIO 125. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 311</td>
<td>Mammalian Anatomy</td>
<td>4</td>
<td>A study of the anatomy of mammals with emphasis on the anatomy of man. The laboratory work includes the dissection of a mammal. Two class periods/two laboratory periods. Prerequisites: BIO 125 and BIO 126.</td>
</tr>
<tr>
<td>BIO 312</td>
<td>General Physiology</td>
<td>4</td>
<td>A study of the basic physiological processes. Consideration is given to all the organ systems of man with special emphasis in the laboratory on the neuromuscular, respiratory, and cardiovascular systems. Three class periods/one laboratory period. Prerequisites: BIO 125 and BIO 126.</td>
</tr>
<tr>
<td>BIO 314</td>
<td>Field Botany</td>
<td>4</td>
<td>Field identification and ecology of vascular plants as components of natural communities in Michigan. Emphasis will be placed upon on-site examination of plants in communities such as bog, dune, forest, marsh, meadow, and swamp. Prerequisites: BIO 315 and BIO 320. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Insect Biology and Ecology</td>
<td>4</td>
<td>A study of insect taxonomy, ecology, life histories, and economic importance. Special attention will be given to environmental stewardship issues including use of pesticides, biological control, integrated pest management, and impact of cultivation on formation of pest fauna. Field methods are stressed. Prerequisite: BIO 201. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Woody Plants</td>
<td>4</td>
<td>Taxonomy, ecology, management, and stewardship of trees and shrubs. The systematic botany of local woody flora. Considers issues of deforestation, global warming, old growth forest values, lumbering, forest restoration, and land stewardship. (At Au Sable)</td>
</tr>
<tr>
<td>BIO 321</td>
<td>Animal Ecology</td>
<td>4</td>
<td>The interrelationships between animals and their biotic and physical environments, including behavioral aspects. A field course which centers on the ecology of northern Michigan fauna from a stewardship perspective. Prerequisites: BIO 201 and BIO 202. (At Au Sable)</td>
</tr>
</tbody>
</table>
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO322</td>
<td>Aquatic Biology</td>
<td>3-4</td>
<td>A field course which involves collecting, culturing, identifying, and preserving aquatic plants and animals. Emphasis is put upon water as a habitat, adaptation of organisms, and species interactions. Prerequisites: BIO201 and BIO202. (At Au Sable)</td>
</tr>
<tr>
<td>BIO330</td>
<td>Histology</td>
<td>3</td>
<td>A microscopic study of the major tissue types and organs found in the body. Laboratory work will emphasize use of the microtome and preparation of histological specimens on slides. Three one-hour lectures and one two-hour lab per week.</td>
</tr>
<tr>
<td>BIO342</td>
<td>Fish Biology and Ecology</td>
<td>4</td>
<td>Identification, ecology, exploitation, and stewardship of fishes and their habitats. Field studies include fisheries in the Great Lakes region, ecological dynamics of fisheries exploitation, population ecology, fishing techniques, and fishing rights and regulation. Prerequisite: BIO126. (At Au Sable)</td>
</tr>
<tr>
<td>BIO345</td>
<td>Biological Instrumentation</td>
<td>3</td>
<td>An introduction to and overview of various instruments used in biomedical and clinical laboratories. Basic physical principles of operation will be discussed, including basic electricity, electronics, optics, heat, radioactivity, and principles and limitations of measurement techniques. In addition, principles of computer-controlled measurements and automated systems will be discussed. Practical application and operation of the equipment is emphasized with a few simple laboratory exercises. (Offered in May Term only)</td>
</tr>
<tr>
<td>BIO346</td>
<td>Winter Stream Ecology</td>
<td>3</td>
<td>Geological, physical, and chemical features of streams in winter, with a focus on ecological interactions and applications to stewardship of streams and watersheds. Not open to students with credit in BIO3440. (At Au Sable)</td>
</tr>
<tr>
<td>BIO350</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>Contemporary problems of environmental stewardship including use of renewable and nonrenewable natural resources, pollution, appropriate land use and development, third world concerns, and nature preservation. (At Au Sable)</td>
</tr>
<tr>
<td>BIO390</td>
<td>Directed Individual Study</td>
<td>1-4</td>
<td>Prerequisite: Permission of instructor (At Au Sable)</td>
</tr>
<tr>
<td>BIO395</td>
<td>Professional Observation</td>
<td>1</td>
<td>Observation by the pre-professional student of the professional practice of a medical doctor, dentist, optometrist, or related medical professional. Prerequisites: Junior classification and permission of pre-professional advisor.</td>
</tr>
<tr>
<td>BIO396</td>
<td>Advanced Studies in Biology</td>
<td>1-3</td>
<td>A course in advanced topics in biology of current interest. See schedule for specific content. Prerequisite: Permission of instructor</td>
</tr>
<tr>
<td>BIO403</td>
<td>Cellular Biology</td>
<td>3</td>
<td>The microscopic anatomy and cellular function of plant and animal tissues and organs. Two class periods/one laboratory period. Prerequisites: BIO125, BIO213, CHE120, or CHE125 and CHE126.</td>
</tr>
<tr>
<td>BIO411</td>
<td>Vertebrate Development</td>
<td>4</td>
<td>Study of the embryonic development of the vertebrates including man, using the frog, the chick, and the pig as types. Three-hour lecture/two-hour lab per week. Prerequisite: BIO311 or permission of instructor.</td>
</tr>
<tr>
<td>BIO412</td>
<td>Genetics</td>
<td>3</td>
<td>An introduction to the factors governing the inheritance of character in plant and animal life. Prerequisite: BIO125.</td>
</tr>
<tr>
<td>BIO420</td>
<td>Human Genetics</td>
<td>3</td>
<td>This advanced course will introduce the student to current human genetic knowledge about the chemistry of the gene, human biochemistry and molecular level inheritance, and somatic and germ cell genetics. This study will relate the course content with previous classical approaches and build toward an understanding of newer cytogenetic approaches. The discussions will emphasize the molecular characterization of genotype and its relationship to phenotypic expression in birth defects and human molecular disease. Prerequisite: BIO125, BIO126, and Upper-Division Standing.</td>
</tr>
<tr>
<td>BIO432</td>
<td>Molecular Biology</td>
<td>4</td>
<td>This course addresses current developments in the Biomedical Sciences and is designed to follow CHE430. Topics such as recombinant DNA, genetic engineering, monoclonal antibody production, cellular cloning, and molecular cloning will be discussed. There is also significant emphasis on laboratory techniques. Prerequisites: CHE430 and CHE431.</td>
</tr>
<tr>
<td>BIO436</td>
<td>Laboratory Techniques for Developing Areas</td>
<td>1-2</td>
<td>A course designed to acquaint nursing students with basic laboratory techniques used in mission clinics or hospitals located in developing countries. Lecture and laboratory. Prerequisites: BIO125 and CHE126 or CHE125. Does not count toward a biology major.</td>
</tr>
<tr>
<td>BIO437</td>
<td>Pathology and Medical Laboratory Techniques</td>
<td>2</td>
<td>A course designed to acquaint nursing students with basic laboratory techniques used in mission clinics or hospitals located in developing countries. Lecture and laboratory. Prerequisites: BIO125 and CHE126 or CHE125. Does not count toward a biology major.</td>
</tr>
<tr>
<td>BIO440</td>
<td>Immunology</td>
<td>3</td>
<td>Immunology. A one-semester course which addresses the chemical and structural relationship of antigens and antibodies, the basis for immunological tolerance, T-cell development, B-cell development, autoimmune disease, cancer, and AIDS. Prerequisites: BIO312 and one of BIO312, BIO403, or CHE432.</td>
</tr>
<tr>
<td>BIO465</td>
<td>Independent Study in Biology</td>
<td>1-3</td>
<td>Individually arranged reading, problem solving, or research in biology. Prerequisite: Permission of instructor</td>
</tr>
<tr>
<td>BIO475</td>
<td>Restoration Ecology</td>
<td>4</td>
<td>Ecological foundations and techniques for ecosystem and biotic community restoration. Application of ecological principles and environmental ethics to redeeming and restoring damaged ecosystems and endangered species. A field laboratory practicum is included. (At Au Sable)</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
BIS490 Biology/Chemistry Senior Seminar 1
This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement: Tests in biology and chemistry will be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

BIS495 Research in Biology 2-3
This laboratory-based course is designed for biology majors who plan on graduate-level work in biology or other related medical sciences. Each student will participate in a faculty-led research project in his/her area of interest. Prerequisite: Permission of the instructor.

BIS520 Analytical Thinking and Problem Solving 3
An introduction to managerial decision-making using information systems. Emphasis on group interaction skills in identifying causes of problems, identifying options, and proposing solutions.

BIS522 Business Software Tools 1
This course covers a suite of productivity software tools including word processing, spreadsheet, and presentation graphics. An emphasis will be placed on spreadsheet software and how it can be used effectively as a productivity tool in business.

BIS524 Business Information Systems Technology 3
This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, computer hardware components, I/O devices, storage, and Internet/intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.

BIS520 Managerial Relational Database Systems 3
This course develops skills in the design and implementation of business database systems using modern database tools. It covers data structures, file management, and conceptual, logical, and physical design of databases.

BIS540 Business Programming I 3
This course provides a general introduction to programming paradigms including procedural and object-oriented approaches. Students will learn the basics of a programming language that is widely used in the business environment.

BIS541 Business Programming II 3
This course extends the knowledge base of the programming language used in Programming I. Coding and applications development will be emphasized. Prerequisite: BIS540.

BIS550 Web Application Development in a Business Environment 3
Examination of various technologies used to develop web applications. Three-tiered and client-server architecture is studied. Basics of static web page design and applicable tools for interactive web page design. Electronic commerce and web security. Prerequisite: BIS541.

BIS555 Contemporary Issues and Ethics in the World of Technology 3
This course will give students an introduction to the impact of information and technology in our world and related ethical issues. The social, political, environmental, cultural, and economic impact of existing and emerging technology will be explored as it relates to control issues and ethical considerations. The Christian worldview will be highlighted.

BIS560 Business System Analysis and Design 3
This course will emphasize the analysis of business problems in an organization and the subsequent design of computer systems to meet the needs. Students will study the stages of system development including problem definition, consideration of alternative solutions, selection of a solution, implementation, control, and management of the system. A special emphasis is placed in the role of end users in this process.

BIS570 Project Management and Team Leadership 3
Through project management, students will learn how to break down a project, manage the scope and sequence of milestones, and develop cost estimates. Team leadership emphasizes the formation and effective utilization of teams in a business environment. It emphasizes group dynamics, personality styles, and leadership styles.

BIS570 Management of Business Information Systems 4
This capstone course will address the application of information systems in each of the functional areas of business to improve organizational effectiveness. The information needs of management and how special tools, such as Decision Support Systems, can help meet those needs will be discussed. Current topics of interest to the IS professional and society will be included.

BIS574 Business Information Systems Project I 1
During this course a facilitator will be assigned to a cohort group and a group project will be selected. The facilitator will assist in determining the scope of the project and the actions required fulfilling the course objectives. A group will investigate, analyze, develop, implement, and document an information system for a real-world business problem. Milestones and a timetable will be established for the completion of the project. A mentoring relationship between the facilitator and cohort group will be maintained until the completion of the project in BIS574 Business Information Systems Project II. Prerequisites: BIS550 and BIS570.

BIS574 Business Information Systems Project II 1
This course marks the completion of the cohort group project. Groups will complete each activity outlined in the first section of the course. The facilitator will help each group bring the project to closure.

Indiana Wesleyan University
BUS200 Introduction to Business 3
An overall view of the business field including the business environment, organization, management, and operating problems of the enterprise; financial management and the risk function; and the marketing function.

BUS205 Introduction to American Business 3
A survey of business principles, problems, and procedures including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

BUS220 Personal Income Tax Preparation 3
A general course dealing with the techniques of preparing an individual's personal income tax return, a practical study of federal Form 1040, supporting schedules, and related state income tax forms.

BUS230 Personal Finance 3
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BUS275 Introduction to Personnel Supervision 3
An introduction to professional personnel development. The course emphasizes the fundamentals for constructive feedback, law governing the treatment of employees in the business setting, salary administration, performance management, benefit design, training, and development.

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

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

BUS215P Managerial Accounting Prerequisite 0
This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements.

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

BUS320 Global Issues 3
A consideration of the key ecological, social, economic, and political issues confronting the business world as it enters the 21st century.

BUS272 Business Communications 3
Develop skills in all aspects of business communications. Includes writing business letters and reports, communications about employment and meetings, oral communications, nonverbal and visual communications.

BUS274 Business Case Study 3
An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUS275 Your Work Matters to God 3
An examination of the Biblical view of work and its implications for the Christian in the workplace. Emphasis will be placed on God's calling to work, God's purpose in work, God's equipping for work, God's caring about our work, and God's use of us and our work.

BUS504 Current Topics in Business 1
A seminar class with the objective of using a popular current business book as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course will require each student to evaluate the practical application of these ideas and their potential effectiveness. Requires admission to a Business Department major or consent of the professor. May be repeated.

BUS126 Administrative Office Management 3
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.

BUS161 Introduction to Law 3
Designed to give basic understanding of the law and its effects upon the individual. The legal process is examined, including a study of the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and employment law. Also gives credit for POL majors. Requires admission to a Business Department major or consent of the professor.

BUS162 Business Law 3
Designed to give a basic understanding of the law and its effects upon the world of business. Topics considered include sales, commercial paper, security devices, business organizations, property, estates, bankruptcy, and the Uniform Commercial Code. Also gives credit in POL. Requires admission to a Business Department major or consent of the professor.

BUS150 Personal Finance 3
An overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

BUS272 Business Communications 3
Develop skills in all aspects of business communications. Includes writing business letters and reports, communications about employment and meetings, oral communications, nonverbal and visual communications.

BUS274 Business Case Study 3
An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUS275 Your Work Matters to God 3
An examination of the Biblical view of work and its implications for the Christian in the workplace. Emphasis will be placed on God's calling to work, God's purpose in work, God's equipping for work, God's caring about our work, and God's use of us and our work.

BUS274 Business Case Study 3
An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUS326 Administrative Office Management 3
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.

BUS304 Current Topics in Business 1
A seminar class with the objective of using a popular current business book as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course will require each student to evaluate the practical application of these ideas and their potential effectiveness. Requires admission to a Business Department major or consent of the professor. May be repeated.

BUS304 Current Topics in Business 1
A seminar class with the objective of using a popular current business book as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course will require each student to evaluate the practical application of these ideas and their potential effectiveness. Requires admission to a Business Department major or consent of the professor. May be repeated.

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A seminar class with the objective of using a popular current business book as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course will require each student to evaluate the practical application of these ideas and their potential effectiveness. Requires admission to a Business Department major or consent of the professor. May be repeated.

BUS304 Current Topics in Business 1
A seminar class with the objective of using a popular current business book as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course will require each student to evaluate the practical application of these ideas and their potential effectiveness. Requires admission to a Business Department major or consent of the professor. May be repeated.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS400</td>
<td>Business Ethics</td>
<td>3</td>
<td>This course is designed to enable the student to understand the importance of ethics in business. Time is spent helping students further develop their own personal value systems and subsequently to see how their worldviews impact organizational values. Special emphasis is placed on application of Biblical principles. Requires admission to a Business Department major or consent of the professor.</td>
</tr>
<tr>
<td>CED270</td>
<td>Communication with Youth</td>
<td>3</td>
<td>This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Prerequisite: BIL201.</td>
</tr>
<tr>
<td>CED250</td>
<td>Models of Youth Ministry</td>
<td>3</td>
<td>This course is designed to familiarize students with the several approaches to youth ministry currently being utilized across the church. The course will involve both classroom presentation and on-site visits to a variety of ministries.</td>
</tr>
<tr>
<td>CED252</td>
<td>Introduction to Christian Education</td>
<td>3</td>
<td>An investigation of the history, philosophy, and psychology of Christian Education and an examination of methodology, equipment, and materials needed for effective implementation in the local church.</td>
</tr>
<tr>
<td>CED341</td>
<td>Youth Ministries Practicum</td>
<td>1</td>
<td>A practicum in a local church with the primary focus on youth ministries.</td>
</tr>
<tr>
<td>CED342</td>
<td>Youth Ministries Practicum</td>
<td>1</td>
<td>A practicum in a local church with the primary focus on youth ministries.</td>
</tr>
<tr>
<td>CED343</td>
<td>Youth Ministries Practicum</td>
<td>1</td>
<td>A practicum in a local church with the primary focus on youth ministries.</td>
</tr>
<tr>
<td>CED344</td>
<td>Working with Children in Youth Ministry</td>
<td>3</td>
<td>A study of the characteristics of various age levels of children and some of the methods, materials, and programs for ministering to them through the local church.</td>
</tr>
<tr>
<td>CED355</td>
<td>Youth Programs in Local Church</td>
<td>3</td>
<td>Philosophy, administration, and development of camp curricula including day camps, summer camps, conferences, and retreats for children, youth, and/or adults.</td>
</tr>
<tr>
<td>CED356</td>
<td>Adult Education in the Church</td>
<td>3</td>
<td>A study of the various stages of adulthood and some of the methods, materials, and programs for ministering to these in the local church.</td>
</tr>
<tr>
<td>CED357</td>
<td>Christian Education Practicum</td>
<td>1</td>
<td>The student will be actively engaged in the Christian education program of a local church or other organization.</td>
</tr>
<tr>
<td>CED358</td>
<td>Christian Education Practicum</td>
<td>1</td>
<td>The student will be actively engaged in the Christian education program of a local church or other organization.</td>
</tr>
<tr>
<td>CED359</td>
<td>Christian Education Practicum</td>
<td>1</td>
<td>The student will be actively engaged in the Christian education program of a local church or other organization.</td>
</tr>
<tr>
<td>CED370</td>
<td>Youth Counseling</td>
<td>3</td>
<td>A study of youth problems and needs with emphasis on individualizing patterns for personal growth and spiritual guidance.</td>
</tr>
<tr>
<td>CED371</td>
<td>Youth Evangelism and Discipleship</td>
<td>3</td>
<td>This course is designed to establish both principles and practices of evangelism and outreach which are uniquely applicable to the pre-adult population of our culture. It presents sociological and theological presuppositions which must be in place before adequate evangelism and discipleship of youth can occur.</td>
</tr>
<tr>
<td>CED375</td>
<td>Youth Leadership Seminar</td>
<td>3</td>
<td>A focused study on specific aspects of youth ministry using field trips and resource specialists. This course may be repeated.</td>
</tr>
</tbody>
</table>
CED380 Leadership and Management in Youth Ministry
This course concentrates on matters of vision, programming methodologies, developmental issues, and resource management as these relate to youth ministry. The course will give special attention to examining policies and procedures which attract and cultivate loyalty to Christ and the church, as well as the development of servant leadership.

CED454 Camping and Retreat Ministries
An examination of Christian camps and institutes for children, youth, and/or adults. Objectives, personnel, materials, as well as philosophy, are considered.

CED455 Christian Education in the Family
A study of the relationship of church and home and the task of helping all family members come to fuller Christian maturity.

CED480 Senior Project-Youth Ministries
This course provides students the opportunity to apply previous learning in a hands-on experience in youth ministry. Students formulate, research, and implement a major project related to youth ministry in consultation with the instructor and peers. A formal presentation of the project is a capstone experience for this course. Limited to juniors and seniors. Prerequisites: CED335 or CED371.

CHE025 Foundations of Biology and Chemistry
This is a preparatory course intended for students who need to take Inorganic and Biological Chemistry and Anatomy and Physiology but lack the necessary background. It will cover basic terminology and concepts in chemistry, cell biology, and genetics. It will also help students develop strategies for reading and studying science textbooks and for taking notes in science lectures. The course will meet 3 hours per week.

CHE110 Introduction to Chemistry
An introduction to the principles of chemistry including some applications in our modern society. A beginning course for students with no previous chemistry who expect to take Chemistry 120 or 125. Also suitable for general education requirement. Three lectures/two labs. Prerequisite: Math SAT 400 or above; SAT I 440 or above; ACT 19 or above; AND high school chemistry (1 year).

CHE125 General Chemistry I
A study of the fundamental principles and concepts of chemistry and their relations to representative elements and their compounds. The laboratory includes some inorganic qualitative analysis. Four hours lecture/three hours lab. Prerequisites: CHE110 with grade of “C” or better; Math SAT 400 or above; SAT I 440 or above; ACT 21 or above; AND high school chemistry (1 year).

CHE125L General Chemistry I Lab
Lab taken as a co-requisite to CHE125.

CHE126 General Chemistry II
A study of the fundamental principles and concepts of chemistry and their relations to representative elements and their compounds. The laboratory includes some inorganic qualitative analysis. Four lectures/three labs. Prerequisite: CHE125.

CHE126L General Chemistry II Lab
Lab taken as a co-requisite to CHE126.

CHE235 Organic Chemistry I
A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Three lectures/one lab. Prerequisites: CHE125 and CHE126.

CHE235L Organic Chemistry I Lab
Lab taken as a co-requisite to CHE235.

CHE236 Organic Chemistry II
A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Three lectures/one lab. Prerequisite: CHE235.

CHE236L Organic Chemistry II Lab
Lab taken as a co-requisite to CHE236.

CHE330 Inorganic Chemistry
A more advanced course which explores the properties of the transition elements. Topics will include the Schrodinger wave equation, states of atoms, crystal field/molecular orbital theory, coordination elements. Topics will include the Schrodinger wave equation, states of atoms, crystal field/molecular orbital theory, coordination elements. Prerequisite: CHE236.

CHE332 Environmental Chemistry
Principles and analysis of chemical movement and distribution in natural environments. Sampling and analytical methods are included for water, soil, and air. Work will be conducted both on-site in natural habitats and in the laboratory. Prerequisite: CHE235. (This course is available at Asbury Institute which is described in the Biology Department course listings.)
CHE350 Analytical Chemistry I 4
An introduction to the theory and methods of chemical separations and quantitative determinations. The laboratory includes both gravimetric and volumetric techniques. Three lectures/four labs. Prerequisites: CHE125 and CHE126.

CHE350L Analytical Chemistry I Lab 0
Lab taken as a co-requisite to CHE350.

CHE360 Analytical Chemistry II 3
A continuation of Chemistry 350, including the theory and methods of instrumental analysis and advanced analytical chemistry procedures. Three hours lecture. Prerequisite: CHE350.

CHE430 Biological Chemistry 4
A study of the chemistry of life processes. Designed for chemistry and biology majors who intend to take graduate work related to this area. Three hours lecture. Prerequisites: BIO125 and CHE215. CHE430L Biological Chemistry Laboratory 0
Taken as a co-requisite to CHE430.

CHE440 Physical Chemistry I 3
An introduction to thermodynamics, kinetics, electrochemistry, and the properties of gases and solutions. Three hours lecture. Prerequisites: PHY222, MAT 254, and CHE126.

CHE450 Physical Chemistry II 3
An introduction to quantum mechanics, atomic and molecular structure, and the properties of liquids and solids. Three hours lecture. Prerequisite: CHE440.

CHE461 Physical Chemistry Lab I 1
Laboratory experience in methods of instrumental chemical analysis and the techniques used in thermochromy, electrochemistry, chemical kinetics, and the determination of physical properties. Prerequisite: CHE440 or concurrent enrollment.

CHE462 Physical Chemistry Lab II 1
Laboratory experience in methods of instrumental chemistry analysis and the techniques used in thermochromy, electrochemistry, chemical kinetics, and the determination of physical properties. Prerequisite: CHE450 or concurrent enrollment.

CHE473 Independent Studies in Chemistry 1-3
Individually arranged reading, problem solving, or research in advanced chemistry. Prerequisite: Permission of instructor.

CHE490 Biology/Chemistry Senior Seminar 1
This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement tests in biology and chemistry may be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

CHE495 Research in Chemistry 1-3
Students will engage in original research under the direction of a faculty member. This course may be repeated. Prerequisite: Permission of instructor.

CIS105 Business Decisions Using Lotus 1-2-3 3
Through hands-on instruction in Lotus 1-2-3, students will learn how to use Lotus in solving business problems. Students will learn analytical techniques and learn criteria for choosing one alternative solution over another. Among the topics considered are investment evaluations, financial performance, cash flow analysis, creating models, valuation, sales forecasting, and measuring sustainable growth. Knowledge of spreadsheets is essential for this course. This course does not apply for general education science credits or toward a CIS major.

CIS109 Basic Computer Concepts 1
This course provides a basic introduction to computers and how they are utilized in the professional world. Students will learn the features of the computer’s hardware and will become proficient in the use of the operating system. They will learn how to manage the files and navigate their computer system. Basic vocabulary will be covered. Online or On-Site Elective - 3 weeks. Not open to students with credit in CIS110 or CIS206. This course does not apply for general education science credits or toward a CIS major.

CIS110 Personal Computing 3
A course designed to increase the student’s understanding and use of personal computers. Intended for novice users, the course provides an introduction to hardware and software with special attention to the use of productivity tools such as spreadsheets, databases, and networks. An overview of major computer components is included. Does not count toward a CIS major.

CIS114 Introduction to Computer Science 4
An introduction to computer science including programming in a structured programming language. Special attention is given to the study of problem-solving processes in the context of algorithmic development. Overview treatment of the history of computing and the branches of study in the discipline of computer science are given, as well as coverage of social and ethical implications of current and future developments in computer usage. Prerequisite: Completion of the Math Competency requirement or permission of department.

CIS115 Development of Computer Systems 3
Provides an overview of computer systems from a hands-on perspective, including personal productivity tools and business use of computer systems in decision-making processes. Major computer hardware and systems components are introduced and explored. Provides a thorough computer literacy foundation for computer users beyond the novice level; also provides an exploratory review of the CIS discipline for interested non-majors. Applicable as general education science credits.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS116</td>
<td>COBOL Programming</td>
<td>3</td>
<td>Prerequisite: CIS114.</td>
</tr>
<tr>
<td>CIS150</td>
<td>Data Structures</td>
<td>4</td>
<td>A study of data-organization and processing in the context of abstract data types. Topics include pointers, lists, strings, stacks, queues, trees, searching, and sorting. Prerequisite: CIS114.</td>
</tr>
<tr>
<td>CIS175</td>
<td>Independent Study in Computer Languages</td>
<td>1-2</td>
<td>A course designed to allow individualized study of a specific programming language. An application project is required that demonstrates proficiency in the major features of the selected language. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>CIS200</td>
<td>Computers in Education</td>
<td>3</td>
<td>An introduction to the use of computer technology for instructional and administrative purposes. Students will become acquainted with hardware and software through hands-on experiences. Emphasis will be placed on evaluating instructional software and hardware, various types of computer-based instructional strategies, and using software tools to solve educational problems. An overview of major computer components is included. Does not apply toward a CIS major or minor.</td>
</tr>
<tr>
<td>CIS205</td>
<td>Programming with Lotus 1-2-3 Macros</td>
<td>1</td>
<td>Comprehensive study of the macro command language of Lotus 1-2-3. Students will learn to write, test, and debug macros. The full capabilities of Lotus 1-2-3 are explored through the development of macro libraries for spreadsheet, graphics, and database functions. Applications are made to business problems. Prerequisite: CIS105. This course does not apply for general education science credits or toward a CIS major or minor.</td>
</tr>
<tr>
<td>CIS206</td>
<td>Business Decisions Using Software &amp; Tools</td>
<td>3</td>
<td>A course in using microcomputer software tools to solve business problems. Includes the use of spreadsheets and a data manager. Topics include creating graphs, using macros and data tables, and doing database queries to solve business problems. Credit is not given for both CIS110 and CIS206. Does not count toward a CIS major. Prerequisite: Completion of the Math Competency requirement and ACC201.</td>
</tr>
<tr>
<td>CIS210</td>
<td>Topics in Business Programming</td>
<td>3</td>
<td>A course in business programming with applications related to common business functions. Topics may include billing, accounts receivable, sales analysis, inventory control, invoicing, and related topics. Prerequisite: CIS116. Prerequisite or concurrent enrollment: ACC201.</td>
</tr>
<tr>
<td>CIS217</td>
<td>Database Management</td>
<td>3</td>
<td>The course will examine relational database technology, personal computer database systems, strategic data modeling, and conceptual design. Database programming language will also be introduced. This course does not apply for general education science credit or toward a CIS major.</td>
</tr>
<tr>
<td>CIS218</td>
<td>Introduction to Object-Oriented Programming</td>
<td>4</td>
<td>An introduction to object-oriented programming techniques, using a contemporary language such as C++. Topics include object-oriented design, classes and methods, inheritance, polymorphism, templates, software reuse, and event-driven programming. Prerequisite: CIS150.</td>
</tr>
<tr>
<td>CIS225</td>
<td>Systems Analysis</td>
<td>3</td>
<td>An examination of systems theory and various models of analysis and design. Topics include planning and scheduling techniques, charting, interviewing, and report writing. Group projects provide opportunity for practical application of systems concepts. Prerequisite for traditional students: Sophomore standing.</td>
</tr>
<tr>
<td>CIS236</td>
<td>Machine Structures and Programming</td>
<td>3</td>
<td>An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisite: CIS114.</td>
</tr>
<tr>
<td>CIS241</td>
<td>Topics in Scientific Programming</td>
<td>1-4</td>
<td>A course in techniques and concepts used in scientific applications of computers. Topics may include computer hardware, machine language, numerical and statistical techniques, computer simulation, and graphics. Prerequisites: CIS218, CIS236, and MFR233.</td>
</tr>
<tr>
<td>CIS296</td>
<td>Studies in Computer Information Systems</td>
<td>1-3</td>
<td>A course in topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>CIS300</td>
<td>Topics in Computer Science for Educators</td>
<td>3</td>
<td>The course is divided into two main sections. One section will focus on theory of programming languages, particularly on the concept of a functional definition of a language. One component of this section of the course will be guided, but essentially an independent study of BASIC and LOGO as an illustration, example, and application of the functional definition. The second section will focus on topics in data structures. Basic structures will be introduced, and the student will be expected to write at least one program based on standard techniques used in data structures. Prerequisites: CIS114 and CIS200.</td>
</tr>
<tr>
<td>CIS336</td>
<td>Programming Languages</td>
<td>3</td>
<td>A course designed to analyze and evaluate the important concepts in current programming languages. Emphasis is placed on the functional constructs which define all languages. Topics include syntax, semantics, denotational techniques, correctness proving. Students are expected to learn several languages and write programs which illustrate their distinguishing features. Prerequisites: CIS116, CIS150, and CIS118.</td>
</tr>
<tr>
<td>CIS330</td>
<td>Computer Applications-Business</td>
<td>3</td>
<td>A course emphasizing computer applications in a business environment. Includes case studies, field trips, and programming projects. Prerequisites: CIS116 and CIS225. Prerequisite or concurrent enrollment: ACC202.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>CIS382</td>
<td>Database Programming Development</td>
<td>3</td>
<td>An advanced course in software design and the development of programs for use in a database environment. Prerequisites: CIS116, CIS218, or permission of the instructor.</td>
</tr>
<tr>
<td>CIS385</td>
<td>Theory of Computation</td>
<td>3</td>
<td>An introduction to the classical and contemporary theory of computation. Topics include theory of automata and formal language, computing by Turing machines, Church's thesis, and decision problems. Prerequisites: CIS250 and MATH443.</td>
</tr>
<tr>
<td>CIS386</td>
<td>Modeling and Simulation</td>
<td>3</td>
<td>Concepts of computer modeling and simulation with applications to scientific and other problems. The use of various statistical subroutines and simulation languages will be studied. Prerequisites: CIS150 and CIS218.</td>
</tr>
<tr>
<td>CIS389</td>
<td>Distributed Systems</td>
<td>3</td>
<td>An examination of the features and impact of distributed data processing systems in the business enterprise. Prerequisites: CIS150, CIS225, and CIS236.</td>
</tr>
<tr>
<td>CIS396</td>
<td>Advanced Studies in Computer Information Systems</td>
<td>1-3</td>
<td>A course in advanced topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>CIS450</td>
<td>Ethics in the Computer Society</td>
<td>3</td>
<td>An independent writing course in which the student will explore various topics in business and personal ethics. Special emphasis will be placed on how certain facets of ethical practices are impacted by the use of computers in society. This course provides upper-level students an opportunity to hone writing skills as well as reflect on their personal integration of faith and learning. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>CIS475</td>
<td>Independent Studies in Computer Information Systems</td>
<td>1-4</td>
<td>A course designed to allow individualized research or problem solving in Computer Information Systems. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>CIS480</td>
<td>Applied Software Development Project</td>
<td>3</td>
<td>A capstone course in which the student will design, program, verify, and document a special project assignment selected in consultation with the instructor. The student will work independently under the guidance of a supervisor familiar with the needs of the project. Prerequisite: Senior academic standing and completion of all CIS major core course and cognate track requirements.</td>
</tr>
<tr>
<td>CIS490</td>
<td>Seminar</td>
<td>1</td>
<td>A course to foster independent study and research skills and pursue topics of current interest in the field of Computer Science. Each student will be required to make at least one oral presentation. Prerequisite: Senior academic standing and completion of all CIS major core course and cognate track requirements.</td>
</tr>
<tr>
<td>CIS497</td>
<td>Practicum in Computer Information Systems</td>
<td>1-3</td>
<td>Individually arranged work assignments designed to give practical work experience in the use of computer systems. CR/NC only. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>COM110</td>
<td>Speech Communications</td>
<td>3</td>
<td>Basic introduction to theory and practice of public speaking: listening, analyzing, organizing, adapting, and delivering ideas effectively. Special attention to skill development.</td>
</tr>
<tr>
<td>COM155</td>
<td>Introduction to Human Communications</td>
<td>3</td>
<td>This course is designed to provide students with an understanding of communication encountered in various social settings. This will be done with an emphasis on both theoretical and practical aspects. Upon completing the 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.</td>
</tr>
<tr>
<td>COM200</td>
<td>Journalism Practicum</td>
<td>1</td>
<td>Conference and laboratory work for the staff of the university paper and yearbook. Does not count on a liberal arts English major or minor but may apply on a teaching major in English. Given only on a CR/NC basis. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>COM201</td>
<td>Journalism Practicum</td>
<td>1</td>
<td>See COM200.</td>
</tr>
<tr>
<td>COM202</td>
<td>Journalism Practicum</td>
<td>1</td>
<td>See COM200.</td>
</tr>
<tr>
<td>COM210</td>
<td>Advanced Public Speaking</td>
<td>3</td>
<td>Advanced speech writing: theories of style, written and spoken; study of principles of effective public speaking. Practice in composition and delivery of longer speeches; also, analysis of significant speeches. Prerequisite: COM100.</td>
</tr>
<tr>
<td>COM211</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
<td>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.</td>
</tr>
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Indiana Wesleyan University
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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COM214</td>
<td>Audio Production 3</td>
<td>Applies communication theory to the processes and techniques of producing sound enhancement to speaking and music, production of music, making and splicing tapes, and tape backgrounds to other modes of communication such as motion picture, video, or slide programs.</td>
</tr>
<tr>
<td>COM215</td>
<td>Television Production 3</td>
<td>This course covers basic television and single-camera video production. Studio equipment, set design, video editing, lighting, and program production from scripting to visualization will be studied. Emphasis will be placed on “remote” program production and utilization of field technologies and post-production technologies. Permission of instructor required.</td>
</tr>
<tr>
<td>COM220</td>
<td>Radio Practicum 1</td>
<td>Laboratory work for the staff of the university radio station. May be repeated up to a total of three semester hours. Given only on a CR/NC basis.</td>
</tr>
<tr>
<td>COM221</td>
<td>Radio Practicum 1</td>
<td>See COM220.</td>
</tr>
<tr>
<td>COM222</td>
<td>Radio Practicum 1</td>
<td>See COM220.</td>
</tr>
<tr>
<td>COM223</td>
<td>Desktop Publishing 3</td>
<td>A course designed to allow students to develop skills in using the computer to produce printed materials. The student will learn both the theory and mechanics of computer-aided print production and the software necessary to produce the different types of print pieces commonly used for communication campaigns.</td>
</tr>
<tr>
<td>COM224</td>
<td>Introduction to Journalism 3</td>
<td>Practical experience will be encouraged, but the primary focus will be on learning to write accurately and precisely.</td>
</tr>
<tr>
<td>COM226</td>
<td>Voice and Interpreting 3</td>
<td>Practical exercises in refining the vocal mechanisms for speech production according to accepted guides for sound formation and pronunciation. Vocal skills will be employed in the interpretation and oral and visual presentation of literature and other appropriate forms.</td>
</tr>
<tr>
<td>COM230</td>
<td>Oral Interpretation of the Bible 3</td>
<td>A study of the oral interpretation of various forms of Biblical literature, including narrative, didactic, oratoric, allegoric, lyric, dramatic, and the epic. Attention is given to the selection and harmonizing of Scripture for religious services. Prerequisite: COM110.</td>
</tr>
<tr>
<td>COM240</td>
<td>Television Practicum 1</td>
<td>Provides practical television experience. This experience may be with an Indiana Wesleyan University television program or with a program at a local television station. May be repeated up to a total of three semester hours. Given only on a CR/NC basis.</td>
</tr>
<tr>
<td>COM241</td>
<td>Television Practicum 1</td>
<td>See COM240.</td>
</tr>
<tr>
<td>COM242</td>
<td>Television Practicum 1</td>
<td>See COM240.</td>
</tr>
<tr>
<td>COM252</td>
<td>Acting and Scene Study 3</td>
<td>Educational theater approach to acting techniques and scene study. Improvisation, mime, and movement will be emphasized, as well as more traditional approaches to scene analysis, character study, and performance. Through readings, discussion, and practical application, students will become familiar with the major acting theories. Prerequisite: COM110.</td>
</tr>
<tr>
<td>COM272</td>
<td>Scene Design and Technical Theater Practices 3</td>
<td>Introduction to scenery, lighting, costume design, technical theater practices, and production management. A workshop course requiring practical production involvement.</td>
</tr>
<tr>
<td>COM315</td>
<td>Principles of Stage Directing 3</td>
<td>Basic theories and techniques of stage directing for school and community productions. Through readings, play attendance, discussions, and exercises, students will develop a basic understanding of the directing process and an appreciation for the art of directing. Practical experience in production involved.</td>
</tr>
<tr>
<td>COM317</td>
<td>Theater History and Dramatic Literature I 3</td>
<td>A historical and analytical study of theater and drama from its origins to the Nineteenth Century. Representative plays from each period of theater history will be studied, noting the interrelationship between scenic and production techniques and dramatic form. Cultural and historical elements which have influenced the rise and fall of new dramatic forms and practices will also be examined.</td>
</tr>
<tr>
<td>COM318</td>
<td>Theater History and Dramatic Literature II 3</td>
<td>A historical and analytical study of theater and drama from the Nineteenth Century to the present. Representative plays from each period of theater history will be studied, noting the interrelationship between scenic production techniques and dramatic form. Cultural and historical elements which have influenced the rise and fall of new dramatic forms and practices will also be examined.</td>
</tr>
<tr>
<td>COM320</td>
<td>Argumentation and Persuasion 3</td>
<td>An advanced course designed to deepen the understanding and sharpen the skills of effective argumentation and debate. Practical application of persuasive speaking and writing skills are emphasized. Prerequisite: COM110.</td>
</tr>
<tr>
<td>COM322</td>
<td>Broadcast Journalism 3</td>
<td>Techniques of vocal production applied to various styles of announcing for radio and television. Emphasis will be placed upon writing and producing and the role of the announcer. Practical work required. Prerequisite: COM224.</td>
</tr>
</tbody>
</table>
COM310 Principles of Public Relations 3
An introduction to the functions of modern public relations in both profit-oriented and nonprofit organizations. Course emphasis given to creativity in preparation of print and broadcast messages. The course will also address the analysis of an organization’s relevant publics, the development of a total public relations program, the use of mass media and interpersonal media to achieve program goals, and the measurement of results.

COM315 Special Topics in Theatre History and Dramatic Literature 3
Some classes offered will combine with travel to the region under examination. May be repeated to earn up to 6 credit hours. Prerequisite: ENG180 or permission of instructor.

COM320 Communication Theory 3
Examines definitions and models of communication. The exploration of specific theories will be emphasized through individual research. Prerequisite: COM215 or permission of instructor.

COM325 Special Topics in Theatre and Dramatic Literature 3
Classes offered will include advanced studies in theatre history, dramatic literature, and dramatic theory. These classes will cover English Theatre History and Dramatic Literature, American Theatre History and Dramatic Literature, Modern Drama, and Advanced Dramatic Literature and Theatre. Some classes offered will combine intensive studies of regional theatre history and dramatic literature combined with travel to the region under examination. May be repeated to earn up to 6 credit hours. Prerequisite: ENG180 or permission of instructor.

COM340 Communication Theory 3
Examines definitions and models of communication. The exploration of specific theories will be emphasized through individual research. Prerequisite: COM215 or permission of instructor.

COM346 Special Topics in Theatre Arts Skills 3
A course designed to provide more intensive study of a variety of theatre arts skills. Classes offered will include advanced studies in acting, directing, and technical theatre. May be repeated to earn up to 6 hours credit. Prerequisite: COM215 or permission of instructor.

COM352 Interpersonal Communications 3
Practical study through examination of theory, actual practice, and criticism of the speech communication process in relatively unstructured face-to-face settings.

COM353 Magazine Writing 3
Involves study of theory, practice, and marketing of magazine articles. Prerequisite: Permission of instructor.

COM362 Script Writing 3
Study and practical application of techniques, styles, and conventions of writing for state and screen. In this non-performing course, students will develop materials for directors, actors, announcers, and technicians. Comedy, drama, commercial announcements, and film scripts will be covered.

COM370 Symbols and Imaging 3
A course exploring the nature and use of symbols and imaging in social communication, the media, and advertising. Examines how to select symbols that capture the nature, message, service, or product of an institution or corporation for public awareness and service.

COM400 Advanced Production Practicum 1-3
Provides experience in a production area (e.g., radio, television, public relations, drama) through work with a professional organization in the field of interest. A contract will be made between the student and a faculty mentor outlining the expected outcomes of the experience. Prerequisites: COM214 and COM215 or permission of instructor.

COM420 Instructional Television 3
The theories and procedures of television production will be applied to the educational and institutional uses of television. The methods of presenting and selecting material which utilizes television as an instructional medium will be discussed and demonstrated. Prerequisite: COM215.

COM421 Forensics and Debate 3
Intensive study of the methods and problems of organizing the school forensics program. Special emphasis is given to the rationale for forensics, building interest, funding the program, and preparation for tournaments. Prerequisite: COM110.

COM422 Forensics and Debate 3
The course is designed to deepen the student’s understanding of television production and programming techniques. Emphasis will be on studio equipment and “real time” production. The production of entertainment, news and sports programming, and advertising will be explored. Practical experience will be involved. Prerequisite: COM215 or permission of instructor.

COM440 Advanced Production Practicum 1-3
Provides experience in a production area (e.g., radio, television, public relations, drama) through work with a professional organization in the field of interest. A contract will be made between the student and a faculty mentor outlining the expected outcomes of the experience. Prerequisites: COM214 and COM215 or permission of instructor.

COM445 Communications Internship 3
A supervised and intensified hands-on work experience in a professional work environment. Student’s interests and competencies must coordinate with the professional activities of the cooperating organization, and the student must have successfully completed work related to the internship. May be repeated up to a total of six semester hours. Given only on a CR/NC basis.

COM475 Communications-Independent Study 1-3
Independent study in communication.
<table>
<thead>
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<tbody>
<tr>
<td>CRJ351</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
<td>The course presents an overview of the major components of the criminal justice system: law enforcement, prosecution, the courts, and corrections.</td>
</tr>
<tr>
<td>CRJ202</td>
<td>Introduction to Corrections</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CRJ246</td>
<td>Criminology</td>
<td>3</td>
<td>See course description for SOC246.</td>
</tr>
<tr>
<td>CRJ255</td>
<td>Police Administration</td>
<td>3</td>
<td>A study of various organizational structures and issues affecting the operation of police agencies. Practical problems and issues including police deviance, administration, patrol operations, and others are discussed.</td>
</tr>
<tr>
<td>CRJ309</td>
<td>Youth and Crime</td>
<td>3</td>
<td>The development of delinquent and criminal behavior, initial handling of delinquency and proper referrals, presenting police technique and special problems with juveniles. Also covers laws and agencies concerned with juveniles.</td>
</tr>
<tr>
<td>CRJ318</td>
<td>Criminal Procedures</td>
<td>3</td>
<td>A comprehensive study of the legal procedures affecting criminal investigations. Beginning with an introduction to individual rights under the United States Constitution and the Bill of Rights, the course will thoroughly cover the law of arrest, search and seizure, interrogation, and identification. Basic concepts relating to procedure such as probable cause, the warrant requirement, and exclusion of evidence will be studied. Criminal procedure laws will be examined from the perspective of the investigator, courts, and the accused.</td>
</tr>
<tr>
<td>CRJ332</td>
<td>Criminal Investigation and Evidence</td>
<td>3</td>
<td>Fundamentals of criminal investigation, crime scene search and recording, collection and preservation of physical evidence. Investigation techniques of specific criminal acts such as homicide, rape, child molestation, burglary, and sexual crimes are presented.</td>
</tr>
<tr>
<td>CRJ338</td>
<td>Criminal Law</td>
<td>3</td>
<td>Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of officers and citizens, and elements necessary to establish crime and criminal intent.</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University 155
Undergraduate Course Descriptions

CRJ452 Interpersonal Violence  3
This course will examine in some detail crimes such as murder, serial killers, child molesters, rapists, and related crimes of violence. Topics such as psychological profiling of serial killers, rapists, and sadistic and cult-related murders will also be discussed.

CRJ472 Court Procedures  3
This course examines the laws, procedures, and traditions of the criminal courtroom. After an overview of the philosophical and historical foundation of our modern-day criminal court, the course will study the process through the court system from the filing of charges, setting of bail, plea bargaining, and trial. The roles of the various parties in the courtroom—prosecutor, defense attorney, judge, and jury—will be analyzed. Famous trials in Anglo-American jurisprudence will be used to highlight and illustrate basic concepts.

CRJ475 Criminal Justice-Independent Study  1-3
Individually arranged study and/or research in the area of criminal justice.

CRJ485 Practicum in Criminal Justice  3
Designed to place the student with a criminal justice activity for a firsthand look at how the agency functions.

CRJ490 Criminal Justice Senior Seminar  1
This course will provide an opportunity for seniors in the criminal justice program to meet and discuss selected topics involving current issues facing the American system of justice. Group discussion, lectures, and brief research papers will be used in the seminar.

EAR130 Earth Science  3
An introduction to the physical environment of planet earth. Selected topics from astronomy, geography, geology, and meteorology. Not open to the student who has credit in GEO201 (Physical Geog- raphy).

EAR131 Earth Science Lab  1
Selected laboratory experiences in the earth sciences. One laboratory period. Co-requisite: EAR130.

EAR140 Astronomy  3
A descriptive survey of the basic concepts of astronomy. Topics to be studied will include the sun and its family of planets, the properties of stars and galaxies, and the structure of the known universe.

EAR150 Introduction to Meteorology  3
A study of the atmosphere, its composition, and the changes which occur in it. Elements of weather observing, reporting, and analysis are included.

EAR160 Rocks and Minerals  3
The occurrences, classification, and physical properties of rocks and minerals. Field tests and identification of hand specimens.

EAR301 Land Resources  4
Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field and remote-sensing data derived from satellite and low-altitude aerial im- agery. Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Prerequisite: One year of introductory science. (This course is available at Au Sable Institute; see Biology section for description.)

EAR316 Field Geology  4
An introductory geology course with emphasis placed upon field observations of geological processes, both past and present. Topics to be studied include glacial geomorphology, rock and mineral classi- fication, petrology, groundwater flow, fossil fuel resources, map interpretation, and fossil identification. Prerequisite: One year of introductory science. (This course is available at Au Sable Institute; see Biology section for description.)

EAR475 Independent Study-Earth Science  1-3
Individually arranged study and/or research in the earth sciences. Prerequisite: Permission of instructor.

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

ECO211 Introduction to Economics  3
This course introduces the beginning economics student to those principles essential to an understanding of fundamental economic problems and the policy alternatives society may utilize to contend with these problems. A special emphasis is placed upon macroeco- nomic topics which include national income, employment, fiscal policy, money, monetary policy, and American economic growth.

ECO212 Microeconomics  3
This course gives a background for advanced economics courses. A special emphasis is placed upon microeconomic topics which in- clude scarcity, division of labor, the economics of the firm, demand and price elasticity, and profits and competition. Prerequisite: ECO211.

ECO263 Contemporary Economic Problems  2-3
A penetrating interdisciplinary analysis of critical current economic issues including government and the economy, money and inflation, worker and consumer protection, consumer tax reform, the energy crisis, medical care, education inequity, and America’s future. Fea- tures a sequential viewing of the award-winning Milton Friedman film series, “Free to Choose,” with informative and stimulating discussion following the viewing of each film. May be taken for two or three credits. Also gives credit in POL.

ECO270 Comparative Economic Systems  3
A course dealing with the history and present of various political-economic systems and their implications for today’s economy. Systems covered include feudalism, mercantilism, socialism, communism, capitalism, welfare, and interventionism. Prerequisite: ECO211.
ECO275 Economics of Poverty 3
An interdisciplinary analysis of one of the most publicized issues in America today. The roots of poverty, its history, alleged solutions, and many of its consequences, social and economic, are discussed. The course emphasizes discovery and application of solutions from a Biblical perspective. Prerequisite: ECO211.

ECO277 Introduction to Health Economics 3
Introduces the student to the economic valuation of health, health care delivery, insurance, public health, and the economics of public health policy. Prerequisites: ECO211 or equivalent.

ECO283 Introductory Microeconomics 3
The study of the individual and the firm. Theory of the household and of the firm. Analysis of supply and demand. Comparative statics and comparative dynamics. Prerequisites: MATH101 or equivalent.

ECO284 Introductory Macroeconomics 3
An overview of macroeconomic theory as it relates to the individual business. Analysis of data for decision-making. Use of computers to prepare and process data. Prerequisites: ECO283 or equivalent.

EDS200 Special Education and Inclusive Programs 3
Involves the study and application of skills teachers may utilize in meeting the needs of learners with disabilities. Includes development of conferencing skills with parents, staff members, and others concerning the academic, vocational, social, cognitive, language, and physical needs of learners with disabilities. Includes development of conferencing skills with parents, staff members, and others concerning the academic, vocational, social, cognitive, language, and physical needs of learners with disabilities. Prerequisites: ECO284 or equivalent.

EDS210 Introduction to Emotional/Behavioral Disabilities 3
This course provides a general overview of emotional and behavioral disorders. It includes a review of normal development and the development of emotional and behavioral disorders and an overview of the treatment options available. Prerequisites: ECO211, ECO205, or ADM370. Requires admission to a Business Department major or consent of the professor.

EDS220 Introduction to Mental Retardation 3
Considers the various types and degrees of mental retardation. Emphasizes effective methodology for learners with mild mental retardation. Prerequisites: ECO211, ECO205, or ADM370. Requires admission to a Business Department major or consent of the professor.
### Undergraduate Course Descriptions

**EDS250 Assessment in Special Education** 3  
Develops competency in formal and informal assessment. Emphasizes the educational implications of obtained results in programming for learners with disabilities. Stress practicum experiences specific to the student's course of study.

**EDS260 Behavior Management in Special Education** 3  
Examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. Focuses on various techniques and methods of applied behavior analysis to both manage the behavior and environment. Stress practicum experiences specific to the student’s course of study.

**EDS350 Working with Families** 3  
Recognizes the unique needs of families who have members with disabilities. Develops skills for working in partnership with these families.

**EDS370 Public Policy and Special Education** 3  
Considers legislation and court cases that assure an education for all learners with disabilities. Centers on relevant federal, state, and local procedures for implementing special education.

**EDS381 Methods of Teaching Elementary Special Education** 3  
Reviews the instructional and curricular approaches which accommodate the academic, social, cognitive, communication, and physical needs of the elementary learner with disabilities. Special emphasis is placed on meeting familial and classroom teacher needs.

**EDS382 Methods of Teaching SH/JH/M8** 3  
Special Education  
Focuses on methods and materials that meet the educational needs of adolescent and young adult learners with disabilities. Presents a variety of curriculum approaches, including functional/vocational, learning strategies, and compensatory.

**EDS383 Special Education Practicum I** 3  
Ninety hours of field experience within a public school classroom under the direction of a classroom teacher and university supervisor. The student must be placed in a resource room or regular classroom with an inclusionary component. Course includes college seminars which provide an overview and guidelines for classroom observation and participation strategies. Practicum will be specific to the student’s course of study.

**EDS384 Special Education Practicum II** 3  
See EDS385.

**EDS385 Special Education Practicum III** 3  
See EDS385.

**EDS386 Supervised Student Teaching in Special Education** 15  
Full-time supervised student teaching in accredited schools within Grant County and surrounding areas. Each student will receive two placements of eight weeks each. The placements will be diversified according to the student's program and the licensing requirements. Each student assumes, under the direction of the selected cooperating teacher and with university supervision, responsibility for teaching in the cooperating school. The student teaching will last for a full semester.

**EDU240 Educational Psychology** 3  
A study of the learning processes, methods of evaluation, and basic classroom management techniques. Special attention is devoted to students with special needs and multicultural perspectives. The course includes field experience in the public/private school classroom. Co-requisite: EDS240C. Prerequisites: EDU210 and PSY130.

**EDU240C Educational Psychology - Clinical Experience** 1  
Forty-five clock hours of field experience within a private/public middle, junior high, or high school classroom. Experience will be gained under the supervision of a classroom teacher and university supervisor. Co-requisite: EDU240. (CR/NC)

**EDU243 Nutrition for Young Children** 3  
Principles of nutrition, methods of nutrition education, and planning for meals in child-care centers. Guided experiences in a center for young children at snack and meal time.

**EDU250 Principles of Teaching** 3  
The general methods course for senior high/junior high/middle school majors emphasizing lesson design, mastery teaching, motivation, effective instruction, classroom management, learning styles, and multicultural diversity. Prerequisite: EDU240. Co-requisite: EDU250C.

**EDU250C Principles of Teaching Clinical Experience** 1  
Forty-five clock hours of field experience within a private/public middle/junior high/high school classroom. Experience will be gained under the supervision of a classroom teacher and university supervisor. Co-requisite: EDU250. (CR/NC)

**EDU260 Tutoring Practicum** 1-2  
Individually arranged programs of tutoring experiences under the joint supervision of university and public/private school personnel. The practicum may be full or part time, but the amount of the credit granted will be commensurate with the amount of time spent in the instructional setting. (CR/NC)

Indiana Wesleyan University
EDU 265 Literature for Adolescents 3

Literature for Adolescents emphasizes applying criteria for evaluation, selection, and utilization of literature by reading actual selections, reader response, and discussion. Cultural diversity developmentally appropriate, appreciation for literature, and lifelong learning are set in the context of current research. The integration of faith and learning is a strong component of the course.

EDU 271 Kindergarten Education I 3

Course provides an overview of kindergarten education including a historic perspective, an understanding of the characteristics of young children, and the identification of developmentally appropriate program models and goals as recommended by the NAEYC. Emphasis is also placed on the development of parent-teacher communication. Prerequisite or co-requisite: EDU 110.

EDU 272 Kindergarten Education II 3

This course focuses on identifying, planning, and implementing developmentally appropriate thematic units for the kindergarten classroom. Opportunity is provided for exploring, developing, and evaluating a variety of experiences and instructional materials that meet the NAEYC guidelines. Co-requisite: EDU 271. Prerequisites: EDU 271 and EDU 290.

EDU 273 Kindergarten Practicum 3

Ninety hours of field experience in a public/private kindergarten classroom under the direction of a classroom teacher and university supervisor. Through observation and participation students will identify various classroom management strategies, parent-teacher-child relations, and execute developmentally appropriate activities which meet the goals of the NAEYC guidelines. Prerequisite: EDU 271. Co-requisite: EDU 272. (CR/NC)

EDU 281 Audiovisual Methods 3

Course objectives designed to familiarize the student with a broad range of media experiences as a means of improving instructional/communication strategies through the use of instructional technology. The student is expected to attain competencies in selecting, using, and producing audiovisual materials through the use of interactive technology.

EDU 290 Introduction to Elementary Education 3

This introductory course is designed to expose the student to the varied teaching strategies/methodologies of classroom management, lesson preparation and presentation, and selection of developmentally appropriate learning activities. Current educational issues such as diversity in the classroom and parent involvement are discussed. A 10-15 hour in-school volunteer program is required. A prerequisite to the Junior Professional Year. Prerequisites: EDU 110 and CRS 200.

EDU 295 School Observation/Participation 1-3

Three weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overviews and guidelines for classroom observation strategies. AIDS education, and basic first-aid techniques. May Term. Prerequisites: EDU 290 and permission of instructor. (CR/NC)

EDU 294 Reading in the Content Area 3

Designed to teach methods, techniques, and strategies to equip the classroom teacher to teach content material within a range of student abilities—from the less able reader to the talented/gifted reader. (This course is required for teacher certification grades 3-12 in Indiana.) Prerequisites: EDU 130, EDU 240/EDU 240C, EDU 250/EDU 250C, PSY 120, admission to the Teacher Education Program, or permission of the instructor.

EDU 354 Language Arts Methods 2

This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. Strategies for incorporating speaking, listening, reading, writing, grammar, spelling, and handwriting as part of thematic units are emphasized. NCTE and IRA guidelines are used as standards of proficiency. Field Experience provided through EDU 390. Work in this course is done in conjunction with EDU 385 (Developmental Reading) and EDU 385 (Children’s Literature). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year)

EDU 360 Elementary Practicum 3

Observation and participation in a public/private school classroom. Experience shall be gained under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area and at the level appropriate to the area, and in an accredited school within the state of Indiana. Prerequisite: Admission to the Teacher Education Program. (CR/NC)

EDU 365 Children’s Literature 2

The primary focus of this course is literature for young children and elementary students. It is designed to equip teachers to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. Field experience included. Prerequisite: Admission to the Teacher Education Program. (Component of the Junior Professional Year)

EDU 370A Junior High/Middle School Practicum - Language Arts 3

Ninety hours field experience within a public/private school classroom for elementary major adding an endorsement. Experience shall be gained under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area at the level appropriate to the area, and in an accredited school within the state of Indiana. To be taken with or immediately following EDU 471. Prerequisite: Admission to the Teacher Education Program. (CR/NC)

EDU 370M4 Junior High/Middle School Practicum - Math 3

See EDU 370LA.

EDU 370RC Junior High/Middle School Practicum - Science 3

See EDU 370LA.

Indiana Wesleyan University 159
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU370SS</td>
<td>Junior High/Middle School Practicum - Social Studies</td>
<td>3</td>
<td>See EDU370LA.</td>
</tr>
<tr>
<td>EDU382EN</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School English</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU382EP</td>
<td>Senior High/Middle School Practicum - Physical Education</td>
<td>3</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU383SC</td>
<td>Senior High/Middle School Practicum - Science</td>
<td>3</td>
<td>See EDU383EN.</td>
</tr>
<tr>
<td>EDU383SP</td>
<td>Senior High/Middle School Practicum - Spanish</td>
<td>3</td>
<td>See EDU383EN.</td>
</tr>
<tr>
<td>EDU384EN</td>
<td>Senior High/Middle School Practicum - English</td>
<td>3</td>
<td>See EDU383EN.</td>
</tr>
<tr>
<td>EDU385A</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School Math</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU385C</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School Science</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU385P</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School Spanish</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU385SS</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School Social Studies</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU385A</td>
<td>Methods of Teaching Senior High/ Junior High/Middle School Visual Arts</td>
<td>2</td>
<td>See EDU382EN.</td>
</tr>
<tr>
<td>EDU388EN</td>
<td>Senior High/Junior High/Middle School Practicum – English</td>
<td>3</td>
<td>Prerequisites: EDU382 and Admission to the Teacher Education Program.</td>
</tr>
<tr>
<td>EDU388MA</td>
<td>Senior High/Junior High/Middle School Practicum – Math</td>
<td>3</td>
<td>Prerequisites: EDU382 and Admission to the Teacher Education Program.</td>
</tr>
<tr>
<td>EDU3890</td>
<td>Junior Professional Year Clinical</td>
<td>3</td>
<td>Experience applying the methods of the junior professional semester in the public/private school classroom. Students spend one-half of each day (mornings) each semester working alongside a practicing teacher. This course accompanies Developmental Reading (EDU383), Language Arts Methods (EDU354), Math Materials and Methods (MAT105), and Children’s Literature (EDU365). Prerequisites: EDU290 and Admission to the Teacher Education Program. (CR/NC)</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU391</td>
<td>Junior Professional Year Clinical Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>applying the methods of the junior professional</td>
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<td></td>
<td>profession semester in the public/private school</td>
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<tr>
<td></td>
<td>classroom. Students spend one-half of each day</td>
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<td></td>
<td>(afternoons) each semester working alongside a</td>
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<td>practicing teacher. This course accompanies</td>
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<td></td>
<td>Corrective Reading (EDU386), Social Studies/</td>
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<td></td>
<td>Science Methods (EDU456), and Math Materials and</td>
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<td></td>
<td>Methods (MAT100). Prerequisite: EDU390. CR/NC</td>
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<tr>
<td>EDU456</td>
<td>Social Studies/Science Methods</td>
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<td></td>
<td>An emphasis is placed on understanding and</td>
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<td></td>
<td>implementing Guided Discovery Approach.</td>
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<td></td>
<td>Emphasis on writing performance objectives,</td>
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<td></td>
<td>discovery inquiry, teaching strategies, and unit</td>
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<td></td>
<td>development will facilitate competency in these</td>
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<td>disciplines. Special attention will be given to</td>
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<td></td>
<td>learning-style differentiation. Based on NSF</td>
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<td></td>
<td>and NCSS standards. Field experience included.</td>
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<td>Offered during Spring semester. Prerequisite:</td>
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<td></td>
<td>Admission to the Teacher Education Program.</td>
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<tr>
<td>EDU471LA</td>
<td>Methods of Teaching Junior High/Middle School</td>
<td>3</td>
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<tr>
<td></td>
<td>Language Arts. The separate divisions of this</td>
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<tr>
<td></td>
<td>course are given by instructors in the various</td>
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<td></td>
<td>departments. General methods for elementary</td>
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<tr>
<td></td>
<td>students endorsing up to Middle School/Junior</td>
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<tr>
<td></td>
<td>High. Includes planning, teaching techniques,</td>
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<td></td>
<td>models of teaching, learning theories,</td>
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<td></td>
<td>measurement and evaluation, motivation,</td>
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<td></td>
<td>classroom management and discipline, culturally</td>
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<td></td>
<td>different learners, and special-needs learners</td>
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<tr>
<td></td>
<td>as applied to teaching. Field experiences will</td>
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<td></td>
<td>be offered in appropriate subject areas and</td>
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<td></td>
<td>grade levels and should be taken after or in</td>
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<td></td>
<td>conjunction with EDU370. Prerequisite:</td>
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<td></td>
<td>Successful completion of Junior Professional</td>
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<tr>
<td></td>
<td>Year and Student Teaching. Co-requisite: EDU370</td>
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<tr>
<td></td>
<td>Junior High/Middle School Practicum.</td>
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<tr>
<td>EDU471MA</td>
<td>Methods of Teaching Junior High/Middle School</td>
<td>3</td>
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<tr>
<td></td>
<td>Math. See EDU471LA.</td>
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<tr>
<td>EDU471AC</td>
<td>Methods of Teaching Junior High/Middle School</td>
<td>3</td>
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<tr>
<td></td>
<td>Science. See EDU471LA.</td>
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<tr>
<td>EDU471SS</td>
<td>Methods of Teaching Junior High/Middle School</td>
<td>3</td>
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<tr>
<td></td>
<td>Social Studies. See EDU471LA.</td>
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<tr>
<td>EDU475</td>
<td>Independent Study in Education</td>
<td>1-3</td>
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<tr>
<td></td>
<td>Individually arranged reading, problem solving,</td>
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<td></td>
<td>or research in current trends of education.</td>
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<td></td>
<td>Prerequisites: ENG120 or equivalent, consent of</td>
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<tr>
<td></td>
<td>professor, Director of Teacher Education, and</td>
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<td></td>
<td>Vice President for Academic Affairs.</td>
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<tr>
<td>EDU490</td>
<td>Supervised Student Teaching in Senior/Junior</td>
<td>15</td>
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<tr>
<td></td>
<td>High/Middle School (5-12)</td>
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<tr>
<td></td>
<td>Full-time student teaching in accredited schools</td>
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<td></td>
<td>within a thirty-five mile radius of Indiana</td>
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<td></td>
<td>Wesleyan University under the direction of a</td>
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<td>cooperating teacher who has participated in</td>
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<td>supervisory seminars conducted by the Indiana</td>
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<td></td>
<td>Wesleyan Teacher Education Program (with the</td>
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<td></td>
<td>exception of international student teaching</td>
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<tr>
<td></td>
<td>placements). Students may, if selected,</td>
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<tr>
<td></td>
<td>participate in the International Student Teaching</td>
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<td></td>
<td>Experience in an approved overseas school. Each</td>
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<td></td>
<td>student will receive two 8-week placements.</td>
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<td>Placements will be diversified according to the</td>
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<td>student’s program and licensing requirements.</td>
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<td>EDU491</td>
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<td>Full-time student teaching in accredited schools</td>
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<td>Wesleyan Teacher Education Program (with the</td>
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<td>Experience in an approved overseas school. Each</td>
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<td>student will receive two 8-week placements.</td>
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<td>EDU492</td>
<td>Supervised Student Teaching in Senior/Junior</td>
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<td>High/Middle School/Elementary (Art, Music,</td>
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<td>Physical Education, Special Education)</td>
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<td>Teacher Education Program.</td>
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<td>EDU495</td>
<td>Student Teaching Seminar</td>
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<td>A seminar stressing a professional examination</td>
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<td>of classroom instruction and management,</td>
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<td>certification, job search procedures,</td>
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<td>interviewing strategies, mock interviews,</td>
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<td>accountability, and current issues in education.</td>
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<td>Activities relate theory to practical</td>
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<td>experience. An emphasis is placed upon the</td>
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<td>individual’s refinement of reflective analysis</td>
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<td>skills regarding instructional/managerial</td>
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<td>strategies.</td>
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<td>EF2100</td>
<td>EFL Academic Support IV</td>
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<td>This course is intended for high-level students</td>
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<td>who need familiarity with American academic</td>
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<td>conventions and practice in academic</td>
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<td>communication skills. Students prepare both oral</td>
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<td>and written reports, engage in library research,</td>
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<td>learn correct documentation of citations,</td>
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<td>critique scholarly journals, and familiarize</td>
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<td>themselves with current issues in their chosen</td>
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<td>academic field.</td>
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Indiana Wesleyan University
This course develops fundamental skills of writing. Students learn word-processing skills and practice techniques in the various stages of the writing process: pre-writing, drafting, revising, rewriting, and editing. The course requires three hours of scheduled class time during which students learn to write narrative, explanatory, compare/ contrast essays; and it offers computer-assisted instruction in grammar, usage, and punctuation. Students must complete this course with a grade of "C" or above in order to advance to ENG120. Credits cannot be counted toward an English major or any General Education requirements.

ENG101 Critical Reading and Study Skills
This course develops college reading and study skills and includes components designed to increase the student's comprehension, vocabulary, and reading rate to meet the demands of university courses. Use of study skills materials and a reading text facilitates transfer of the skills learned to other courses. The program is set up according to individual student's needs and requires three hours of scheduled class time per week as well as laboratory time to complete assigned computer reading programs. Credits cannot be counted toward any major or General Education requirements.

ENG120 English Composition
Unless placed by SAT, ACT, or TSWE scores, high school record, and/or preferred registration into advanced work, this course is required of all students and must be completed with a grade of "C" or higher. A grade of "C-" or below means that the course must be repeated until competency is reached. Credits cannot be applied to an English or Writing major or minor. This course develops students' skills in expository, analytical, and research methods of writing. Students will write narration, evaluation, analysis, problem-solution, and argument essays, as well as research papers, using the writing process of pre-writing, drafting, revising, and editing. Prerequisite: Adequate SAT, ACT, or TSWE Verbal score, or successful completion of ENG100.

ENG121 English Composition II
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 documented research essays.

ENG140 Communications I
This course provides the student with a basic understanding of the writing process with emphasis on those skills necessary for successful expository writing.

ENG141 Communications II
This course provides instruction and practice in written communication with special emphasis on types of writing most used in business situations.

ENG165 English Language and Composition
Studies in the English language from its historic background through its present use in advertising, politics, propaganda, and the business and professional world. Through writing assignments, students focus critically on using language responsibly.

ENG180 Humanities World Literature
Designed to acquaint students with major authors in Western world literature in the context of world history and culture—strengthening students' reading skills while deepening their intellectual, cultural, and spiritual experience.

ENG201 Speed Reading
This one credit hour computer-assisted speed reading course is available for students preparing for graduate school or for students needing to do a great deal of reading for upper-level courses. In addition to speed reading, students may work on comprehension and vocabulary skills as needed. Placement tests will determine skill needs. This course is not available to students who have taken ENG101, Critical Reading and Study Skills.

ENG220 Approaches to Literary Analysis
This is a foundation for the critical analysis of literature, with emphasis on informed reading and written response to selections from poetry, fiction, and drama, while incorporating basic literary terms and basic theories of criticism.

ENG230 British Literature
Intensive study of one British literary period not covered by other courses offered: the British Romantic Novel, World War I British Literature, or Twentieth Century British Literature, for example.

ENG233 American Literature Survey
A chronological study of the development of an American literature, including Black literature, from Thomas Hariot and other Colonial and Revolutionary authors through the American Renaissance to the present day. Provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading.

ENG240 British Literature Survey
A chronological study of the development of British literature. Beginning with Chaucer and ending with the Twentieth Century, this course focuses on selected authors as well as on the historical philosophical milestones from which their literature grows.

ENG241 Studies in English Grammar
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
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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG260</td>
<td>The British Novel</td>
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<td>A chronological study of the development of the British novel. Selections begin with Daniel Defoe and move to include the Twentieth Century. Selections will show emphasis on major authors and on forms of the novel, including epistolary, autobiographical, picaresque, historical, and psychological. A variety of modes will be included as well, including romanticism, realism, and naturalism.</td>
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<tr>
<td>ENG261</td>
<td>The American Novel</td>
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<td>A chronological study of the American novel from its beginnings in the Nineteenth Century to the present. Emphasis will be on works representative of major authors (i.e. Twain), important types (i.e. novel of manners), and significant American themes (i.e. slavery, racism).</td>
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<tr>
<td>ENG290</td>
<td>The European Novel</td>
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<td>A study focused on the Nineteenth Century novel in continental Europe, from its romantic origins to its realistic and naturalistic development. Authors will include Tolstoy, Dostoevsky, Balzac, Flaubert, and Zola, as well as supplementary readings to place novels in their historical, social, and philosophical milieu.</td>
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<td>ENG344</td>
<td>Comparative Literature</td>
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<td>An introduction to the study of interrelationships of national literature, including the comparison of significant authors, works, ideas, currents, and literary genres of various historical periods and cultures.</td>
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<td>ENG352</td>
<td>History of English Language</td>
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<td></td>
<td>A linguistic introduction to the history of English by the application of varied linguistic techniques to Old, Middle, and Modern English.</td>
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<td>ENG361</td>
<td>Shakespeare</td>
<td>3</td>
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<td></td>
<td>Focus on Shakespeare's drama, including comedies and tragedies (with special emphasis on Hamlet). Method features analysis of text and integration of selected critical literature.</td>
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<td>ENG362</td>
<td>Victorian Literature</td>
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<td></td>
<td>Careful reading of major poetry and prose (Lord Byron through Dante Rossetti) with attention to the historical and philosophical milieu (Pre-Raphaelite painters, for example). Selected critical literature integrated with text analysis.</td>
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<tr>
<td>ENG364</td>
<td>Romantic Literature</td>
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<td></td>
<td>Careful reading of major poetry and prose (William Blake through Keats) with attention to the historical and philosophical milieu. Selected critical literature integrated with text analysis.</td>
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<td>ENG365</td>
<td>British Literature of the Twentieth Century</td>
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<td></td>
<td>Careful study of major poetry and prose (Thomas Hardy to the present) with attention to the historical and philosophical milieu. Selected critical literature integrated with text analysis.</td>
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<td>ENG371</td>
<td>American Renaissance</td>
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<td>Study of major writers in the period 1830 to 1870 with attention to Emersonian transcendentalism as evidenced in his own work and as it influenced in varied ways the aesthetics and practices of Thoreau, Hawthorne, Melville, and Whitman.</td>
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<tr>
<td>ENG372</td>
<td>Hawthorne</td>
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<td>Study of Hawthorne—the man, his times, his aesthetics, and his works—centered in study of his American Notebooks, his short stories and essays, and three of his novels, including The Scarlet Letter and The Marble Faun.</td>
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<td>ENG373</td>
<td>American Fiction</td>
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<td>Study of the development of the American short story from Irving, Hawthorne, and Poe through local color writers, experimentalists, James, realists, and naturalists to the great variety of current practices, followed by studies of the novel, including Hawthorne, Melville, and Twain.</td>
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<td>ENG374</td>
<td>American Poetry</td>
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<td>A chronological study of a selection of classic American poets from Bradstreet and Taylor through Eliot and Frost, concluding with study of a large number of recent and current poets.</td>
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<td>ENG430</td>
<td>Contemporary Literature</td>
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<td>A careful study of selected literature by living American and British authors. Selections include short stories, poetry, drama, and the novel. Focus is on both artistry of language and on the impact of the author’s thinking on contemporary culture. Literature includes major selections from Jewish, black, and women authors.</td>
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<td>ENG440</td>
<td>Literary Criticism</td>
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<td>A study of historical and contemporary theories of criticism, from Plato and Aristotle through the New Criticism, structuralism, deconstruction, the New Historicism, and other modern approaches. Theory is applied to selected works, both to test varied theories’ contribution and validity and to aid the student in developing an eclectic and valid theory of his own.</td>
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<td>ENG455</td>
<td>Approaches to Modern English Grammar</td>
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<td></td>
<td>Comparative critical study of several grammars of modern English, with linguistics emphasis.</td>
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<td>ENG462</td>
<td>Milton</td>
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<td>Close reading of complete text of Paradise Lost. Analysis will give attention both to the religio-political environment of the English Civil War and Commonwealth and to Milton’s special place as a Renaissance and Reformation man who belongs to the small circle of great epic writers.</td>
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<td>ENG466</td>
<td>Chaucer</td>
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<td>A literature/linguistics study in which The Canterbury Tales, read in Chaucer’s Middle English dialect, are given in-depth study, as well as the semantics, phonology, morphology, and syntax of Middle English.</td>
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<tr>
<td>ENG468</td>
<td>British Literature—Advanced Study</td>
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<td>Designed to provide opportunity for an occasional course emphasizing a specific author or group of authors for advanced students—for example, a study in Walter Scott, Charlotte Bronte, Charles Dickens, T.S. Eliot, or World War I poets.</td>
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Indiana Wesleyan University
Dick

Intensive study of Melville’s work from essays, short story, drama, and novel.

ENG476 American Literature to 1830
A study of “firsts”—reading in Colonial writings, including voyages and travels, polemical works, sermons, histories, biographies, diaries, journals, almanacs, and poetry followed by study of the independence documents and the beginnings of belles lettres: Romantic poetry, essay, short story, drama, and novel.

ENG477 Melville
Intensive study of Melville’s work from Typee to Moby Dick to Billy Budd. His milieu, his friendship with Hawthorne, his aesthetics, his life revealed in The Melville Log, are considered in relation to his work, but the emphasis is on critical reading of five novels.

ENG478 American Literature-Advanced Study
Designed to provide opportunity for an occasional course emphasizing a specific author or group of authors for advanced students; this course has been offered as a study in Mark Twain, a study in Henry James, a study in Robert Frost, a study in Longfellow/Lowell/Holmes. May be repeated.

ENG499 English Honors
Prerequisite: Junior or senior standing with a 3.0 grade-point average.

FIN330 Investments
A study of the investment alternatives available to individual and institutional investors. Emphasis is placed on stocks, bonds, mutual funds, and money market securities. The student’s risk preferences and the risk level of investment alternatives are analyzed. Prerequisite: ACC202. Requires admission to a Business Department major or consent of the professor.

FIN340 Managerial Finance
A study of the four functions of managerial finance: the capital budgeting decision process, capital structure decision process, evaluation and control of long-range financial decisions, and working capital management. The impact of these financial decisions on the firm’s risk level is analyzed. Prerequisite: ACC202. Requires admission to a Business Department major or consent of the professor.

FIN430 Investment Management
An examination of additional investment alternatives available to individual and institutional investors including options, futures, and convertible securities. Technical analysis and portfolio management theory are examined. Prerequisite: FIN340. Requires admission to a Business Department major or consent of the professor.

FIN440 Financial Management
An examination of capital budgeting under uncertainty, the capital asset pricing model, leisure versus buy decisions, and mergers and acquisitions. The impact of these financial decisions on the firm’s risk level is analyzed. Prerequisite: FIN340. Requires admission to a Business Department major or consent of the professor.

FIN474 Independent Study in Finance
An opportunity for advanced students to pursue further study in a finance field of interest in which they have exhausted catalog offerings. Requires admission to a Business Department major and consent of the department. May be repeated.

FIN484 Finance Practicum
An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Requires admission to a Business Department major and consent of the department. May be repeated.

FIN494 Finance Seminar
A seminar for senior finance students focusing on current issues and special finance 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. Prerequisite: Senior status. Requires admission to a Business Department major or consent of the professor.

FRE115 Beginning French I
A course designed to develop the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required.

FRE116 Beginning French II
A course designed to develop the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required. Prerequisite: FRE115 or equivalent.

FRE235 Intermediate French I
A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE115 and FRE116 or equivalent.

FRE236 Intermediate French II
A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE115, FRE116, and FRE235 or equivalent.

FRE330 Advanced Topics in French
Private lesson fee may be charged. May be repeated.

FRE350 Physical Geography
A basic study of the content and objectives of geography from a topical view: Includes a consideration of the basic elements of geography from the physical and cultural setting. Not open to the student who has credit in EAR130.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GBR211</td>
<td>Beginning Greek I</td>
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<tr>
<td>GBR221</td>
<td>Beginning Greek II</td>
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<tr>
<td>HBR220</td>
<td>Biblical Hebrew</td>
<td>3</td>
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<tr>
<td>HBR230</td>
<td>Introduction to Hebrew Exegesis</td>
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<tr>
<td>HNB101</td>
<td>Honors College Seminar</td>
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<tr>
<td>HNR101</td>
<td>Christian Scholarship</td>
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<tr>
<td>HST101</td>
<td>American Civilization to 1500</td>
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<tr>
<td>HST102</td>
<td>American Civilization after 1500</td>
<td>3</td>
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<tr>
<td>HST103</td>
<td>Recent American History and Politics</td>
<td>3</td>
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<tr>
<td>HST180</td>
<td>Humanities World Civilization</td>
<td>3</td>
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<tr>
<td>HST201</td>
<td>World Civilization to 1500</td>
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<tr>
<td>HST202</td>
<td>World Civilization after 1500</td>
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<tr>
<td>HST230</td>
<td>Contemporary Affairs</td>
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Undergraduate Course Descriptions

**GEO202 Political and Cultural Geography**
A historical, cultural, and regional approach to the study of contemporary world geography. A consideration of individual countries and their problems as related to their physical and cultural environments. Meets General Education Intercultural Experience requirement but does not meet General Education Social Science requirement. Gives credit for Political Science major.

**GRE221 Beginning Greek I**
A study of forms, syntax, and vocabulary with particular attention to preparation for the study of the Greek New Testament. Some reading is done in the Johannine writings.

**GRE222 Beginning Greek II**
A study of forms, syntax, and vocabulary with particular attention to preparation for the study of the Greek New Testament. Some reading is done in the Johannine writings. Prerequisite: GRE221.

**GRE321 Intermediate Greek I**
The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE221 and GRE222.

**GRE322 Intermediate Greek II**
The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE221, GRE222, and GRE221.

**HBR220 Biblical Hebrew**
An introduction to Biblical Hebrew, designed to guide the student in acquiring a working knowledge of the grammar and vocabulary so that he or she will be able to translate with some basic proficiency from the original text.

**HBR230 Introduction to Hebrew Exegesis**
An introduction to the principles and tools of Hebrew exegesis, designed to guide the student toward greater proficiency in working with the original Hebrew text. Selected readings from the Hebrew Bible will be studied. Prerequisite: HBR220.

**HNR101 Christian Scholarship**
This course is an interdisciplinary introduction to the Honors College at IWU and to the relationship between higher education and Christian service. It probes the nature and purpose of knowledge and encourages students to recognize scholarship as a lifelong commitment. The course provides opportunity for students to practice and refine abilities to listen, speak, read, research, write, and think clearly and critically. Readings from primary and secondary sources model critical analysis and scholastic excellence to promote significant debate. A course web site demonstrates scholarship techniques. The course is intended to instill a sense of scholastic community among Honors College students.

**HST101 American Civilization to 1500**
A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the expansion of Europe through the American Civil War. Meets General Education Social Science requirement. Gives credit for History, Political Science, or Communications.

**HST102 American Civilization after 1500**
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. Does not meet General Education Social Science requirement. Gives credit for History, Political Science, or Communications.

**HST103 Recent American History and Politics**
A penetrating study of Twentieth Century intellectual, political, economic, social, legal, aesthetic, ecclesiastical, and international political developments with heavy emphasis on post World War II developments. Gives credit for History or Political Science majors.

**HST180 Humanities World Civilization**
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance to 1500. Combined with HST201, meets HST180 Humanities requirement. (History majors take HST201 and HST202 in place of HST180.)

**HST201 World Civilization to 1500**
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance after 1500. Combined with HST202, meets HST180 Humanities requirement. (History majors take HST201 and HST202 in place of HST180.)

**HST202 World Civilization after 1500**
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance after 1500. Combined with HST201, meets HST180 Humanities requirement. (History majors take HST201 and HST202 in place of HST180.)

**HST230 Contemporary Affairs**
An intensive analysis of communications and the news media from a historical perspective with a focus on television network news. A penetrating study of the structure, power, and bias of the television news industry and how it affects contemporary life and affairs. Gives credit for History, Political Science, or Communications.
Undergraduate Course Descriptions

HST261 Contemporary Modern Problems  2-3
A penetrating interdisciplinary analysis of the rise and decline of Western thought and culture. Features a sequential viewing of the widely acclaimed Francis Schaeffer film series “How Should We Then Live?” with informative and stimulating discussion following the viewing of each film.

HST295 American Portraits  1-3
Autobiographical and biographical studies of the life and times of American leaders. Prerequisite: Any course from HST101, HST102, HST103, or POL100.

HST300 Western/American Intellectual and Social History  3
A survey of the history of presuppositions, ideas, and values occurring in philosophy, religion, science, aesthetics, education, economics, law, and politics and their relationship to the total culture; with particular attention to successive paradigms and the consequences thereof. Gives credit for History, Philosophy, Political Science, or Sociology. Prerequisite: Any course from HST180, HST101, HST102, HST201, HST202, or POL100.

HST301 American Foreign Relations  3
A history of international politics from 1415 to the present, focusing on an analysis of the foreign relations of the United States from the American Revolution to the present. Gives credit for Political Science or History. Prerequisite: HST101, HST102, or POL100.

HST302 American Political Parties  3
An analysis of the nature, history, and function of political parties and pressure groups in the United States. Gives credit for Political Science or History majors. Prerequisite: HST101, HST102, or POL100.

HST320 American Economic History  3
A survey of American economic developments, including business and the American economy. Gives credit for History or Economics majors. Prerequisite: HST101, HST102, or ECO211.

HST354 Latin American History  3
The history from discovery to the present of the twenty republics constituting Latin America. Prerequisite: HST180 or HST201 and HST202.

HST360 History of England  3
A history of the British Isles from their earliest time to the present, emphasizing the Reformation period. Prerequisite: HST180 or HST201 and HST202.

HST361 History of Russia and Eastern Europe  3
A study of Russia from its beginnings to the present, emphasizing its Eurasian cultural development and the rise, expansion, and dissolution of Soviet Communism. Includes a survey of Eastern European developments from the beginning of modern Europe to the present. Prerequisite: HST180 or HST201 and HST202.

HST370 International Cultural Studies  3
Travel experience to nations outside the United States designed to enable students to gain a greater understanding for and appreciation of other cultures. Extra fee: air travel, lodging, meals, and miscellaneous. Gives credit for History or Geography or Political Science. Meets General Education Intercultural Experience requirement. Prerequisite: Consent of the department.

HST380 History of Middle East and Africa  3
A study of the Middle East from ancient times to the present including a survey of eastern Mediterranean, African, and Near Eastern cultures. Emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Prerequisite: HST180 or HST201 and HST202.

HST391 History of East Asia  3
A study of Asian nations, emphasizing China and Japan, including India and Pakistan, from earliest beginnings to the present. Particular stress is placed on the Nineteenth and Twentieth Centuries, including the history of Communism in Asia and the growing contemporary significance of East Asia. Prerequisite: HST180 or HST201 and HST202.

HST393 Renaissance and Reformation  3
A specialized study of the intellectual, cultural, and religious life of Europe in the Fourteenth, Fifteenth, and Sixteenth Centuries. Prerequisite: HST180 or HST201 and HST202.

HST399 American Constitutional History  3
A study of the origin and development of the United States Constitution with emphasis on leading Supreme Court decisions. Gives credit for History or Political Science majors. Prerequisites: HST101 and HST102 or POL100.

HST430 History and Social Science Seminar  3
A survey of historical writing and philosophies of history. Practice in the methodology of research and writing. Required of all History and Social Studies majors. Recommended for Political Science majors. Prerequisite: Upper-division status.

HST475 Independent Study in History  1-3
Individually arranged research and writing in History. Prerequisite: Consent of the instructor.

HST499 History Honors  3
Prerequisite: Junior or Senior standing with 3.0 GPA.

INT122 Short-Term Missions (Orientation)  1
This course will acquaint students with the theoretical purpose of short-term missions, the challenges of such brief cross-cultural experiences, and effective methods to help those who enter a new culture. It is recommended for all students who anticipate participation in a short-term mission trip during their undergraduate experience.

Indiana Wesleyan University

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INT222 Short-Term Mission (Leadership) 2
The second part of this course offers guidelines to local church leaders on how to promote short-term mission trips, how to prepare parishioners for cross-cultural experiences, and how to debrief participants in such activities. Prerequisite or co-requisite: INTJ22.

INT260 Urban Ministries 3
This course seeks to expose students to urban ministries by allowing them to spend two weeks, under supervision, in an urban context. Students learn the techniques and strategies of carrying out various aspects of ministry in the urban context by observation, on-site class lectures, and supervised participation. The special concerns of those ministering in urban settings regarding an understanding of the community, pastoral ministry, and the process involved in evangelism are also examined.

INT320 Linguistics and Cross-Cultural Communication 3
This course explores the theory and practice of current intercultural communications. The student will learn methods of applied linguistics to equip the cross-cultural worker with methods of acquiring a field language. Matters relating to the transmission and reception of language forms will also be examined.

INT322 Intercultural Internship 3-6
The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. Open to juniors and seniors who have completed INTJ22, Short-Term Missions (Orientation), and one other intercultural studies course. Prerequisite: INTJ22.

INT323 Urban Ministries Internship 3-6
This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study.

INT340 History of Missions and Contextualization 3
This course will study the history of the missionary enterprise and how the concepts of indigenization and contextualization affected the spread of Christianity. This course will also deal with the concerns which arise when any culture seeks to transmuse the Christian faith into another culture using the conventional means of language, leadership, and institutions. Students will be encouraged to identify the transient and the permanent features of theological belief.

INT402 Issues of Contemporary Missions 3
This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Concerns arising out of current events and the personal experiences of the students may also be topics of discussion.

MAT025 Basic Math 2
A study of arithmetic, fractions, percents, and elementary geometry. This course is intended for those who lack basic skills in mathematics or who need preparatory work before taking General Mathematics. This course does not satisfy the Mathematics Competency requirement nor does it meet the General Education requirement.

MAT103 General Mathematics 3
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. (Only open to students whose scores are between SAT 410 and 460 (SAT 360 and 420) or ACT 17 and 19. A grade of “C” or better in this class will satisfy the Math Competency requirement.)

MAT105 Mathematics Methods and Materials 3
This course is taken in conjunction with EDU390. Junior Professional Year clinical experience. Specific teaching methods and materials are considered for Elementary Education majors. The topics studied reflect the NCTM standards for teaching mathematics at the elementary level and include the real number system and its subsystems, number theory, teaching practices, problem-solving, assessment, data management, measurement, and geometry from the viewpoint of measurement and technology. Practice with teaching aids is included. Prerequisite: Mathematics Competency examination.

MAT106 Mathematics Methods and Materials 3
This course is taken in conjunction with EDU391. Junior Professional Year clinical experience. The course continues and expands topics introduced in MAT105 and fosters the application of methods in the classroom clinical experience. Special emphasis is taken on the use of concrete materials and the transfer to representative and symbolic mathematical language. Prerequisite: MAT105.

MAT110 Business Mathematics 4
A study of the basic arithmetic and algebra used most commonly in general business operations.

MAT112 General Statistics 3
An elementary study of probability distributions, random variables, frequency distributions, correlations, sampling, hypothesis testing, and normal curve approximations. Prerequisite: Successful completion of the Math Competency requirement or SAT I above 460.

MAT113 College Algebra 3
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. (Only open to students whose scores are between SAT I 410 and 460 (SAT 360 and 420) or ACT 17 and 19. A grade of “C” or better in this class will satisfy the Math Competency requirement.)

MAT122 Short-Term Mission (Leadership) 2
The second part of this course offers guidelines to local church leaders on how to promote short-term mission trips, how to prepare parishioners for cross-cultural experiences, and how to debrief participants in such activities. Prerequisite or co-requisite: INTJ22.

MAT123 Urban Ministries Internship 3-6
This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study.

MAT140 History of Missions and Contextualization 3
This course will study the history of the missionary enterprise and how the concepts of indigenization and contextualization affected the spread of Christianity. This course will also deal with the concerns which arise when any culture seeks to transmuse the Christian faith into another culture using the conventional means of language, leadership, and institutions. Students will be encouraged to identify the transient and the permanent features of theological belief.

MAT167 Issues of Contemporary Missions 3
This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Concerns arising out of current events and the personal experiences of the students may also be topics of discussion.

MAT180 Mathematics Methods and Materials 3
This course is taken in conjunction with EDU390, Junior Professional Year clinical experience. Specific teaching methods and materials are considered for Elementary Education majors. The topics studied reflect the NCTM standards for teaching mathematics at the elementary level and include the real number system and its subsystems, number theory, teaching practices, problem-solving, assessment, data management, measurement, and geometry from the viewpoint of measurement and technology. Practice with teaching aids is included. Prerequisite: Mathematics Competency examination.

MAT181 Mathematics Methods and Materials 3
This course is taken in conjunction with EDU391, Junior Professional Year clinical experience. Specific teaching methods and materials are considered for Elementary Education majors. The topics studied reflect the NCTM standards for teaching mathematics at the elementary level and include the real number system and its subsystems, number theory, teaching practices, problem-solving, assessment, data management, measurement, and geometry from the viewpoint of measurement and technology. Practice with teaching aids is included. Prerequisite: Mathematics Competency examination.

Indiana Wesleyan University
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT113</td>
<td>Trigonometry</td>
<td>3</td>
<td>Topics to be covered include trigonometric functions, analytic trigonometry,</td>
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<td>polar coordinates, and conic sections. Prerequisite: MAT113 or equivalent</td>
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<td>or SAT I above 460.</td>
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<tr>
<td>MAT114</td>
<td>Quantitative Analysis</td>
<td>3</td>
<td>A study of the application of mathematical techniques to the quantita-</td>
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<td>tive analysis performed by corporations, not-for-profit organizations,</td>
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<td>and personal investors. Applications will include short-term interest</td>
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<td>and discounting, present value and future value of annuities, allocation</td>
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<td>of costs, charts and graphs, and statistical analysis. Prerequisite:</td>
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<td>Successful completion of Mathematics Competency requirement.</td>
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<tr>
<td>MAT253</td>
<td>Calculus I</td>
<td>4</td>
<td>An introduction to single variable calculus. A study of concepts of limit,</td>
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<td>continuity, derivative, integral, and some of their applications.</td>
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<td></td>
<td>Prerequisites: MAT113, MAT114, or equivalent courses in high school</td>
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<td>mathematics disciplines. Prorequisite: Successful completion of</td>
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<td>Mathematics Competency requirement or SAT I above 460.</td>
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<tr>
<td>MAT254</td>
<td>Calculus II</td>
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<td>A continuation of Calculus I. Applications of integrals, techniques of</td>
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<td>integration, parametric and polar coordinates, and series representa-</td>
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<td>tion of functions. Prerequisite: MAT253 or its equivalent.</td>
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<tr>
<td>MAT255</td>
<td>Calculus III</td>
<td>4</td>
<td>A study of multivariable calculus. This includes continuity and dif-</td>
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<td>ferentiability of functions of several variables, partial derivatives,</td>
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<td>extremum, multiple integrals, line integrals, surface integrals, and</td>
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<td>Stokes’ Theorem. Prerequisite: MAT254 or its equivalent.</td>
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<td>MAT323</td>
<td>Discrete Mathematics</td>
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<td>Topics include set theory, combinatorics, Boolean algebra, and graph</td>
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<td>theory. This course will be offered as needed. Prerequisite:</td>
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<td>MAT343</td>
<td>Linear Algebra</td>
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<td>A study of significant algebraic structures and a careful development of</td>
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<td>some of their important properties. Topics include matrices, vector</td>
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<td>spaces, systems of linear equations, determinants, linear transforma-</td>
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<td>tions. Prerequisite or co-requisite: MAT253, MAT254.</td>
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<td>MAT412</td>
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<td>Complex Variables</td>
<td>3</td>
<td>An introduction to the theory to complex variables from an applica-</td>
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<td>tion point of view. Topics include complex numbers, conformal maps,</td>
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<td>analytic functions, and integration by residues. The course will be</td>
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<td>offered as needed. Prerequisite: MAT353.</td>
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<td>MAT333</td>
<td>Modern Geometry</td>
<td>4</td>
<td>A critical study of the foundations of geometry in which Euclidean and</td>
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<td>non-Euclidean geometries are explored and compared. A sound logical basis</td>
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<td>is then built for Euclidean geometry within the framework of Hibert’s</td>
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<td>postulates. Prerequisite or co-requisite: MAT253, MAT254.</td>
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<tbody>
<tr>
<td>MGT429</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>MGT430</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT431</td>
<td>Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT440</td>
<td>Management of Employee Relations in a Service Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT441</td>
<td>Philosophy of Corporate Culture</td>
<td>3</td>
</tr>
<tr>
<td>MGT450</td>
<td>Negotiation/Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MGT460</td>
<td>International Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT475</td>
<td>Independent Study—Mathematics</td>
<td>1-3</td>
</tr>
<tr>
<td>MGT478</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>MGT481</td>
<td>Quality Measurement Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MGT490</td>
<td>Human Resources Development</td>
<td>2</td>
</tr>
<tr>
<td>MGT499</td>
<td>Philosophy of Corporate Culture</td>
<td>3</td>
</tr>
<tr>
<td>MKG298</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKG346</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>MKG347</td>
<td>Management Principles</td>
<td>3</td>
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<tr>
<td>MKG400</td>
<td>Human Resources Development</td>
<td>3</td>
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<tr>
<td>MAT427</td>
<td>Independent Study—Mathematics</td>
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**Indiana Wesleyan University**
MKG438 Service Marketing 3
A study of the marketing of services as opposed to marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG455 Sales 3
A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG455 Retailing 3
A study of selling to the general public. Topics include decision-making, consumer behavior, marketing research, store location, service retailing, the retail audit, retailing institutions, and retailing in the 1990's. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG457 Advertising 3
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. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG458 Marketing Research 3
An in-depth study of the various methods of marketing research. Both quantitative and qualitative methods will be taught in the course. Students will be involved in the development of an actual marketing research project. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG424 Marketing Management 3
The planning and administration of marketing programs becomes the primary emphasis of this course. This course centers on analysis of marketing opportunities and the development of strategies for achieving marketing plan goals and objectives. Prerequisite: MKG298. Requires admission to a Business Department major or consent of the professor.

MKG475 Independent Study in Marketing 1-3
An opportunity for advanced students to pursue further study in a marketing field of interest in which they have exhausted catalog offerings. Requires admission to a Business Department major and consent of the department. May be repeated.

MKG485 Marketing Practicum 1-4
An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Requires admission to a Business Department major and consent of the department. May be repeated.

MKG496 Marketing Seminar 3
A seminar for senior marketing students focusing on current issues and special marketing topics. Student-led discussions and presentations, as well as guest speakers, are used extensively in the classroom portion of the course which provides two hours of credit. Students prepare two presentations, one oral and one written, to satisfy the third credit hour. Prerequisite: Senior status. Requires admission to a Business Department major or consent of the professor.

MLT125 Introductory Medical Technology 2
An introduction to the medical technology including the structure and interaction of antigens and antibodies, cells involved in the immune response, and humoral and cellular response mechanisms. A study of serological techniques is included. Prerequisite: BIO213.

MLT214 Clinical Bacteriology and Immunology 3
A study of pathogenic bacteria with an emphasis on identification. A theoretical approach to immunology including the structure and interaction of antigens and antibodies, cells involved in the immune response, and humoral and cellular response mechanisms. A study of serological techniques is included. Prerequisite: BIO213.

MLT214 Clinical Bacteriology and Immunology Lab 0
Lab taken as a co-requisite to MLT213.

MLT215 Parasitology and Mycology 2
Identification of parasites and fungi with study of habituation, life cycles, and diseases of each. Actual laboratory identification of the organism. Lecture and laboratory.

MLT215 Parasitology and Mycology Lab 0
Lab taken as a co-requisite to MLT213.

MLT221 Hematology 3
A course designed to develop skills in manual and automatic techniques used in the hematology laboratory. It includes theory and identification of normal and abnormal blood cells with clinical and physiological application. Blood coagulation studies are included.

MLT221 Hematology Lab 0
Taken as a co-requisite to MLT221.

MLT222 Immunohematology 3
Basic blood-bank techniques in cross matching and antibody identification along with instruction and practice in screening and processing donors. Lecture and laboratory.

MLT222 Immunohematology Lab 0
Lab to be taken as a co-requisite to MLT222.

MLT223 Clinical Chemistry 1 3
A techniques approach to clinical laboratory measurements planned for MLT students. Emphasis is placed on practice in performing routine clinical laboratory test procedures. Theory of measuring techniques, reference values, instrument operation, and quality control of test procedures are stressed. Prerequisite: CHE120.

MLT223 Clinical Chemistry 1 Lab 0
Lab taken as a co-requisite to MLT223.

Indiana Wesleyan University
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNG280</td>
<td>Management Principles</td>
<td>3</td>
<td>Department major or consent of the professor.</td>
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<tr>
<td></td>
<td></td>
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<td>Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>MNG313</td>
<td>Labor Relations</td>
<td>3</td>
<td>May be repeated.</td>
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<td>Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>MNG324</td>
<td>Small Business Management</td>
<td>3</td>
<td>May be repeated.</td>
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<td>Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>MNG334</td>
<td>Production Management</td>
<td>3</td>
<td>Requires admission to a Business Department major or consent of the professor.</td>
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<td>This course is intended as an introduction to the field of production and</td>
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<td>operations management. The course represents a blend of concepts from</td>
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<td>industrial engineering, cost accounting, general management, quantitative</td>
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<tr>
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<td></td>
<td>methods, and statistics. Production and operations activities, such as</td>
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<td>forecasting, choosing a location for an office or plant, allocating resources,</td>
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<td>designing products and services, scheduling activities, and assuring quality</td>
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<td>are core subjects covered in the course. Much of the course material is</td>
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<td></td>
<td>quantitative in nature. Students will be presented with many problem-solving</td>
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<td></td>
<td></td>
<td>opportunities to exercise their quantitative, statistical, and mathematical</td>
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<td>skills in the course. Qualitative material will be covered in lectures and</td>
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<td>small group discussions. Students are challenged to apply concepts to</td>
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<td>manufacturing, distribution, and service organizations. Prerequisite: MNG280.</td>
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<td>Requires admission to a Business Department major or consent of the professor.</td>
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<tr>
<td>MNG328</td>
<td>Human Resource Management</td>
<td>3</td>
<td>Department major or consent of the professor.</td>
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<td>Requires admission to a Business Department major or consent of the professor.</td>
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<td>MNG328 is a practical introduction and background to labor relations providing</td>
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<td>a basic and fundamental understanding of labor-management relations. Includes</td>
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<td>a study of historical aspects of labor and development of the labor relations</td>
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<td>function. Gives a broad overview of contemporary labor relations and the</td>
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<td>influence on our present-day society. Prerequisite: MNG280. Requires admission</td>
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<td>to a Business Department major or consent of the professor.</td>
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<tr>
<td>MNG443</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>Department major or consent of the professor.</td>
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<td>MNG443 is an opportunity for advanced students to pursue further study in a</td>
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<td>management field of interest in which they have exhausted catalog offerings.</td>
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<td>Requires admission to a Business Department major and consent of the department.</td>
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<td>May be repeated.</td>
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<tr>
<td>MNG475</td>
<td>Independent Study in Management</td>
<td>1-3</td>
<td>Department major or consent of the professor.</td>
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<td>MNG475 is an opportunity for advanced students to pursue further study in a</td>
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<td>management field of interest in which they have exhausted catalog offerings.</td>
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<tr>
<td>MNG485</td>
<td>Management Practicum</td>
<td>1-4</td>
<td>Department major or consent of the department.</td>
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<td>MNG485 Management Practicum is an opportunity for advanced students to obtain</td>
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<td>valuable work experience and gain expertise in relating classroom material to</td>
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<td>actual business endeavor. A professional-quality paper analyzing one or more</td>
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<td>business applications will be prepared under departmental faculty supervision.</td>
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<td>May be repeated.</td>
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</table>

Indiana Wesleyan University
MNG495 Management Seminar 3
A seminar for senior management students focusing on current issues and special management 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. Prerequisite: Senior status. Requires admission to a Business Department major or consent of the professor.

MUS101 Applied Study - Level I 1
Study of applied music at freshman level of study.

MUS102 Applied Study - Level I 2
Study of applied music at freshman level of study.

MUS110 Class Piano Level A 1
This course is designed for students with no previous piano instruction. Development of two-hand coordination, five-finger patterns, playing two independent lines simultaneously, sight-reading, ensemble, transcription, and all major triad scales.

MUS114 Class Voice 1
A study of basic vocal technique, breathing, resonant tone production, note reading, and fundamental vocabulary for singers; aims at developing healthy vocal habits. This course is open to voice electives, non-majors, and non-minors.

MUS115 Class Piano Level B 1
This course includes two-part and three-part textures, triad playing, I, IV, V, V7 chords in root position and inversion for progressions and harmonization, elementary accompaniment styles, seven major scales, pedaling, transposition, and sight-reading. Prerequisite: MUS110 or equivalent.

MUS117 Beginning Piano/Non major I 1
This course is designed for the non-major who has not had previous piano instruction. While learning the fundamentals of music—elementary rhythms, notation, and primary chords—the student gains facility on the keyboard by playing interesting pieces in easy keys.

MUS118 Beginning Piano/Non major II 1
This course is designed for the non-major with some keyboard experience. Continued study of music fundamentals including scales and triads, elementary accompaniment styles, pedaling, and elementary-intermediate repertoire as appropriate for the individual student. Prerequisite: MUS117 or equivalent.

MUS120 Introduction to Music Theory 2
A study of the basic fundamentals of music: major and minor scales, key signatures, triads, and introduction to functional harmony. Open to non-music majors as well as majors. Offered every year.

MUS162 Music Theory I 3
Review of intervals and scales. Elementary harmony is studied by writing and analyzing of diatonic triads in four-part harmony, figured bass, cadences, nonharmonic tones, voice-leading, dominant seventh chords, and harmonic progression. Prerequisite: MUS160 or permission of instructor.

MUS164 Ear Training I 1
Includes the singing of all intervals and scales, melodic and interval dictation, identification of major and minor triads, rhythmic exercises. Sight-singing in a limited range. To be taken concurrently with Music Theory I.

MUS165 Music Appreciation 2-3
A review of the history of music with the 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 individuals with credit in MUS160.

MUS169 Humanities Fine Arts 3
An integrated study of history and appreciation of art and music in Western culture from ancient times to present. (Part of the Humanities Core Curriculum.)

MUS170 String Quartet 0-1
The string quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS171 Woodwind Ensemble 0-1
The woodwind ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS173 Operatic Workshop 0-3
A course for practical experience in singing and musical direction of opera, operetta, and musicals. Scenes, as well as a complete work, will be performed for the public as time and space permit. This course will be under the direct supervision of the music faculty. May be repeated.

MUS192 University Chorale 0-1
University Chorale, University Singers, and Chamber Singers are offered as large vocal ensembles. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets four times a week. Participants enrolled in the first semester are expected to enroll the second semester.

Indiana Wesleyan University
MUS193 University Singers 0-1
University Chorale, University Singers, and Chamber Singers are offered as large vocal ensembles. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week. Participants enrolled in the first semester are expected to enroll the second semester.

MUS194 Chamber Singers 0-1
University Chorale, University Singers, and Chamber Singers are offered as large vocal ensembles. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Participants enrolled in the first semester are expected to enroll the second semester.

MUS195 Percussion Ensemble 0-1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week.

MUS196 Wind Ensemble 0-1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week.

MUS197 Jazz Ensemble 0-1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week.

MUS198 Orchestra 0-1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week.

MUS199 Brass Choir 0-1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admission is by audition and approval of the director. Meets one to three times a week.

MUS200 Recital Attendance 0
For music majors and minors only. Requires students to attend a specified number of musical events. Music majors must complete the course for 7 semesters and minors for 4 semesters to qualify for graduation. Offered every semester on a CR/NC basis only.

MUS201 Applied Study - Level II 1
Study of applied music at sophomore level of study.

MUS202 Applied Study - Level II 2
Study of applied music at sophomore level of study.

MUS210 Class Piano Level C 1
Greater independence of hands in repertoire pieces of two-, three-, and four-part textures, more challenging rhythm, chords, and sight-reading (ensemble and solo), seven major scales (hands together), four minor scales, alto and tenor clef score-reading. F IV V, V7 used in progressions and harmony and early intermediate repertoire. Prerequisite: MUS115 or equivalent.

MUS215 Class Piano Level D 1
Major scales and arpeggios to four sharps and four flats, parallel minor scales, transposition of chordal pieces, four-part hymns, patriotic songs, transposition in score-reading, substitute chords (i and ii) and V7 V used for harmonization and early intermediate repertoire. Prerequisite: MUS210 or equivalent.

MUS220 Organ Class 1
An introduction to the study of the organ, typical stop lists and designations. Literature, means of tone generation in acoustic and electronic emulations, MIDI applications, training and expectations for an organist, playing techniques, use of the organ in contemporary settings. Prerequisite: Completion of piano requirements.

MUS254 Church Music I - Christian Education/Administration 3
An overview of the use of music in the Christian Education program of the local church. Includes work with children, basic music education, and development of tools to assist the Christian Education worker. Also includes methods of planning, organizing, and developing a music program in a local church. Personal development in leadership and staff relationships is discussed.

MUS256 Hymnody 1
The course will be a short historical study of the great hymns of the Christian church, their writers and composers and patterns of development and change. Attention will focus on hymns of the Protestant heritage, with study of characteristics of well-crafted hymns and tunes. Not restricted to Music majors.

MUS261 Music Theory II 3
The study of harmony is continued through four-part writing and analysis of music literature. Chordal vocabulary is increased with dominant and non-dominant seventh chords as well as secondary and lead-tone chords. Procedures of modulations, realization of figured bass, and transposing for various instruments. Prerequisite: MUS162.

MUS263 Ear Training II 1
Interval, melodic, two and four-part, and rhythmic dictation. Recognition of bass and soprano factors as well as triad function in four-part dictation. Rhythm exercises including subdivision level. Sight-singing with modal inflections and in tenor and alto clef. To be taken concurrently with Music Theory II.

Indiana Wesleyan University

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MUS264 Music Theory III 3
Four-part writing and analysis involving tertian sonorities (9th, 11th, and 13th chords) and chromatic harmony (borrowed, Neapolitan, augmented sixth, altered dominant, and chromatic mediant chords). Introduction to analysis techniques for Twentieth Century music. Prerequisite: MUS261.

MUS265 Beginning Conducting 2
A study of basic conducting techniques and repertoire with practical application to song leading, choral, and instrumental conducting. Meets three times each week. Offered every year.

MUS266 Ear Training III 1
Diction of modulating exercises, intervals, modes, and rhythm. Recognition of more functions of four-part harmony. Identification of cadences and major, minor, augmented, and diminished triads. Rhythmic exercises of difficult nature. Sight-singing with modulating passages and of an extensive range. To be taken concurrently with Music Theory III.

MUS268 Counterpoint 2
Beginning students will work with first- through fifth-species counterpoint in two and three voices with a cantus firmus. Work will include exercises in canon and invertible counterpoint.

MUS270 Foreign Languages for Musicians 3
Study of basic foreign language recognition, pronunciation, and comprehension, with particular focus in music through readings and score studies. Emphasis on phonetics, basic vocabulary in German, Italian, and French. Meets intercultural requirements.

MUS275 Introduction to Computer Applications 2
Students will be introduced to topics in MIDI (Musical Instrument Digital Interface), sequencing, notation, MIDI controllers, scanning, and Internet music resources for PC-compatible computers.

MUS280 Choral Techniques 3
Continued study of technique and repertoire for both choral and instrumental conducting. Includes ear training and technical exercises, score analysis, literature survey, and practical experience. Pre-requisite: MUS286. Offered every year.

MUS281 Woodwind Techniques 1
An introduction to the technique of playing woodwind instruments. Emphasis is placed on the concept of the woodwind embouchure and styles; efficient organization and operation of a choral ensemble. Prerequisite: MUS280.

MUS283 Percussion Techniques 1
An introduction to the techniques of playing all percussion instruments. Emphasis is placed on tympani, snare drums, and mallet instruments. Offered alternate years.

MUS284 Brass Techniques 1
An introduction to the techniques of playing brass instruments. The trumpet, French horn, baritone, trombone, and tuba are equally emphasized. Offered alternate years.

MUS285 Show Choir Techniques 1-2
A study of show choir literature and performance techniques. Includes visits to area high schools to observe rehearsals and programs, lectures by local choral directors, and practical experience in organizing and handling of a show choir. Offered alternate years.

MUS286 Advanced Conducting 2
Continued study of technique and repertoire for both choral and instrumental conducting. Includes ear training and technical exercises, score analysis, literature survey, and practical experience. Prerequisite: MUS285. Offered every year.

MUS287 Choral Methods 2
An introduction to orchestration, transcription, and arranging. Emphasis on the acquisition and development of the practical skills necessary to adapt and arrange music for a variety of uses and mediums. Prerequisites: MUS148, MUS261, and MUS264.

MUS288 Arranging 1
An introduction to the techniques of arranging. Emphasis on the acquisition and development of the practical skills necessary to adapt and arrange music for a variety of uses and mediums. Prerequisites: MUS148, MUS261, and MUS264.

MUS289 Orchestration 2
Study of applied music at junior level of study. Prerequisite: MUS260.

MUS290 Show Choir Techniques 1
A study of show choir literature and performance techniques. Includes visits to area high schools to observe rehearsals and programs, lectures by local choral directors, and practical experience in organizing and handling of a show choir. Offered alternate years.

MUS291 Woodwind Techniques 1
An introduction to the technique of playing woodwind instruments. Emphasis is placed on the concept of the woodwind embouchure and knowledge of methods. Offered alternate years.

MUS292 String Techniques 1
An introduction to the technique of playing string instruments. Violin, viola, cello, and string bass are equally emphasized. Offered alternate years.

MUS293 Percussion Techniques 1
An introduction to the techniques of playing all percussion instruments. Emphasis is placed on tympani, snare drums, and mallet instruments. Offered alternate years.

MUS300 Arranging 1
Intermediate repertoire involving double notes, ornaments, and full chords in two-part to four-part textures, three-part-open vocal scores, all major and minor scales and arpeggios, review of four-part vocal scores and F instrumental transposition, progressions of modulation involving substitute and V7/V chord progressions, accompaniment to art songs and four-part hymn transposition. Prerequisite: MUS215 or equivalent.

MUS310 Class Piano Level E 1
Intermediate repertoire involving double notes, ornaments, and full chords in two-part to four-part textures, three-part-open vocal scores, all major and minor scales and arpeggios, review of four-part vocal scores and F instrumental transposition, progressions of modulation involving substitute and V7/V chord progressions, accompaniment to art songs and four-part hymn transposition. Prerequisite: MUS215 or equivalent.

MUS311 Class Piano Level F 1
More challenging ensemble pieces and art song accompaniments as well as more advanced literature from all style periods, sight-reading hymns and contrapuntal styles, reading involving four-part vocal scores and F instrumental transposition, progressions of modulation, harmonization with and without chord symbols involving secondary and secondary dominant chords, improvisation for children's activities and transcription of "Star Spangled Banner." Prerequisite: MUS110.

MUS315 Class Piano Level F 1
Study of the characteristics of orchestra and other instruments and techniques for scoring for these instruments in various combinations. Prerequisite: MUS281.
<table>
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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>MUS320</td>
<td>Keyboard Skills I</td>
<td>0-1</td>
<td>Designed for junior and senior keyboard majors, harmonization with primary chords and V7/V with a variety of accompaniment styles, reading of four-part vocal and instrumental scores, transposition of easy contrapuntal pieces at sight, hymn playing with adaptations, art-song accompaniments with concentration on style, balance, etc., sight-reading (about grade three), patriotic songs and improvisation.</td>
</tr>
<tr>
<td>MUS321</td>
<td>Keyboard Skills II</td>
<td>0-1</td>
<td>Harmonization of melodies involving primary, substitute, secondary dominant and seventh chords, and modulation, by-ear playing and improvisation, transposition of hymns at sight, more challenging assignments in vocal and instrumental scores, accompaniments, patriotic songs, and sight-reading (solo, ensemble) hymns with adaptations. Prerequisite: MUS320.</td>
</tr>
<tr>
<td>MUS340</td>
<td>Music Merchandising</td>
<td>2</td>
<td>Designed to acquaint the student with the wide variety of instruments and other merchandise handled in music retail business.</td>
</tr>
<tr>
<td>MUS345</td>
<td>Piano Pedagogy</td>
<td>1-2</td>
<td>Designed for music majors and electives who may become independent piano teachers; study of teaching methods, materials, and literature emphasizing early through intermediate levels; student observation/teaching experiences; business aspects. Offered alternate years.</td>
</tr>
<tr>
<td>MUS354</td>
<td>Church Music I -- Worship</td>
<td>3</td>
<td>Designed to assist the pastor in working with the musician, aid the musician to using music to create the desired environment for worship, and assist the member of the congregation in his understanding of the worship service. A basic study of hymnology is included.</td>
</tr>
<tr>
<td>MUS361</td>
<td>Form and Analysis</td>
<td>2</td>
<td>Analytical skills are developed further by studying typical musical forms of the Eighteenth and Nineteenth centuries, such as binary, ternary variation, fugue, sonata-allegro, and rondo. Prerequisite: MUS 264.</td>
</tr>
<tr>
<td>MUS362</td>
<td>Vocal Literature I and Pedagogy</td>
<td>2</td>
<td>Designed for the upper-class voice major to introduce major works in the field of literature for the voice. Important art songs and cycles, sacred vocal works, and selected operas will be studied to give the student better insight into this area of study. Offered alternate years.</td>
</tr>
<tr>
<td>MUS363</td>
<td>Instrumental Methods</td>
<td>2</td>
<td>A comprehensive investigation of the instrumental music program. Emphasis will be placed on the development of the band and orchestra program including literature, teaching techniques, marching band, orchestra, concert band, jazz band, chamber music, and school community, and parent support.</td>
</tr>
<tr>
<td>MUS364</td>
<td>Organ Pedagogy</td>
<td>2</td>
<td>Required of organ majors; techniques of teaching as applied to organ teaching; involves a review of organ methods and teaching guides. A pedagogy student will do a limited amount of student teaching. Offered on demand.</td>
</tr>
<tr>
<td>MUS366</td>
<td>Private Studies in Theory</td>
<td>1-3</td>
<td>Advanced studies of theory, including counterpoint in species. For upper-class majors. By permission of instructor. Requires independent study fee. Offered on demand.</td>
</tr>
<tr>
<td>MUS371</td>
<td>Music History and Literature I</td>
<td>3</td>
<td>A survey of the history of music through the work of the great composers, past and present. The first semester covers the evolution of style and form to about 1700. Second semester covers the styles and composers into the Twentieth Century. Offered every year.</td>
</tr>
<tr>
<td>MUS372</td>
<td>Music History and Literature II</td>
<td>3</td>
<td>A survey of the history of music through the work of the great composers, past and present. The first semester covers the evolution of style and form to about 1700. Second semester covers the styles and composers into the Twentieth Century. Offered every year.</td>
</tr>
<tr>
<td>MUS379</td>
<td>Private Studies in Music History</td>
<td>1-3</td>
<td>Advanced studies of music history. For upper-class majors. By permission of instructor. Requires independent study fee. Offered on demand.</td>
</tr>
<tr>
<td>MUS380</td>
<td>Private Studies in Conducting</td>
<td>1-3</td>
<td>Advanced studies of conducting. For upper-class majors. By permission of the instructor. Requires independent study fee. Offered on demand.</td>
</tr>
<tr>
<td>MUS381</td>
<td>Music for Elementary Teachers</td>
<td>3</td>
<td>An introductory course for the elementary classroom teacher. Course includes a general knowledge of the fundamentals of music-reading, keyboard instruction, and elementary sight-reading, as well as a survey of musical activities and materials used in the elementary grades. Offered alternate semesters.</td>
</tr>
<tr>
<td>MUS383</td>
<td>Elementary Music Methods for Music Majors</td>
<td>2</td>
<td>A survey of activities in the elementary school music program. Emphasis is placed on content and organization of elementary music program. Materials and methods are surveyed. For music majors only. Offered alternate years.</td>
</tr>
<tr>
<td>MUS401</td>
<td>Applied Study-Level IV</td>
<td>1</td>
<td>Study of applied music at senior level of study.</td>
</tr>
<tr>
<td>MUS402</td>
<td>Applied Study-Level IV</td>
<td>2</td>
<td>Study of applied music at senior level of study.</td>
</tr>
<tr>
<td>MUS442</td>
<td>Senior Recital</td>
<td>2</td>
<td>Students enroll in this course for the final semester of applied study in preparation for the required recital. One hour lesson per week for one semester.</td>
</tr>
<tr>
<td>MUS445</td>
<td>Church Music Senior Project</td>
<td>2</td>
<td>As a substitution of the senior recital, church music majors may do a faculty coached recital/ensemble program that would have musical and practical value in a local church setting.</td>
</tr>
</tbody>
</table>

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Undergraduate Course Descriptions

MUS446 Senior Recital/Project in Theory/Composition 2
Students enroll in this course for the final semester of the theory/composition emphasis. During this term a final project is completed which may be a composition in a large form or a recital of several smaller compositions and/or a large project in music analysis. Prerequisites: Three semesters of MUS440 and permission of the instructor.

MUS450 Church Music Practicum 2-3
Structured to be the final of the four Church Music courses. Involves work in a local church. The student is required to meet for a half-hour session each week to discuss the practicum project. A minimum of 10 hours of observation and 15 hours of “hands on” work is required. For the Church Music minor, 7 hours of observation and 10 hours of practical work are required.

MUS460 Private Studies in Composition 1-2
Advanced studies in composition. For upper-class majors. By permission of instructor. Requires independent study fee.

MUS473 Independent Study – Music 1-3
Advanced studies of chosen subject. For upper-class majors. By permission of instructor. Requires independent study fee.

MUS480 Private Studies in Music Education 1-3
Advanced studies in music education. For upper-class majors. By permission of instructor. Requires independent study fee.

MUS490 Senior Seminar 2
A capstone course for all music majors. Designed to identify strengths and weaknesses of a pending music graduate. To be taken in the student’s last semester on campus prior to graduation.

NUR201 Professional Skills in the Academic Environment 1
Designed to acquaint the returning professional with skills necessary for academic success. Philosophy and procedures for the IWU Division of Nursing Education will be introduced. Other topics include scientific writing (APA style), computer literacy, personal time management, and other key elements for professional success.

NUR203 Nursing’s Role in the Health Care System 3
Designed to acquaint the practicing nurse with a perspective on the unique role of nurses in the health-care system. Content includes role theory, change theory, and political advocacy. Presents the efforts of nursing to help create a health-care system that assures access, quality, and services at affordable costs.

NUR220 Foundational Concepts in Nursing 4
Designed to introduce the student to the profession of nursing. Presents theory-based nursing with emphasis on Neuman’s Health Care Systems Model, as well as the nursing process as framework for practice. Includes clinical component in long-term care setting. Prerequisite: Admission to sophomore nursing. Prerequisite or corequisite: PSY150.

NUR221 Principles of Intervention 2
Designed to provide theory and rationale for nursing intervention. Includes classroom and basic nursing skills. Co-requisite: NUR220.

NUR224 Nursing Informatics 2
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. Taken concurrently with NUR220 and NUR221.

NUR230 Nursing of the Older Adult 5
Designed to examine the relationships of physiological, developmental, psychological, sociological, and spiritual variables within the aging process. Includes utilization of the nursing process with selected older ill adults in long-term care. Includes clinical component. Prerequisites: NUR220 and NUR221. Co-requisite: NUR230.

NUR242 Nutrition 2
Study of the science of nutrition with emphasis on the principles of achieving an adequate diet during all phases of the life cycle. Prerequisite: CHE120 or faculty approval.

NUR250 Pharmacology 3
Designed to introduce the student to principles of pharmacology and their relationship to nursing care. Included are classification of drugs, basic mechanisms of drug interaction, and drug administration. Prerequisite: College mathematics requirement. Co-requisite: NUR250.

NUR260 Physical Assessment 2
The focus of this course is the application of nursing knowledge and techniques to the process of physical assessment with emphasis on the normal adult. Contains lab component. Prerequisites: NUR220 and NUR221. Must be taken concurrently with NUR260.

NUR280 Perspectives on Professional Nursing 4
A specialized course comprised of classroom and laboratory components for the Licensed Practical Nurse seeking a baccalaureate degree. Content includes current issues in professional nursing, nursing theory, and physical assessment skills. Students will demonstrate clinical competency in the application of nursing process, communication skills, and other concepts of professional nursing practice. Prerequisite to all clinical courses.

NUR292 Nursing Theory for the Clinician 3
Designed to familiarize the practicing nurse with theory-based, research-supported nursing within a Christian framework. Content covers how theory-based, reflective practice can impact nursing and health care for the benefit of humanity. The Neuman Health Care Systems Theory will be presented within a nursing process framework of nursing practice.

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NUR334 Comprehensive Physical Assessment of the Well Adult
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.

NUR361 Nursing of the Ill Adult
Applies the nursing process to clients who are unable to satisfy their basic needs due to a pathological condition. Focuses on nursing care of adults with common health problems and includes clinical experience with adults. Taken concurrently with NUR368 and NUR437. Prerequisite: Progression to junior nursing.

NUR362 Nursing of the Childbearing Family
Considers family patterns, social issues, and the needs of family members during the childbearing and childrearing periods from preconceptual through the first two weeks following delivery. Normal pregnancy, labor, delivery, and care of the newborn are stressed. Physiological and psychological complications are considered. Clinical experience in maternity nursing is provided. Prerequisites: Progression to junior nursing. Prerequisite or co-requisite: PST220.

NUR363 Nursing of the Childbearing Family
Applies the nursing process in the promotion of health care for infants and children. Emphasis is placed on the child as a member of a family unit. Includes clinical experience with children. Prerequisites: Progression to junior nursing. Prerequisite or co-requisite: PST220.

NUR365 Ethics
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.

NUR368 Home Health Nursing
Home Health Nursing is an introductory course designed to develop beginning skills in the role of the nurse as an inter-disciplinary team member providing services in the client’s home. Participants will apply the nursing process to individuals and families; integrating outcomes achieved in prerequisite courses. The nurse’s adaptation to varying physical environments, levels of prevention, and reimbursement mechanisms will be the focus of the learning experience. Contains clinical component. Prerequisite: NUR220, NUR221, NUR230, NUR250, and NUR361 (NUR361 may be taken concurrently).

NUR370 Gerontology
Concentrates on the basic concepts of descriptive and inferential statistics used in the behavioral sciences. Secondary emphasis is placed on the mechanical application. The computer will be used for data analysis. Prerequisites: Fulfillment of university mathematics requirement and NUR361.

NUR380 Nursing Across the Life-Span: Enhanced Practice
A specialized course for the licensed practical nurse pursuing a baccalaureate degree. Content focuses on the nursing of the childbearing family and the childrearing family. Contains clinical component. Prerequisite: NUR280.

NUR400 Intercultural Nursing
Provides the student opportunity to examine his/her own Christian values and ethics in the light of the sociocultural variables that shape people. It provides opportunity to experience the stress imposed by language and other sociocultural conditions and the adaptation required to adjust professional and personal practices to different cultural environments.

NUR400L Intercultural Nursing-Practicum
Students utilize the nursing process in the delivery of health care to unique holistic man in a culture outside the United States or with racial, ethnic, or a socioeconomic subculture within the United States. The student demonstrates responsibility and accountability in the selection of the experience in accord with interests, financial resources, and in working with the instructor to plan a personalized experience.

NUR401 Intercultural Nursing
Designed to provide the practicing nurse with tools for effective delivery of health care to contacts of different cultures. A practical, integrative nursing experience with another culture. (Clinical practicum may be done with a racial, ethnic, or socioeconomic subculture within the United States. Clinical practicum required: 42 hours.) Prerequisite: SOC223.

NUR412 Clinical Nursing Elective
A concentrated experience in an institutional or agency setting. Is individualized according to student need and demand and the availability of faculty. Prerequisite: Junior nursing courses or faculty approval.

NUR425 Cultural Implications in Community Health Nursing
Develops a framework of 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.

NUR430 Epidemiology
Examines basic concepts of epidemiology including methods of identifying distributions and determinants of health and disease, measures for preventing and controlling disease, and analytical techniques. Integrates application of epidemiologic principles to community health. Prerequisite: NUR435 or faculty approval.

NUR435 Statistics
Concentrates on the basic concepts of descriptive and inferential statistics used in the behavioral sciences. Secondary emphasis is placed on the mechanical application. The computer will be used for data analysis. Prerequisites: Fulfillment of university mathematics requirement and NUR361.

NUR436 Research
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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR437</td>
<td>Pathophysiology</td>
<td>3</td>
<td>Lectures and group discussion will be utilized to present concepts of pathophysiology. Students will study the relationship of holistic man to his environment in time of physical stress. Designed for students who are interested in health-care professions.</td>
</tr>
<tr>
<td>NUR454</td>
<td>Community Health Nursing Care of Aging and Chronically Ill Populations</td>
<td>2</td>
<td>Analyzes trends, issues, and factors affecting community-based health services for the aging and chronically ill. Explores ways to improve community health and nursing services for aging and chronically ill populations.</td>
</tr>
<tr>
<td>NUR455</td>
<td>Tropical Nursing</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: Faculty approval.</td>
</tr>
<tr>
<td>NUR470</td>
<td>Community Health Nursing</td>
<td>5</td>
<td>Applies the nursing process to promotion of health at the community level. Population-focused practica sites include a variety of community settings. Unstructured, noninstitutional practice settings are emphasized. (Prerequisite: Junior level nursing courses.)</td>
</tr>
<tr>
<td>NUR471</td>
<td>Mental Health Nursing</td>
<td>3</td>
<td>Based on pertinent theories of human behavior, the developmental processes of personality, mental health concepts, and the use of self. Primary emphasis is on aspects of nursing that involve interpersonal relationships and individual and group psychotherapy. Clinical experience will be obtained in local mental health facilities. Prerequisites: Progression to senior nursing courses, FST130, and FST230.</td>
</tr>
<tr>
<td>NUR472</td>
<td>Nursing of the Ill-Adult in Crisis</td>
<td>5</td>
<td>Concentrates on the nursing management of individuals with acute and complex medical or surgical conditions. Experience is provided in the emergency room, intensive-care unit, and the coronary-care unit. Prerequisite: Progression to senior nursing courses.</td>
</tr>
<tr>
<td>NUR473</td>
<td>Nursing Leadership and Management</td>
<td>5</td>
<td>Focuses on synthesis of previous learning and its application in the various clinical settings. Emphasis is placed on the transition from the student role to that of a manager of client care and is accomplished through the application of management and leadership theories and principles in a clinical setting. Prerequisite: Progression to senior nursing courses.</td>
</tr>
<tr>
<td>NUR475</td>
<td>Nursing Independent Study</td>
<td>1-3</td>
<td>Individually arranged studies in a nursing area of interest and/or need. Prerequisite: Faculty approval.</td>
</tr>
<tr>
<td>NUR476</td>
<td>Professional Transition</td>
<td>1-3</td>
<td>A directed study where students integrate core competencies and knowledge through case studies of clients across the life span. Learning modules focus on the nursing process and its use in client goal attainment.</td>
</tr>
<tr>
<td>NUR478</td>
<td>Critical Care Nursing</td>
<td>4</td>
<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. Clinical practicum required (42 hours).</td>
</tr>
<tr>
<td>NUR490</td>
<td>Management in Nursing</td>
<td>4</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. Clinical practicum required (84 hours). Prerequisite: All other core courses.</td>
</tr>
<tr>
<td>PHE101</td>
<td>Concepts of Health and Wellness</td>
<td>1</td>
<td>A study of the values, components, development, and maintenance of health, wellness, and fitness. Required of all students.</td>
</tr>
<tr>
<td>PHE102</td>
<td>Adult Fitness</td>
<td>1</td>
<td>A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.</td>
</tr>
<tr>
<td>PHE103</td>
<td>Aerobic Exercise</td>
<td>1</td>
<td>An activity course which introduces several aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength endurance.</td>
</tr>
<tr>
<td>PHE104</td>
<td>Advanced Adult Fitness</td>
<td>1</td>
<td>A physical education course for those with limited physical capabilities or working adult students. Prerequisites: PHE102 and permission of instructor.</td>
</tr>
<tr>
<td>PHE105</td>
<td>Badminton</td>
<td>1</td>
<td>A course in the skills, rules, and strategies associated with the game of badminton. A lifetime sport course.</td>
</tr>
<tr>
<td>PHE106</td>
<td>Basketball – Men</td>
<td>1</td>
<td>The fundamental skills of basketball will be covered in addition to basic offenses and defenses. Participation in the activity will be used as a means toward fitness.</td>
</tr>
<tr>
<td>PHE107</td>
<td>Basketball – Women</td>
<td>1</td>
<td>See PHE106.</td>
</tr>
<tr>
<td>PHE108</td>
<td>Bowling</td>
<td>1</td>
<td>Various techniques will be covered to encourage good form in this lifetime recreational activity. Etiquette, scoring, terminology, and game accuracy will be emphasized.</td>
</tr>
<tr>
<td>PHE109</td>
<td>Canoeing</td>
<td>1</td>
<td>An outdoor activity where the skills and expertise associated with the art and sport of canoeing will be explained.</td>
</tr>
</tbody>
</table>
PHE110 Cycling
The repair, maintenance, and general care of the bicycle will be explained. Participation in the sport of cycling will be monitored and logged throughout the course.

PHE113 Walking, Jogging, Running
The purpose of this is to allow for overall fitness development via a lifetime activity.

PHE114 Golf
Introduction of the lifetime sport of golf. The skills of driving, chipping, and putting will be developed. Further information will be given on golf terms, course etiquette, golf equipment, scoring, and overall protocol.

PHE116 Horseback Riding
An introductory course in the techniques and etiquette of English-style riding. Students will be required to pay a fee and secure transportation to the riding stable.

PHE117 Varsity Athletics
A university course for student athletes earning credit via their respective varsity sport participation. Compliance with daily workouts, attendance, work ethic, and overall attitude become criteria for grading. This course may be repeated once if a student participates in a second sport.

PHE118 Self-Defense
Skills in the protection of self and the awareness of dangerous situations will be presented. Mental concentration and fitness-related aspects will be incorporated in the course.

PHE119 Flag Football
An outdoor activity where flag football skills, drills, rules, and game strategy will be explained. Safety will be emphasized for future play in intramural or extended participation.

PHE120 Backpacking
An outdoor wilderness activity where outdoor living skills, safety, clothing, nutrition, and equipment will be identified. The course will require a minimum of backpacking equipment in order to enroll in the course. The activity will take place in designated backpack trail areas.

PHE121 Racquetball
This course is designed to acquaint students with the basic knowledge and skills of the game of racquetball. This is done in order to allow for overall fitness development and to introduce the student to a lifetime sport.

PHE122 Active Recreation Games
Students in this course will lead, develop, and explain new games that are related to active participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and a variety of games.

PHE124 Soccer
The course is designed to understand soccer terminology and beginning strategies. Basic skills and rules of the game will be implemented. Soccer will be explained as a competition and a lifetime activity.

PHE125 Softball
This course is structured to improve some physical fitness, softball skill levels, and the overall understanding of softball play.

PHE126 Beginning Swimming
A course designed to teach basic water adjustment and the beginning techniques of swimming and water safety.

PHE127 Intermediate Swimming
Students in this course will endeavor to advance their swimming skills and learn new strokes, as well as the beginning steps to diving.

PHE128 Lifeguarding
This course is designed to teach measures necessary to provide a safe environment for swimmers. Also included are CPR and First Aid rescue techniques and timed tests. (Certification, fee required)

PHE129 Water Safety Instructor
This course is designed to teach students how to teach the techniques of different swimming strokes. The student will gain exposure to safety rules, lesson plans, and teaching concepts related to various aquatic activities. Prerequisites: Lifeguarding certification, CPR certification, and First Aid certification.

PHE130 Tennis
An outdoor activity to introduce at the beginning level an awareness of skills, terminology, and etiquette related to the lifetime sport of tennis. Both singles and doubles game strategies will be discussed.

PHE131 Cross-Country Skiing
An outdoor winter activity that will take place at an alternate site with a fee being required. The beginning skills of Nordic skiing will be introduced, and the fitness benefits of this aerobic activity will be initially developed and encouraged beyond the course.

PHE132 Volleyball
A beginning or foundational course in the basic skills, rules, and strategies associated with the game of volleyball.

PHE134 Weight Training
Proper techniques of weight lifting will be introduced. Various components of a sound weight lifting program will be explained. The importance of weight lifting to an overall fitness program will be emphasized.

PHE140 Concepts of Wellness
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.
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PHE155 Introduction to Physical Education, 3
Designed to give the student an understanding of the nature and scope of physical education in the world today. This includes history, philosophy, changing concepts, scientific foundations, and theories of physical education. Offered every Fall semester.

PHE256 Outdoor Wilderness Learning
(Wise Owl Project) 3
Development of both outdoor living skills and recreational skills in a selected wilderness environment. Includes basic nature and conservation studies. Lab fee required. A course offered at the IWU Canadian campus with a focus on wisdom, leadership, group dynamics, and outdoor living skills. (Fee required)

PHE357 Rhythmics 2
Designed to develop skills in graded rhythmic activities, games, and gymnastic rhythms on the elementary and secondary levels.

PHE362 Personal Health 3
Health comprises a range of states, but wellness is maximal health. The well person has physical, mental, emotional, interpersonal, social, and spiritual strengths, is aware of the possibilities of accidents and diseases, and is adequately defended against them. Because the infectious diseases are now largely under control and the life-style diseases dominate the health scene, the focus of control for responsibility for health today lies largely within the individual. Learning about health and employing that learning in life-style choices are wise investments of personal energy. The object of each health module is not only to develop and value optimal health behavior, but also to learn the steps toward establishing that behavior as a routine. Students will identify and discuss both genetic and life-style characteristics that have been passed on to them from their families and the appropriate steps that they will need to take in order to protect both their personal long-term health. Students will also complete a paper which will be put in their portfolios which will discuss ways in which people will need to approach life in the future in order to reach their chronological and personal potential.

PHE363 School Health and Safety 3
Principles, objectives, and methods are emphasized, as well as contemporary health concepts designed to give prospective teachers and others an understanding of a well-balanced health and safety program.

PHE365 Principles/Problems of Coaching 3
Required for coaching endorsement. A study of the many psychological and administrative aspects pertaining to coaching. Such types as motivation, practice planning, budgeting, player/coach relations, team selection, morale, and strategy will be covered.

PHE225 Psychology of Sport and Exercise 3
Examination of psychological implications in regard to sport, exercise, and injury.

PHE229 Cardiopulmonary Resuscitation 1
A techniques course leading to CPR certification.

PHE230 American Red Cross Standard First Aid 2
A standard first-aid course taught by the multimedia approach that includes knowledge and skills needed in emergency care of the injured and ill until medical care can be obtained. Also covers basic life-support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive American Red Cross First Aid Certificate.

PHE235 Professional Experience I 1
Placement of majors and minors in a professional setting in order to gain hands-on experience. The YMCA, YWCA, classrooms, school, PAL Club, and camps will be utilized in this course.

PHE236 Professional Experience II 1
A second placement in a professional setting to gain further insight into possible career opportunities and responsibilities. Evaluation will be by an on-site supervisor.

PHE208C Officiating Baseball 1
The techniques, methods, rules, mannerism of officiating baseball. IHSAA certification.

PHE240T Officiating Track and Field 1
The techniques, methods, rules, mannerism of officiating track and field. IHSAA certification.

PHE240S Officiating Softball 1
The techniques, methods, rules, mannerism of officiating softball. IHSAA certification.

PHE240V Officiating Volleyball 1
The techniques, methods, rules, mannerism of officiating volleyball. IHSAA certification.

PHE242 Elementary Physical Education 3
The objectives, organization, methods, and activities of elementary physical education. Special emphasis on the development of basic fundamental movement skills in small children. Clinical experience in school setting is required as a part of this course.

PHE248 Comparative Physical Education and Sport 3
A comparison of different countries and their different approaches to physical education and sports. An extensive study of the Olympics and their role in history will also be studied. This course may also follow a study/term format while in another country for sport and physical activity purposes.

PHE251 Coaching of Baseball and Softball 1
This course is designed to acquaint students with techniques, methods, rules, and strategies of coaching baseball/softball.

PHE263 Coaching of Basketball 1
An introductory course to the different parameters involved in coaching the game of basketball. A strong foundation for coaching basketball will be presented. The course will encourage the development of a coaching philosophy, game strategies, and sound practice sessions.

Indiana Wesleyan University
### Undergraduate Course Descriptions

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE277</td>
<td>Coaching of Tennis</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The investigation and application of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theory, techniques, strategies, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>administration of the sport of tennis</td>
<td></td>
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<tr>
<td>PHE274</td>
<td>Coaching of Track and Field</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>An in-depth course to the understanding of several aspects of coaching track and field. Conditioning and skill development for specific events will be introduced. Other considerations will be given toward equipment, budgeting, and the individual nature of the sport. Varying roles of the track and field coach will be explained.</td>
<td></td>
</tr>
<tr>
<td>PHE275</td>
<td>Coaching of Volleyball</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Proper techniques will be described for various volleyball skills. Drills for practice consideration will be introduced. Diagramming of various defensive and offensive alignments will be explained. The elements of equipment, scorekeeping, and volleyball statistics will be covered.</td>
<td></td>
</tr>
<tr>
<td>PHE276</td>
<td>Coaching of Soccer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The investigation and application of theory, techniques, strategies, and administration of the sport of soccer</td>
<td></td>
</tr>
<tr>
<td>PHE277</td>
<td>Coaching of Golf</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The investigation and application of theory, techniques, strategies, and administration of the sport of golf.</td>
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<tr>
<td>PHE285</td>
<td>Physics of Sport Movement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of the laws of physics and computations applied to sport motion.</td>
<td></td>
</tr>
<tr>
<td>PHE341</td>
<td>Team Sports</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Designed to build skill and understanding of techniques and strategy of team sports. Also covers teaching techniques and progressions for each sport.</td>
<td></td>
</tr>
<tr>
<td>PHE345</td>
<td>Individual/Dual Sports 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Designed to build skill and understanding of techniques and strategy of individual and dual sports. Also covers teaching techniques and progressions for each sport.</td>
<td></td>
</tr>
<tr>
<td>PHE350</td>
<td>Sport Ethics and Living</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An extensive investigation of moral and ethical concepts, principles, and issues faced in the organization and administration of sport. The course is designed to help develop sound reasoning skills for the resolution of moral and ethical dilemmas. Emphasis will be placed on understanding how personal ethics affect organizational and personal responsibility. Special attention will be given to professional ethics in sport management, the establishment of a code of professional ethics, and applying this code of ethics to ethical issues in sport.</td>
<td></td>
</tr>
<tr>
<td>PHE352</td>
<td>Sport Law and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The course is designed to develop legal insight for effective management and the avoidance of legal problems associated with sport and recreational activity. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, tort liability, negligence, gender equity, and sport labor relations.</td>
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<tr>
<td>PHE354</td>
<td>Sports Management</td>
<td>3</td>
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<td></td>
<td>A thorough study of the principles of sports management. The processes of planning, organizing, staffing, directing, coordinating, reporting, budgeting, and overall evaluation will be thoroughly explored. Specific aspects of leadership, goal setting, communications, motivation, decision-making, and time management will be addressed. A survey of the careers and professional opportunities will be identified. Understanding of the structure and process of sport organizations will be outlined.</td>
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<tr>
<td>PHE362</td>
<td>Nutrition and Health</td>
<td>3</td>
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<td></td>
<td>Emphasis on the relationship between diet and nutrition to healthful living. Topics include diet diets, nutritional deficiencies, effect on athletic participation, and consumer information.</td>
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<tr>
<td>PHE364</td>
<td>Alcohol and Drug Education</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
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<tr>
<td></td>
<td>For teachers, nurses, case workers, and other voluntary and public health agency personnel. Emphasizes the problem-solving approach through small-group interaction case method and critical incident techniques.</td>
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<tr>
<td>PHE366</td>
<td>Administration of Physical Education</td>
<td>3</td>
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<td></td>
<td>An in-depth course in the organization and administration of physical education, intramural, and athletic programs. Particular problems of each program will be investigated and analyzed. The process of planning, organizing, staffing, coordinating, directing, reporting, budgeting, and evaluating will be an integral part of this course. Offered Spring, odd years.</td>
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<tr>
<td>PHE370</td>
<td>Biomechanics</td>
<td>3</td>
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<tr>
<td></td>
<td>The application of mechanical laws and principles to study the effects of internal and external forces acting on a human body including objects that are acted on by the body.</td>
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<tr>
<td>PHE371</td>
<td>Physiology of Exercise</td>
<td>3</td>
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<td></td>
<td>The study of the effects of physical exercise upon the circulatory, respiratory, digestive, and nervous system. Special emphasis is placed upon understanding the immediate and long-range adaptations of the body systems to exercise, limits, and work capacities in relation to age, sex, diet, environmental factors with the nature of activity as related to movement. Prerequisite: BI211.</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate Course Descriptions

PHE376 Kinesiology 3
The investigation and analysis of human movement, emphasizing the anatomical concepts and physical laws related to joint and muscle action. Relationships between structure and function in accordance with general mechanical laws are also examined. Prerequisites: BIO111 and BIO112.

PHE378 Tests and Measurements 3
A foundations course in the instruments and procedures for the assessment and evaluation of human performance. Influences from hypothesis testing, statistical nature of individual differences, error, preparation and administration of tests of physical ability and specialized motor skills, and analysis of selected research studies in the field are considered during the course.

PHE385 Psychology of Motor Learning 3
An examination of basic psychological and sociological components related to societal involvement in the dynamics of sports. The influence of kinesthetic perception, learning, maturation, emotion, group interaction, social forces, and collective behavior will be emphasized.

PHE400 Seminar in Sports Management 2
A capstone course focusing on current issues, trends, topics, professional entry, and professional opportunities.

PHE410 Wellness Internship 2
An on-site experience in a health club, sports center, wellness center, hospital, industry, or university. Any institution where a Wellness Program exists or is being developed will suffice if a leadership experience is available.

PHE413 Health Promotion and Wellness Management 3
A comprehensive course that addresses the management of the wellness components of life-style: spirituality, nutrition, cardiovascular health, exercise fitness, stress, emotions, substance abuse, sexuality, health care, and mental wellness.

PHE420 Sports Marketing, Promotion, and Fund Raising 3
The application of fundamental marketing concepts to the sport industry will be presented. Sport will be discussed as a product and as a market. A second component of the course will provide basic techniques for program promotion. A comprehensive Public Relations plan will be developed. A final aspect of the course will be to present sound and positive practices leading to successful fund raising.

PHE422 Sports Management Internship 3
An in-depth leadership experience related to the sports management field and/or industry. Field placement will be coordinated through the instructor.

PHE423 Adapted Physical Education 3
Programs and prescription for typical students in the physical education classroom will be discussed in relation to methods and activity needs.

PHE475 Independent Study 1-3
Individually arranged reading, problem solving, or research in physical education.
PHL438 Religions of the World 3
A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. This course may be counted toward an Intercultural major or minor.

PHL475 Independent Study – Philosophy 1
Individually arranged reading, problem solving, or research in philosophy. Prerequisite: PHL180.

PHY120 Physical Science 4
An introductory course in the physical sciences designed for the non-science major. Emphasis is placed upon understanding the major principles and concepts of the physical sciences. Mathematical skills are not emphasized. Meets general education requirements for a laboratory science. Three class periods and one laboratory period.

PHY120L Physical Science Lab 0
Lab to be taken as a co-requisite to PHY120.

PHY211 General Physics I 4
First part of a two-semester non-calculus introductory course in physics covering mechanics, thermodynamics (heat), and waves. Three class periods and one laboratory period. Prerequisite: High school trigonometry or MAT114.

PHY211L General Physics Lab 0
Lab to be taken as a co-requisite to PHY211.

PHY212 General Physics II 4
Second part of a two-semester non-calculus introductory course in physics covering electricity, magnetism, optics, and topics in modern physics. Three class periods and one laboratory period. Prerequisite: High school trigonometry or MAT114.

PHY212L General Physics Lab II 0
A lab to be taken as a co-requisite to PHY212.

PHY221 University Physics I 5
Calculus-based introductory physics covering kinematics, dynamics, statics, introductory rational motion, waves, harmonic motion, and basic heat and thermodynamics. Four hours lecture and three hours lab. Prerequisite or co-requisite: MAT253 or equivalent.

PHY222 University Physics II 5
Calculus-based introductory physics covering electricity, magnetism, optics, and topics in modern physics. Four hours lecture and three hours lab. Prerequisite: PHY221 or equivalent.

PHY230 Electronics 4
A study of the theory and application of transistors, integrated circuits, and other components of electronic circuits. Three class periods and one laboratory period. Prerequisite: High school trigonometry or MAT114.

PHY231J Analytical Mechanics 3
In-depth study of the motion of rigid bodies. Three-dimensional translational and rotational motion. Oscillations. Lagrange equations. Inertial and non-inertial frames. Prerequisite: MAT254.

PHY232 Thermodynamics/Statistical Mechanics 3

PHY331 Electromagnetism I 3

PHY334 Waves and Optics 3

PHY351 Quantum Mechanics I 3

PHY361 Introduction to Health and Medical Physics 3
Introduction to the use, detection, and disposal of radioisotopes in medicine and biological research. Biological effects of radiation, including from nuclear weapons. Introduction to different imaging techniques in medicine, such as X-ray and MRI. Applications of lasers in medicine.

PHY362 Advanced Physics Laboratory/Measurements 4
Theory of measurements, detectors, interfaces, error and accuracy analysis, data acquisition, and processing. Laboratory application of a design of an experiment and experimental apparatus and measurements of physical quantities. Two hours lecture and two hours lab.

PHY475 Independent Study-Physics 0-1
Individually arranged study and/or research in physics. Prerequisite: Permission of instructor.

PMD110 Preparing the Christian Health Professional 1
This course is designed to introduce the freshman pre-med student to a Christian perspective of a career in medical science. Emphasis will be placed on the Christian medical scientist’s role as a “world-changer” by reconciling a Christian worldview with the requirements, demands, and dilemmas encountered in a medical (graduate) school and in the practice of medicine. For the purposes of this course a “medical scientist” is defined as a person engaged in any of the following: medicine, dentistry, veterinary medicine, optometry, physical therapy, biomedical research, and physician’s assistant. This course is not intended for nursing or athletic training majors and does not fulfill any of the General Education requirements of the institution.

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Undergraduate Course Descriptions

PMD310 Perspectives in Scientific Reasoning
This junior-level course is designed to integrate three of the major disciplines of science (chemistry, physics, and biology) in a meaningful way. The development of critical thinking and reasoning skills will be emphasized by studying and analyzing cross-disciplinary problems such as the application of principles of physics and chemistry in the human body. The course will be helpful in preparation for national tests such as the MCAT and VCAT, but also for those preparing for a career in general science education and health science administration. Prerequisite or co-requisite courses: BIO125, BIO126, CHE125, CHE126, CHE235, CHE236, PHY211, and PHY212 (or PHY221 and PHY222).

POL300 American Government
A study of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.

POL200 State and Local Government and Politics
A study of the design and operation of state and local government within the American federal system with an emphasis on practical issues, citizenship principles, and Christian involvement. Gives credit for Criminal Justice, Political Science, or Social Work.

POL275 Pre-Law Tutorial Study
Directed personalized study to prepare Pre-Law students for the Law School Admission Test (LSAT). Required each semester for all Pre-Law students. May be repeated for credit for up to three credits.

POL350 Political Science Practicum
Directed experience in Politics or Law. Required of all Political Science majors. (POL371, POL401, or HST450 may be substituted for this requirement.) May be repeated. Prerequisite: Consent of the department. Offered every semester.

POL354 Foreign Governments
A study of historic and contemporary types of governments in relation to their social, economic, and ideological backgrounds. Prerequisite: HIS201 and HIS202 or POL100.

PSY225 Learning and Motivation
Deals with basic and advanced principles of learning that are foundational to much of experimental psychology. The course addresses sources and adaptations of primary and secondary motivational drives, as well as how motivation and learning are interrelated. (On the traditional campus offered during May Term and includes laboratory experience.)

POL371 International Studies
International travel, observation, and study of the political patterns of foreign nations. Meets General Education Intercultural Experience requirement. Extra fee: air travel, lodging, meals, and miscellaneous. May be repeated. Prerequisite: Consent of the department.

POL401 Political Science Seminar
Travel course to Washington, D.C., designed to provide students with a greater understanding of the American governmental and political infrastructure. Extra fee: travel, lodging, meals, and miscellaneous. Prerequisite: Consent of the department.

POL475 Independent Study in Political Science
Individually arranged research and writing in political science. Prerequisite: Consent of the instructor.

PMD310 Perspectives in Scientific Reasoning
This junior-level course is designed to integrate three of the major disciplines of science (chemistry, physics, and biology) in a meaningful way. The development of critical thinking and reasoning skills will be emphasized by studying and analyzing cross-disciplinary problems such as the application of principles of physics and chemistry in the human body. The course will be helpful in preparation for national tests such as the MCAT and VCAT, but also for those preparing for a career in general science education and health science administration. Prerequisite or co-requisite courses: BIO125, BIO126, CHE125, CHE126, CHE235, CHE236, PHY211, and PHY212 (or PHY221 and PHY222).

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PSY150 General Psychology
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.

PSY315 Personal Adjustment
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.

PSY152 Physiological Psychology
A study of the neurophysiology that underlies human behavior. Emphasis will be given to the mechanisms of the central nervous system which mediate sensation, perception, consciousness, motivation, learning, and emotional behavior.

PSY200 Introduction to Leadership Development
Provides an introduction to student development theory and practice and how residence hall living impacts college students. The course concentrates on developing self-awareness, interpersonal skills, and leadership skills that are needed and useful to residence life. Emphasis is given to integrating current trends and theories of student development with residence life on a Christian university campus. The course is open to all students but is offered mainly to students anticipating working as a resident assistant. Does not count on a psychology major or minor.

PSY210 Introduction to Art Therapy
Designed to acquaint the Pre-Art Therapy major with practices and opportunities offered in this field.

PSY225 Learning and Motivation
Deals with basic and advanced principles of learning that are foundational to much of experimental psychology. The course addresses sources and adaptations of primary and secondary motivational drives, as well as how motivation and learning are interrelated. (On the traditional campus offered during May Term and includes laboratory experience.)
PSY250 Developmental Psychology 3
A survey of human development and changes throughout the life cycle. Prerequisite: PSY150. (This course is primarily for Nursing majors; Psychology and Education majors should take PSY251 and PSY252.)

PSY251 Child Development 3
The development and characteristics of the child at various stages of his physical, social, and mental growth as it relates to the principles of the learning process and methods of measurement and evaluation. Problems of prediction, guidance, and control of child behavior will be explored. Prerequisite: PSY150.

PSY252 Adolescent Growth and Development 3
Emphasizes mental, physical, and personality development of the individual during the transitional years from childhood to maturity as it relates to the principles of the learning process and methods of measurement and evaluation. Prerequisite: PSY150.

PSY259 Psychology Seminar 1
Introduction to career options within the field of psychology. Includes career testing, screening, and preparation for department interview.

PSY294 Transactional Analysis 3
Consideration will be given to the theoretical and technical basis of TA as developed by Eric Berne. The basic concepts of structure, transaction, game and script analysis will be studied, as well as the application of these concepts to individual and group counseling.

PSY300 Psychology of Residence Life 0-1
Provides skill development for resident assistants (RA's) in the university residence halls. Some of these skills are counseling, confrontation, advising, crisis intervention, management, and handling stress. Emphasis is given to integrating Biblical truths and examples with current theories on these topics. The course is required for and limited to those currently holding RA positions. Does not count toward a Psychology major or minor.

PSY340 Psychology of Mental Health 3
Psychological principles underlying mental health and the application of these principles in normal behavior. Prerequisite: PSY150.

PSY354 Statistics for Social Sciences 3
This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi-square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology sociology, social work, criminal justice, or political science. Prerequisite: Math SAT 410 (SAT I 450) or successful completion of Math Competency requirement.

PSY355 Introduction to Experimental Psychology 3
Principles and procedures of experimentation with methods of interpretation. Includes individual study and laboratory. Prerequisites: PSY150 and 6 additional hours of psychology.

PSY360 Social Psychology 3
For course description, see SOC360.

PSY365 Psychology of Personality 3
Basic concepts of personality traits and their measurement; emphasis on contemporary theories. Prerequisites: PSY150, PSY162, and a developmental course (PSY250, PSY251, or PSY252).

PSY366 Psychology of Abnormal Behavior 3
Systematic study of behavior pathology with special reference on forms of abnormal behavior; etiology, dynamics, and treatment. Prerequisites: PSY150, PSY162, PSY251, and PSY365.

PSY371 Family Systems Therapy 3
A survey of the theory, research, and practical application in therapy of the techniques involved in cognitive-behavior modification and therapy. Course work involves case studies, role practice, and an analysis of this theory from a Biblical perspective. Prerequisite: 9 hours of Psychology. (Course also listed as SOC371.)

PSY376 Psychology of Exceptional Children 3
This course will explore the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics. (Required for all Education majors.)

PSY380 Cognitive-Behavioral Counseling 3
A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchi, Satir, Bowen, and Haley. Prerequisite: 9 hours of Psychology.

PSY391 Independent Studies in Psychology - 1-3
Experience through individual projects involving design, execution, analysis, and reporting individually initiated research. Prerequisite: Permission of instructor. May be repeated.

PSY392 Independent Study in Psychology - 1-3
In-depth literature search and analysis of specified topic. May be repeated.

PSY396 Psychology of Exceptional Children 3
This course will explore the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics. (Required for all Education majors.)

PSY397 Independent Study in Psychology - 1-3
Experience through individual projects involving design, execution, analysis, and reporting individually initiated research. Prerequisite: Permission of instructor. May be repeated.

PSY398 Independent Study in Psychology - 1-3
In-depth literature search and analysis of specified topic. May be repeated.

PSY471 Independent Studies in Psychology - 1-3
Experience through individual projects involving design, execution, analysis, and reporting individually initiated research. Prerequisite: Permission of instructor. May be repeated.

PSY473 Independent Study in Psychology - 1-3
In-depth literature search and analysis of specified topic. May be repeated.
PSY485 Theories of Counseling 3
Surveys various approaches to counseling with emphasis on philosophy underlying the theory. Senior majors begin to write their own theory of counseling as part of this class. Prerequisite: 12 hours of Psychology. Offered Fall semester.

PSY487 Techniques of Counseling 3
Students will be exposed to many techniques used in counseling to facilitate client change and growth. Role-playing and some supervised “hands-on” experiences give students practical experience. Offered Spring semester.

PSY490 Psychology Seminar 1
Papers, lectures, and group discussion of scientific and professional topics by staff and visiting lecturers. Two semester hours required of all majors in Psychology. May be repeated to earn up to 4 hours credit. Sophomore Seminar is for students planning to apply for the major and is not included in the two required seminars.

PSY493 Integration of Psychology and Christianity 3
A study of integration models and a conceptual framework for integrating psychological research and the Christian faith. Examination of the potential tensions and resolutions in integrating psychological and Christian approaches to understand the nature of man, mental illness, development, and counseling. Will consider the nature of religious experience, conversion, the meaning of religious images, the significance of individual difference in religious faith, and other pertinent topics in the psychology of religion. Prerequisite: 12 hours in Psychology and/or Religion (exclusive of General Education courses).

PSY495 History and Systems of Psychology 3
A study of the historical foundations of psychology and its development as an academic discipline. Examination of the major concepts and personalities of the various systems of psychological thought. Limited to seniors; enrollment only by permission of instructor.

REC260 Introduction to Recreation 3
Foundations of organized recreation, backgrounds and theories, objectives and principles, social and economic factors, public, private, and commercial interests, recreation, and the social institutions.

REC260 Recreation Games and Intramural Sports 3
Individual, dual, love organization activities, quiet games, table games, and social mixers usable in the recreational setting.

REC260 Recreation Leadership and Programming 3
Principles of leadership and their application in the development of recreation programs. The principles of program planning as it relates to the individual and group values, which includes the selection of activities and their presentation in a sequential pattern, which is concerned with interests, age, handicaps, area skill level, time, group size, and value determination.

REC290 Commercial and Social Recreation 3
This course deals with the private sector of recreation opportunities. Those include industrial corporations, establishment of private corporations, profit and nonprofit camps, sports clubs, and the use of public land by private endeavors.

REC370 Recreation and the Aging Process 3
The role of recreation as it relates to understanding and working with older persons. Emphasis on the role of the recreator in pre-retirement planning and in social program planning for the older adult in retirement.

REC380 Camp Management 3
The internal administrative procedures—together with program selection, personnel procurement, and supervision—together with the day-to-day successful operation will be explored.

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

REC390 Therapeutic Recreation Services 3
A study of leadership skills and adaptation of recreation activities for mental retardation and other developmental disabilities.

REC410 Recreation Internship 2
On-site experiences with an agency which delivers leisure services. This may include public recreation park agencies, voluntary agencies (youth serving agencies), U.S.O., American Red Cross, armed forces (civilian position with military services), correctional institutions, industries, recreation for the ill and handicapped (including hospitals), and college unions.

REC460 Recreation Administration 3
An in-depth exploration into planning, design, construction, equipping, and managing a variety of recreation and/or sport facilities. Faculty scheduling/programming will also be addressed.

REC472 Leisure Counseling for TRS 3
Counseling techniques and procedures for special populations will be explored and practiced.

REC475 Independent Study in Recreation Management 1-3
Individual readings, research, and/or field study of a recreation issue, problem, service system, or activity pattern. Can include individual growth of the student in a particular area.

Indiana Wesleyan University
REL300 Theological Reflection 3
A seminar in which students read a modern theological statement and offer a response, preferably in the form of an essay. The response may include an examination of the statement's strengths and weaknesses, an evaluation of the intellectual, moral, and spiritual implications of the statement, and a comparison of the statement with others in the same or different traditions. The seminar is designed to help students develop the ability to think critically and creatively about theological issues.

REL301 Historical Theology 3
A study of the history of Christian theology from the pre-Christian period to the present. Special attention is given to the development of the major theological traditions and to the contributions of major figures in each tradition. The course also explores the relationship between theology and other disciplines, such as philosophy, politics, and ethics.

REL302 Systematic Theology 3
A study of the fundamental concepts and questions of Christian theology, such as the nature of God, the relationship between faith and reason, the nature of the human person, and the nature of salvation. The course also explores the historical development of systematic theology and the contributions of major figures in the field.

REL303 Ethics and Moral Philosophy 3
A study of the philosophical foundations of ethical theory, including the nature of moral value, the relationship between reason and morality, and the role of moral virtues in ethical decision-making. The course also explores the application of ethical theory to contemporary issues, such as bioethics, environmental ethics, and global justice.

REL304 Theology of Religion 3
A study of the relationship between religion and culture, including the influence of religious beliefs and practices on social and political structures, and the impact of political and social trends on religious thought and practice. The course also explores the role of religion in shaping individual identity and collective identity.
Undergraduate Course Descriptions

REL433 The Wesleyan Discipline 1
This course explores the form of government of The Wesleyan Church. It provides a background for understanding the structure of the Discipline and why it contains its several components. Usually taken in conjunction with REL432, Wesleyan Church History. (Offered through LIFEGROW only)

REL435 Public and Private Worship 2
This course examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan “means of grace” and more contemporary strategies for developing a vibrant personal relationship with God. Open to non-majors.

REL436 Church Rituals 1
This course is designed to combine theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition. Open to students admitted to Christian Ministries or Youth Ministries only. Prerequisite: REL264. Co-requisite: REL435.

REL441 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. The first semester will entail a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. The second semester will embrace a study of soteriology, pneumatology, ecclesiology, and eschatology. Open to juniors and seniors.

REL442 Christian Theology II 3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. The first semester will entail a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. The second semester will embrace a study of soteriology, pneumatology, ecclesiology, and eschatology. Open to juniors and seniors.

REL443 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. Open to juniors and seniors.

REL444 Pastoral Ministries 3
This course surveys the numerous facets of pastoral work including the management of people, pastoral accountability, balancing pastoral responsibilities, and the gentle art of shepherding. (Offered through LIFEGROW only)

REL445 Homiletics I 3
A comprehensive study of the types of sermons and the principles of construction and delivery. The minister’s call and preparation of his life’s work will be considered. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. During the second semester, the class will be conducted as one class period and two laboratory periods. Open to juniors and seniors.

REL446 Homiletics II 3
A comprehensive study of the types of sermons and the principles of constructing and delivering expository sermons. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. Open to junior and senior Christian Ministries, Christian Education, and Youth Ministries majors.

REL447 Church Management 0-2
This course surveys and applies principles of management to such areas as the pastor’s personal life, the church’s organization, and the church’s long-range planning. Usually taken in conjunction with REL458, Church Leadership and Parliamentary Law. (Offered through LIFEGROW only)

REL449 Pastoral Counseling 3
A study of the Biblical framework and various theories of pastoral counseling. There will be a heavy emphasis on self-understanding as a prerequisite of effective counseling. The course will cover most of the typical counseling problems faced by the local pastor. Each student will do role-play counseling in front of the video recorder. Open to junior and senior Christian Ministries, Christian Education, or Youth majors.

REL450 Ministry Internship 3
This course is designed to be taken on site with the senior pastor or 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.

REL455 Independent Study – Religion 1-3
Individually arranged reading, research, problem-solving in Bible, theology, history, Christian education, missions, evangelism, philosophy, and other areas as related to the study of religion.

REL450 Ministry Internship 3
This course is designed to be taken on site with the senior pastor or 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.

REL464 Pastoral Ministry 1
This course surveys the numerous facets of pastoral work including the management of people, pastoral accountability, balancing pastoral responsibilities, and the gentle art of shepherding. (Offered through LIFEGROW only)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL481</td>
<td>Ministry Expansion and Church Planting</td>
<td>3</td>
<td>This course focuses on the dynamics of church outreach with special attention given to church planting. It examines strategies for helping the church multiply its ministries with the direct aim of replicating itself in order to widen and deepen the impact of the church in the community.</td>
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<tr>
<td>REL498</td>
<td>Religion/Philosophy Honors</td>
<td>1-3</td>
<td>Advanced independent studies. Prerequisite: Junior or senior standing with a 3.0 GPA.</td>
</tr>
<tr>
<td>SOC150</td>
<td>Principles of Sociology</td>
<td>3</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>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>SOC170</td>
<td>Aging in America</td>
<td>3</td>
<td>A study of the elderly in American society. Topics include theories of aging, health care, living environments, recreation and leisure, and death and dying.</td>
</tr>
<tr>
<td>SOC200</td>
<td>Marriage and Family</td>
<td>3</td>
<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>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td>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. (Meets intercultural experience requirement.)</td>
</tr>
<tr>
<td>SOC246</td>
<td>Criminology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SOC310</td>
<td>Sociology of the Family</td>
<td>3</td>
<td>A study of the family as a unit of interacting personalities. It deals with the problems of personality adjustment within the family, the effect of social change on family life, and the characteristics of family groupings. Prerequisite: SOC150.</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
<td>An analysis of dominant-minority group interaction with special emphasis given to Native American, African-American, Hispanic American, and Asian-American minorities in our society. Prerequisite: SOC150.</td>
</tr>
<tr>
<td>SOC160</td>
<td>Social Psychology</td>
<td>3</td>
<td>A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for Sociology or Psychology. Prerequisites: SOC150 and PSY150.</td>
</tr>
<tr>
<td>SOC370</td>
<td>Demography and Population Problems</td>
<td>3</td>
<td>A survey of theories and policies concerning population, present population trends, the social factors underlying population growth, and related problems of birth control and world food supply. Gives credit for Sociology or Political Science. Prerequisites: SOC150 and consent of instructor.</td>
</tr>
<tr>
<td>SOC371</td>
<td>Family Systems</td>
<td>3</td>
<td>See course description for PSY371.</td>
</tr>
<tr>
<td>SOC410</td>
<td>Sociology Seminar</td>
<td>3</td>
<td>Series of rotating seminars, each dealing with a different sociological issue such as human sexuality, church and society, society and sport, aging, death and dying. May be repeated. Prerequisites: SOC150 and consent of instructor.</td>
</tr>
<tr>
<td>SOC475</td>
<td>Independent Study in Sociology</td>
<td>1-3</td>
<td>Individually arranged with instructor Prerequisites: Sociology major and consent of instructor.</td>
</tr>
<tr>
<td>SOC479</td>
<td>Sociological Theory</td>
<td>3</td>
<td>An intensive study of major schools of sociological theory, such as symbolic interaction, structure-functionalism, and conflict theory, together with a consideration of the close relationship between sociological theory and research. Prerequisite: Senior standing.</td>
</tr>
<tr>
<td>SOC482</td>
<td>Social Research</td>
<td>3</td>
<td>Principles and methods of research design are emphasized in this course. Using survey, experimental, and observational approaches, students develop an appreciation for the research process. Quantitative and qualitative approaches are explored. Students are involved in research projects which provide opportunities for application of course material. Prerequisites: SOC150.</td>
</tr>
<tr>
<td>SPA100</td>
<td>Spanish for Fun</td>
<td>3</td>
<td>A course that uses grammar, proverbs, songs, dialogues, etc., that require the student to use Spanish. Credit/No Credit.</td>
</tr>
<tr>
<td>SPA110</td>
<td>Conversational Spanish</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SPA117</td>
<td>Beginning Spanish I</td>
<td>3</td>
<td>A course designed to develop the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required.</td>
</tr>
<tr>
<td>SPA118</td>
<td>Beginning Spanish II</td>
<td>3</td>
<td>A course designed to develop the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required. Prerequisite: SRI 17 or equivalent.</td>
</tr>
</tbody>
</table>

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Individually arranged reading and reporting on reading. To be done in SPA475 Independent Study – Spanish 1-3, SPA462 Spanish Short Stories 3, Studies in contemporary Spanish and Spanish American literature, SPA461 Contemporary Spanish Literature 3, Colonial period revealed in the works of the major writers. A study of the development of literature in Spanish America from the major works of prose, poetry, and drama. A study of the development of Spanish literature by reading from the Colonial period revealed in the works of the major writers. "Human Behavior/Social Environment" SWK341 Human Behavior/Social Environment 3

Travel course to Mexico which is designed to help students be informed about Mexican history and culture while gaining an appreciation for the people and their language. Opportunities are given to use Spanish in a variety of circumstances. Extra fee for travel, lodging, and meals. May be repeated.

SPA370 Mexican Culture and Language Studies 3

The history from discovery to the present of the twenty republics constituting Latin America. The course is divided into several segments: the Latin American文学, the Latin American response to the challenge of European colonialism, the post-colonial literature in Spanish, and the Latin American literature in the 20th century. There is a focus on the major themes, issues, and figures in Latin American literature.

SPA354 Latin American History 3

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA117 and SPA118, or equivalent.

SPA237 Intermediate Spanish I 3

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA117, SPA118, and SPA237, or equivalent.

SPA238 Intermediate Spanish II 3

Conversational practice for development in understanding and speaking; composition includes translation and original writing. Prerequisites: SPA237 and SPA238, or equivalent.

SPA348 Latin American Studies 3

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA237 and SPA238.

SPA354 Latin American History 3

The history from discovery to the present of the twenty republics constituting Latin America. When collateral reading and reporting is done in Spanish, three hours of Spanish credit is earned. Prerequisites: SPA237 and SPA238, or equivalent.

SPA370 Mexican Culture and Language Studies 3

Travel course to Mexico which is designed to help students be informed about Mexican history and culture while gaining an appreciation for the people and their language. Opportunities are given to use Spanish in a variety of circumstances. Extra fee for travel, lodging, and meals. May be repeated.

SPA371 Hispanic Culture in the U.S. 3

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA117 and SPA118, or equivalent.

SPA237 Intermediate Spanish I 3

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA117 and SPA118, or equivalent.

SPA238 Intermediate Spanish II 3

Conversational practice for development in understanding and speaking; composition includes translation and original writing. Prerequisites: SPA237 and SPA238, or equivalent.

SPA348 Latin American Studies 3

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA237 and SPA238.

SPA354 Latin American History 3

The history from discovery to the present of the twenty republics constituting Latin America. When collateral reading and reporting is done in Spanish, three hours of Spanish credit is earned. Prerequisites: SPA237 and SPA238, or equivalent.

SPA370 Mexican Culture and Language Studies 3

Travel course to Mexico which is designed to help students be informed about Mexican history and culture while gaining an appreciation for the people and their language. Opportunities are given to use Spanish in a variety of circumstances. Extra fee for travel, lodging, and meals. May be repeated.

SPA371 Hispanic Culture in the U.S. 3

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA117, SPA118, or equivalent.

SPA237 Intermediate Spanish I 3

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Conversational practice for development in understanding and speaking; composition includes translation and original writing. Prerequisites: SPA237 and SPA238, or equivalent.

SPA348 Latin American Studies 3

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA237 and SPA238.

SPA354 Latin American History 3

The history from discovery to the present of the twenty republics constituting Latin America. When collateral reading and reporting is done in Spanish, three hours of Spanish credit is earned. Prerequisites: SPA237 and SPA238, or equivalent.
SWK356 Social Work Practice II 3
Building on the foundation established in SWK355, this course utilizes the generalist model of social work practice with groups and families. Attention is given to assessment and development of appropriate interventions within a systems framework of social work practice. Prerequisite: SWK355.

SWK357 Social Work Practice III 3
A social work methods course designed to further the student's problem-solving abilities. Special attention is given to assessment, planning, and evaluation of macro systems. Organizations and communities are the central focus of the course and are examined from the generalist model of social work practice. Prerequisites: SWK355 and SWK356.

SWK366 Social Work Field Placement I 2
Taken concurrently with SWK355, this course requires placement of 12 hours per week in a social service agency arranged by the Department of Social Work/Sociology. Emphasis is given on the practical application of course content. Students are given opportunities to integrate classroom content with agency experiences. Prerequisites: SWK380, SWK335, and SWK341.

SWK370 Social Work Field Placement Seminar I 3
Taken concurrently with SWK335 and SWK366, this course is designed to integrate course content of SWK355 with the field placement experience. Emphasis is given to the development of skills related to assessment, planning intervention, evaluation, and termination in the context of a generalist model of social work practice.

SWK360 Social Work Field Placement II 9
Through observation and participation in social service programs in various community agencies, under the educational direction of agency professionals and university faculty, students advance their knowledge of the social work profession and refine their practice skills. Prerequisites: SWK357 and completion of the field practice application process. Taken concurrently with SWK470.

SWK470 Social Work Field Placement Seminar II 3
The seminar is designed to integrate the concepts, knowledge skills, and values that are learned from areas of Social Work Practice, Social Policy, Human Behavior/Social Environment, and Social Research. Provides opportunities for students to share learning experiences from agency placement.

SWK472 Social Work Seminar 3
A series of rotating seminars focusing on social work practice relative to special populations, settings, intervention approaches, and specific problems such as social work with the substance abuser, social work with children, issues in child welfare, or social work with the aging.

SWK475 Independent Study in Social Work 1-3
Prerequisites: Social Work major and permission of instructor.
UNV180  Becoming World Changers: Christian Faith and Contemporary Issues
This introductory course for all first year students outlines the fundamental components of the Christian faith from an evangelical perspective. Students are challenged to develop a Christian worldview through their entire undergraduate experience by examining how Christian ideas both challenge and enrich the prevailing thought patterns of contemporary society. Readings and weekly discussion groups enable students to begin integrating faith, learning, and living as a foundation for their university experience.

WRI223  Desktop Publishing
A course designed to allow students to develop skills in using the computer to produce printed materials. The student will learn both the theory and mechanics of computer-aided print production and the software necessary to produce the different types of print pieces commonly used for communication campaigns.

WRI224  Beginning Reporting
A survey of the basic techniques of gathering and writing news stories. Practical experience will be encouraged, but the primary focus will be on learning to write accurately and precisely.

WRI234  Advanced Writing
Students will learn skills of advanced expository, expository, and research writing—employing current aims of discourse and emphasizing peer critiquing. Students also participate in the collaborative production of a written research project accompanied by a creative class presentation.

WRI235  Creative Writing
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.

WRI251  Rhetorical Strategies
An advanced study of expository writing patterns and strategies, including research writing. Emphasizes the influence of classical rhetoric on modern forms.

WRI252  Writing for Results
The study and practices of persuasive writing. Includes analysis of pulp rhetoric, political rhetoric, advertising techniques, and propaganda. Based on classical rhetoric, the course considers the psychological impact of language on behavior.

WRI253  Magazine Writing
Involves study of theory, practice, and marketing of magazine articles. Prerequisite: Permission of instructor.

WRI254  Writing Fiction
Advanced work in the writing of short stories. The principles of plot construction, character delineation, and descriptive setting are considered. Prerequisite: WRI225 or permission of instructor.

WRI255  Prose Style
An advanced study of prose style, involving analysis of styles of both literary and journalistic, and practice in various techniques. Prerequisite: Permission of instructor.

WRI256  Technical Writing
Expository writing which concentrates on clarity and orderliness. Includes the preparation of reports, studies, proposals, and manuals for technical subjects such as those dealt with in the sciences, engineering, industry and government. Prerequisite: Permission of instructor.

WRI258  Poetry
An intense study of the craft of poetry writing. Through the study of excellent models (especially good contemporary poetry), through experimentation with both traditional forms and free verse, and through peer evaluation, students learn to find their own poetic voice.

WRI260  Writing Internship
Practical experience, working for a newspaper or magazine. The course is tailored to meet the needs and abilities of advanced students. Requirements: Junior standing, 3.0 GPA, and permission of instructor. The first two requirements may be waived in exceptional cases.

WRI256  Fiction
Study of both the theory and the craft of fiction writing. By reading good fiction and by exploring through writing exercises the particular elements of fiction (plot, characterization, setting, point of view, and theme), students learn to integrate these to write short stories or to begin their own novels.

WRI257  Nonfiction
A course which encourages students to pursue and refine the nonfiction writing skills that they will most likely be using in the future. Students may focus on the personal essay, the analytical article, religious or devotional writing, the review, or any other appropriate nonfiction mode.

WRI260  Writing for the Professions
A workshop and practicum devoted to sharpening basic writing skills and developing appropriate styles and formats for professional communication and publication. Emphasis on individualized instruction and on the completion of personal professional projects. Prerequisite: Permission of instructor.

WRI273  Independent Study in Writing
Independent study in writing. Prerequisite: Permission of instructor.

WRI285  Editorial Operation
The various aspects of writing and editing newspapers and magazines will be considered. Practical experience will be provided.

WRI285  Creative Writing Project
For advanced students, by permission of Writing Department.

Indiana Wesleyan University
COURSE DESCRIPTIONS

(GRADUATE)

ADC540 Substance Abuse Intervention in Educational Settings
This course is designed to assist professionals in education and social work to recognize distinctive behavior patterns and learning deficits exhibited by students who are victims of substance abuse. The course will examine theoretical and research foundations related to education and substance abuse. It will help participants avoid the pitfalls of mis-labeling these patterns and deficits. It will focus on recognition skills and will provide participants with effective intervention strategies.

ADM470P Economics Prerequisite 0
An introductory course designed to relate economic theory and current economic theory and current economic events to the problem of effective managerial decision-making.

ADM471P Managerial Accounting Prerequisite 0
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 teaches the planning and control responsibilities of practicing managers.

ADM472 Computer Workshop 0
This course will provide the distribution of and familiarization with the hardware and software which students will use throughout the MBA curriculum.

ADM474P Managerial Finance Prerequisite 0
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.

ADM501 Principles of Executive Self-Management 1
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.

ADM511 Introduction to Research and Technology 1
This asynchronous course will prepare the student to use the Internet and the World Wide Web as informational tools to achieve educational goals in the pursuit of lifelong learning. The first half of the course will emphasize the importance of proper connectivity, basic communicative features, and the Indiana Wesleyan University Online interface structure. Students will be instructed in the use of a graphical browser, email, FTP, telnet, computer conferencing, search engines, and downloading software. The second half of the course will introduce students to the methods available to acquire and incorporate information into MBA coursework. Topics covered will 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.

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

ADM515 Statistical Analysis 4
Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.

ADM518 The Ethical and Legal Environment of Business 4
The focus of this course is the development of moral leadership in the identification, explanation, and resolution of the ethical and legal dilemmas faced by the modern organization. The first half of the course emphasizes the organization’s ethical environment by examining the major schools of moral philosophy, with emphasis given to the Christian worldview. Moral philosophy is applied to contemporary moral dilemmas confronted by managers in organizations, and ethical standards of behavior are developed. Case studies are used. The second half of the course focuses on the legal and regulatory environment facing business organizations. Topics covered include the U.S. court system, forms of business organization, business torts and crimes, the laws of agency and contracts, the Uniform Commercial Code, employment law, and major bodies of regulation that impact businesses. Case studies are used.
Graduate Course Descriptions

ADMS19  Methods of Executive Management 4
This course examines the philosophy and practice of managing organizations and their subunits in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within organizations, to include the human resource process. Topics covered will include organizational culture, change processes, team building, motivation, decision-making, and diversity.

ADMS23  Advanced Managerial Economics 4
The application of economic theory to the problems of contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participants.

ADMS37  Advanced Managerial Finance 4
A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various management dilemmas as defined by selected cases.

ADMS45  Organizational Development 3
A course designed to understand the three change-related dimensions of an organization: strategy, structure, and job performance. Students will address the following issues: delivery of products and services, business outcomes, innovation, implementing change, and leadership development. Current and future trends in organizations will be considered. Students will learn skills to assess the effectiveness of an organization.

ADMS49  Management of International Business 3
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.

ADMS56  Production and Operations Management 3
This course focuses on management approaches in the design, analysis, and control of processes that convert inputs into goods and services. Both quantitative and qualitative management techniques are examined. Emphasis is given to three major topics: process analysis, material management, and quality management.

ADMS57A  Applied Management Project I 1
The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. Presentations are made and written reports are submitted. This course is distributed over the second half of the student’s program to allow for development of more complex, reality-based projects.

ADMS57B  Applied Management Project II 1
A continuation of ADMS57A.

ADMS57C  Applied Management Project III 1
A continuation of ADMS57A and ADMS57B.

ADMS59  Management of the Total Enterprise 3
A business policy course which is designed to integrate MBA coursework by requiring the student to apply a diverse repertoire of management education to the analysis and solution of case problems.

ADMS66  Managing Business Information Systems 3
This course covers the management of the flow of information and services across the information systems User-Producer interface. It is presented in two separate components, one designed for users of information systems and one designed for the producers of information systems.

CHNS10  Theoretical Foundations 3
Introduces philosophy, conceptual frameworks, models, and theories that provide a theoretical foundation for advanced nursing practice. Discusses strategies of theory development, relationship of theory-research-practice, and criteria for evaluating theories. Consider the philosophical, ethical, and cultural aspects of nursing theories.

CHNS15  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: CHNS28 or equivalent.

CHNS20  Contemporary Issues in Health Care 2
Analyzes the social, economic, political, ethical, and professional implications of contemporary issues in health care and advanced practice nursing. Considers the Biblical Christian perspective on such issues.

CHNS25  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.

CHNS28  Biostatistics 3
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences.

CHNS30  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. Prerequisite: NUR435 or permission of instructor.
### Graduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN534</td>
<td>Principles and Theories of Education in Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Theories of adult and community health education are analyzed and applied to community health nursing practice. Ethical considerations of community health education are discussed.</td>
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<tr>
<td>CHN535</td>
<td>Advanced Community Health Nursing I: Community Health Assessment Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analyzes principles, theories, and research data from epidemiology, nursing, community development, and other disciplines related to cross-cultural community health nursing assessment of populations. Preerequisites or co-requisites: CHN510, CHN530, regular student status.</td>
<td></td>
</tr>
<tr>
<td>CHN535P</td>
<td>Advanced Community Health Nursing I: Community Health Assessment Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHN538</td>
<td>Health Teaching Methods for Developing Areas</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>CHN540</td>
<td>Advanced Community Health Nursing II: Planning/Evaluation Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Synthesizes interdisciplinary concepts and methods of community health planning, administration, education, and evaluation in a role definition of advanced community health nursing practice in developed and developing areas. Prerequisite: CHN535; regular student status.</td>
<td></td>
</tr>
<tr>
<td>CHN540P</td>
<td>Advanced Community Health Nursing II: Planning/Evaluation Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHN542</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles and theories of health care administration are analyzed and evaluated, incorporating the influences of Christian values and beliefs on administrative practices.</td>
<td></td>
</tr>
<tr>
<td>CHN544</td>
<td>Health Policy: Process and Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHN545</td>
<td>Internship: Community Health Nursing</td>
<td>1–3</td>
</tr>
<tr>
<td></td>
<td>Elective in which the student can gain additional clinical experience in an area related to career goals. Prerequisites: Regular admission status; permission of instructor</td>
<td></td>
</tr>
<tr>
<td>CHN548</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CHN550</td>
<td>Special Topics Seminar</td>
<td>1–3</td>
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<td>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.</td>
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<tr>
<td>CHN553P</td>
<td>Advanced Community Health Nursing I: Community Health Assessment Practicum</td>
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<td>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.</td>
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<tr>
<td>CHN554</td>
<td>Community Health Nursing Care of Aging and Chronically Ill Populations</td>
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<td>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.</td>
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<tr>
<td>CHN554P</td>
<td>Advanced Community Health Nursing II: Planning/Evaluation Practicum</td>
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<td>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.</td>
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<tr>
<td>CHN555</td>
<td>Tropical Health</td>
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<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>
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<tr>
<td>CHN556</td>
<td>International Nursing</td>
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<td>Analyzes nursing systems in a variety of developing and developing countries. Evaluates major trends and issues related to international nursing education, practice, and research.</td>
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<tr>
<td>CHN557</td>
<td>Ethics in Health Care</td>
<td>3</td>
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<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 that is compatible with Christian values.</td>
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<tr>
<td>CHN558</td>
<td>Health Teaching Methods for Developing Areas</td>
<td>2</td>
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<td>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.</td>
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<tr>
<td>CHN560</td>
<td>Community Health Nursing-Independent Study</td>
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<td>An elective course in which the student can focus on an area of nursing pertinent to individual career goals.</td>
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**Indiana Wesleyan University**

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CHN590 Nursing Investigation 3
Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN515.

CHN595 Nursing Investigation Continuation 0
Continuation of the process involved in completing the requirements for CHN590, Nursing Investigation.

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.

CNS505 Theory and Techniques in Career Counseling 3
An investigation of career development theory including career decision-making, gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS506 Appraisal of Individuals 3
Studies that provide an understanding of the evaluation of individuals and groups. An investigation of appraisal methods that include validity, reliability, and psychometric statistics.

CNS507 Research and Evaluation of Methods and Practice 3
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.

CNS508 Professional Orientation and Development 3
An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

CNS509 Integration of the Theory and Practice of Christian Counseling 3
A study of integration models and the application of these models to the practice of Christian counseling. This study includes 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.

CNS511 Issues in Addiction Recovery 3
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.

CNS512 Psychopharmacology 3
The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of the effects and side effects of the medications.

CNS513 Spiritual Formation and Direction 3
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.

CNS514 Mediation, Reconciliation, and Restoration 3
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.

CNS515 Biblical Interpretation and Application 3
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.

CNS516 Advanced Integration of Psychology and Theology 3
The study of the advanced integration of psychology and theology including an in-depth examination of the use of the Bible and prayer in the counseling relationship and the doctrine and application of the person and work of the Holy Spirit.

CNS517 Adolescent Development and Treatment 3
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.

CNS518 Child Development and Treatment 3
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.
CNS519 Theories and Techniques of School Counseling
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.

CNS520 Studies in Intimacy and Sexuality
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
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 Theory and Techniques of Community Counseling
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
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
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
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 Theories and Techniques of Marriage and Family Counseling
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
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.

CNS550 Supervised Practicum
A supervised counseling experience providing the opportunity to practice individual and group counseling skills. The 180-hour practicum includes a minimum of 60 direct contact hours and weekly individual and group supervision.

CNS551 Supervised Internship
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
See CNS551.

CNS553 Marriage and Family Internship
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
See CNS551.

CNS555 Graduate Counseling-Independent Study
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.

CNS556 Methods for Effective Inclusion
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 with credit in EDS530.)
Graduate Course Descriptions

EDU500 Project T.E.A.C.H. (Teacher Effectiveness and Classroom Handling) 3
Project T.E.A.C.H. 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 P.R.I.D.E. (Pr-ofessional Refinements in Developing Effectiveness) 3
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, tactile, 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 I.D.E.A.S. (Induction, Deduction, Enquiry, Analysis, and Synthesis) 3
This course opens the doors to brain-compatible teaching by teaching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that stimulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.

EDU505 Key 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 behavioral problems by teaching all students to choose the responsible behavior that results in fewer classroom disruptions, increased academic success, and higher self-esteem. Course materials will include a copy of the new, revised, and updated version of the Assertive Discipline text.

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, articles, activities, and research, this course focuses on the skills students need to live their lives successfully. A forum where educators can share their vision of how a curriculum should be developed and taught, the course introduces facilitation skills that ensure 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 Project T.E.A.C.H. Lab 3
The Advanced Project T.E.A.C.H. Lab 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.

EDU529 How to Get Par ents on Your Side 3
This course opens the doors to brain-compatible teaching by teaching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that stimulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.

EDU530 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, tactile, 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.

EDU531 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.

EDU532 Teaching the Skills of the 21st Century 3
Through the use of video productions, articles, activities, and research, this course focuses on the skills students need to live their lives successfully. A forum where educators can share their vision of how a curriculum should be developed and taught, the course introduces facilitation skills that ensure the successful education and enrichment of both student and teacher.

EDU533 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.

EDU534 Advanced Project T.E.A.C.H. Lab 3
The Advanced Project T.E.A.C.H. Lab 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.

EDU535 How to Get Parents on Your Side 3
This course opens the doors to brain-compatible teaching by teaching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that stimulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.
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 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 P.R.I.D.E. Lab 3
This course focuses on the practice of experimentation with, and the internalization of the skills taught in P.R.I.D.E. 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 nonverbal gestures, enhance 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-term and long-term memory, and designing assessment and processes to identify student learning using these strategies. Prerequisite: EDU505.

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 that 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 that 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 that 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 (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) 3
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 3
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 to 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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDU530</td>
<td>Including Students with Special Needs in the Regular Classroom</td>
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<td>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 with credit in EDS500.</td>
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<tr>
<td>EDU531</td>
<td>Create M.A.G.I.C with Activity-Based Lessons (Meaningful activities Generate Interesting Classroom)</td>
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<td>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.</td>
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<td>EDU532</td>
<td>Building Your Repertoire of Teaching Strategies</td>
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<td>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.</td>
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<td>EDU533</td>
<td>Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences</td>
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<td>The 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.</td>
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<tr>
<td>EDU534</td>
<td>Discovering the Power of Live-Event Learning</td>
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<td>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 videos, articles, and substantive research that document the need to provide meaning and impact learning in a real-world environment.</td>
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<td>EDU535</td>
<td>Helping Students Become Self-Directed Learners</td>
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<td>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 toward understanding current research and applying the concepts to their students. In study-team discussions and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.</td>
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<tr>
<td>EDU536</td>
<td>Technology and Learning in Today's Classroom</td>
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<td>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 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.</td>
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<tr>
<td>EDU537</td>
<td>Purposeful Learning Through Multiple Intelligences (M.I.G.H.T.)</td>
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<td>Based on the work of Howard Gardner, this course focuses on understanding each of the eight intelligences. Participants 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.</td>
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<tr>
<td>EDU538</td>
<td>Managing Behavior in the Diverse Classroom</td>
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<td>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. Participants will be placed on preventative strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth.</td>
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<tr>
<td>EDU539</td>
<td>Assessment to Improve Student Learning</td>
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<td>The 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.</td>
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EDU541 Hands-on Science 3
This course introduces K-8 teachers to science experiments utilizing common inexpensive equipment and material. Teachers will do many of the hands-on activities designed to supplement regular classroom science programs. Printed directions will be given and experiments planned in such a way that these projects may be used in the normal K-8 classroom.

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 individuals, 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 on a Professional Mission and work book which will enable the students to begin planning and preparing a personal/professional mission statement and Applied Masters Portfolio.

EDU550 Curriculum: Development and Design 3
This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the roles of personnel, government, 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. These roles will be further developed in the subsequent courses EDU551, EDU553, and EDU555. 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 and/or Change agent. The course will culminate in a professional self-evaluation.

EDU551 Instructional Theory and Design 3
This course explores four basic families of instructional theory and demonstrates how alternative models of teaching apply the theory in practice. The models include inductive thinking, concept attainment, cognitive growth, whole-class direct instruction, mnemonics, role-playing, simulation, jurisprudential inquiry, mastery learning, non-directive teaching, synectics, advance organizers, and cooperative learning. The student will be involved in making decisions about models, informed by the personal theories that they develop. The models will be applied by selecting, developing, teaching, and evaluating lessons. The Unifying Assessment Project begun in the curriculum course will be further developed using the lessons based on alternative models.

EDU553 Individual Assessment for Student Performance 3
Models of assessment are examined to determine measures of individual student performance. This course will explore recent research in learning styles, teaching strategies/styles, and competency-based performance models used to assess individual student performance. Interpretation of assessment data of both qualitative and quantitative research will be used to construct assessment instruments in content areas/grade-level classrooms. Emphasis is placed upon measures that will assist the classroom teacher in teaching individuals within the classroom structure. Candidates will continue development of the Unifying Assessment Project.

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.

EDU555 Classroom Materials: Development and Design 3
This course will serve as the fourth piece of the Unifying Assessment Project. As in the other three courses, students will continue to examine how the theories of curriculum, instruction, and assessment fit into the total picture of real-world education. In this materials class, the student will specifically examine existing materials, find new resources, and develop student/teacher-made materials that can be used to enrich the learning within their content/grade-level curriculum. Students will do an analysis of their curriculum and its relationship to curriculum standards and instructional strategies studied in the first two courses of this curriculum core. The analysis will continue as they look at the relationship between instructional strategies and their own classroom materials. They will evaluate how effective existing materials are in meeting curriculum goals and addressing various learning strategies and divergent multicultural perspectives. Concepts of curriculum development, learning theory, teacher effectiveness, and the assessment of student achievement will be examined to establish a framework upon which the materials developed will synthesize with existing building, district, state, and federal curriculum guides.
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.

EDU557 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.

EDU558A Integrating Educational Technology Across the Curriculum 1
This course has two primary purposes. First, M.Ed. candidates will build a Professional Technology Growth Plan in EDU554 to build knowledge and skills by incorporating educational technology across their curriculum and instruction in the five UAP courses (i.e. EDU550 through EDU556). The plan will be implemented and assessed in each of the UAP courses by the Instructor/Advisor. Second, the candidates will expand proficiency development by utilizing educational technology for major course work and Applied Masters Portfolio development in all M.Ed. classes beyond EDU554.

EDU558B Integrating Educational Technology Across the Curriculum (Part B) 1
A continuation of EDU558A.

EDU558C Integrating Educational Technology Across the Curriculum (Part C) 1
A continuation of EDU558A and 558B.

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 throughout the program.

EDU559B Applied Masters Portfolio Practicum (Part B) 1
A continuation of EDU559A.

EDU559C Applied Masters Portfolio Practicum (Part C) 1
A continuation of EDU559A and 559B.

GRE521 Intermediate Greek I 3
The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE221 and GRE222. (Biblical)

GRE522 Intermediate Greek II 3
Intermediate Greek - second semester. See GRE521. (Biblical)

MGT510 Theory and Practice of Leadership 3
In this course students will survey the current literature on the topic of leadership. A solid foundation of research and theory will be laid to form the context for more specific topical study throughout the Master of Science in Management program. Special emphasis will be placed on the knowledge, skills, attitudes, and values involved in “servant leadership.”

MGT511 Managerial Economics 3
An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro- and microeconomic phenomena necessary for sound management decision-making.

MGT517 Managerial Finance 3
The application of contemporary finance theory to the solution of management problems as defined by selected cases and the working experience of course participants.

MGT518 Communication in Organizational Settings 3
This course will explore the major management issues related to communication patterns in an organizational setting. Strategies for diagnosing and dealing with communication problems will be discussed. Students will be called upon to critically evaluate the possibilities and dilemmas of current and future communication technologies.

MGT521 Total Production Maintenance 3
This course will focus attention on the maintenance and care of capital equipment and facilities. Participants will create a framework for maximizing, protecting, and prolonging the value of capital investment as it pertains to total production.

MGT522 Production and Manufacturing 3
This course will provide participants a framework in which to examine critically and apply principles and applications of launch schedules, production scheduling, JIT, TAKT, kanban, standardized work, quick setups, 1-piece flow, and design of experiments.

MGT525 Managerial Ethics 3
An analysis of the major ethical theories as they relate to contemporary management situations. The course emphasizes the ethical responsibilities of management as well as the practical application of Christian principles to managerial decision-making.
MIN507  Minor Prophets  3
This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)

MIN508  Gospel of John  3
This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)

MIN509  Greek Exegesis  3
Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)

MIN510  Biblical Archaeology  3
Each participant is assigned to one of the digging areas. Guidance and instruction is given in every phase of the excavation, including record- ing 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)

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  Interpretaation 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  Interpretaation 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)

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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 time. 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, prophesy, 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)

MIN522 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, Trottisch, Kierkegaard, and Barth will be examined. (Historical/Doctrinal)

MIN527 Grace, Faith, and Holiness 3
This course examines the doctrines of the Christian Faith in their interrelatedness, 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-à-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
This course examines the New Testament 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-à-vis the present culture and their links with God’s ultimate purposes as revealed in the book of Revelation. (Practical/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 theologies 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)
MIN54 Philosophy of Religion 3
A study of the nature and significance of the philosophy of religion, the
major problems of naturalism versus supernaturalism, and the
role of religion 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)

MIN55 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)

MIN56 Wesleyan Church History and Polity 3
A study of the doctrines that give distinction to the teachings of John Wesley as they differ from those of other theological tradi-
tions. The study includes research into such doctrines as Christian
perfection, sin and grace, entire sanctification, justification and regen-
eration, 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)

MIN57 World View/C.S. Lewis 3
A study of the component parts of a world view with special atten-
tion given to the world view of C. S. Lewis as reflected in his religious
writings. (Doctrinal)

MIN58 Religions of the World 3
A careful study from the philosophical perspective of the great orient-
al 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/Doc-
trinal)

MIN59 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 inter-
pretation. (Biblical/Doctrinal)

MIN60 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 soteriology, pneu-
matology, ecclesiology, and eschatology. (Doctrinal)

MIN61 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)

MIN62 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, pneu-
matology, ecclesiology, and eschatology. (Doctrinal)

MIN63 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)

MIN64 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)

MIN65 Dimensions of Spirituality 3
In recent years, evangelicals have discovered various modes and dis-
clines of spirituality which originated outside the Protestant tradi-
tion. This course explores several “new” dimensions of spiritual life
such as meditation, journalling, and fasting in the light of Biblical,
philosophical, and practical concerns. The role of personal experi-
ence 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. (Historical/Doctrinal)

MIN66 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 commu-
nication and vision, development of a model which unfolds the vision,
and other related features of vision cultivation and management. (Prac-
tical)

MIN67 Time Management and Lifestyle Strategies 3
This course explores various dimensions of management such as se-
quencing 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
This course contrasts Biblical with ecclesiastical visions of human sexual- ity 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” sup- port for victims of sexual abuse, sexual addiction, and divorce. (Prac- tical)

MIN550 Emerging Strategies in Church Development
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 move- ment 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
This is a study of the teachings of the cults as traditionally under- stood, 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
This course explores the world of the Ancient Near East to under- stand 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 em- phasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, and the eastern Mediterranean, and analyzes the origins and develop- ments 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 territo- ries during the era 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
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 exposure to another culture, it allows the student to experience the interfacing of culture with culture. (Practical)

MIN555 Theological Classics
Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be re- peated for credit. (Doctrinal/Historical)

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

MIN557 Communication in Ministry
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 psycho- logical and sociological dimensions as these impact the nature of the Christian community’s life and faith. Communication theory is re- lated to actual church life. (Practical)

MIN558 Church Leadership and Parliamentary Law
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)

MIN559 Emerging Strategic Management
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 move- ment 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)

MIN560 Power, Change, and Conflict Management
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)

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

MIN562 The Pastor as a Person
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. (Practi- cal)

MIN563 Emerging Strategies in Church Development
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 move- ment 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)

MIN564 Emerging Strategic Management
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 move- ment 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)

MIN565 Contemporary Ethical Issues
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. (Practical)

MIN566 The Pastor as a Person
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)

MIN567 Communication in Ministry
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 psycho- logical and sociological dimensions as these impact the nature of the Christian community’s life and faith. Communication theory is re- lated to actual church life. (Practical)

MIN568 The Pastor as a Person
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)

MIN569 Emerging Strategic Management
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 move- ment 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)

MIN570 Contemporary Ethical Issues
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. (Practical)

MIN571 Practicum
The student will choose one of several options in which to serve: hospital chaplaincy, clinical counseling, pastoral experience, or Chris- tian 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 premartial 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  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.

MIN585  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.

PYC500  Advanced Transitions  1
A reentry course designed for applicants to the primary care major who have a Master’s degree from a program other than Indiana Wesleyan University. Students will participate in seminars designed to enhance current understanding of issues, theories, and research related to primary health care.

PYC531  Laboratory Techniques, Procedures, and Interpretations for Nurses in Advanced Practice  2
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.

PYC532  Advanced Pharmacology for Primary Care  3
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.

PYC534  Advanced Pathophysiology  3
Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.

PYC535  Primary Care of Adults  3
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. A supervised clinical and preceptorship experience (PYC535P, 280 hours) enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisites: PYC532 (may be co-requisite), PYC514, and PYC533.
PYC530P  Primary Care of Adults Practicum 4
Clinical practice of adults in primary care settings, totaling 280 hours.

PYC532  Primary Care of Children 2
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning in pediatrics 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 congenital, acute and stable chronic conditions in pediatric clients. A supervised clinical and preceptorship experience (PYC532P, 210 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.

PYC532P  Primary Care of Children Practicum 3
A practicum experience that builds assessment and management skills in the pediatric setting, totaling 210 hours.

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 (PYC534P, 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 2
A practicum experience that builds assessment and management 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 4
Clinical practice in settings focused upon care of older adults, totaling 280 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.

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.
\section*{DIRECTORIES AND STATISTICS}

\section*{BOARD OF TRUSTEES}

\textbf{INDIANA WESLEYAN BOARD OF TRUSTEES}

\begin{itemize}
  \item \textbf{1999}\textbf{\hspace{1cm}}  \\
    Mr. Lee Donimquez  \\
    Dr. Paul S. Hontz  \\
    Dr. Ernest Horn  \\
    Rev. Marvin L. Hughes  \\
    Dr. Connie Lim  \\
    Dr. Leonard D. Mills  \\
    Rev. Stephen S. Skinner

  \item \textbf{2000}\textbf{\hspace{1cm}}  \\
    Dr. Harold E. Barzley  \\
    Darrell W. Hermann, M.D.  \\
    Mr. Edwin L. Hoover  \\
    Dr. Ronald D. Kelly  \\
    Dr. Lester L. Lee  \\
    Dr. John C. Maxwell  \\
    Dr. Laurence W. Maxwell  \\
    Dr. Donald E. Ott  \\
    Dr. Thomas E. Philippe, Sr.  \\
    Mr. Thomas W. Stone  \\
    Mr. John M. Storey  \\
    Dr. Donald W. Thomason

  \item \textbf{2001}\textbf{\hspace{1cm}}  \\
    Mr. R. Barry Hines  \\
    Mr. Carl L. Shepherd  \\
    Dr. Ralph M. Williams

  \item \textbf{2002}\textbf{\hspace{1cm}}  \\
    Rev. Kenneth J. Bacheche  \\
    Dr. G. Malcolm Evans  \\
    Mr. Norris R. Hall  \\
    Mr. Craig B. Jones  \\
    Mr. Lyle D. Reed

  \item \textbf{TRUSTEES EMERITI}\textbf{\hspace{1cm}}  \\
    Rev. Donald C. Fisher  \\
    Mr. William Olson
\end{itemize}

\section*{ADMINISTRATION}

\textbf{OFFICERS OF ADMINISTRATION}

- \textit{President}\textbf{\hspace{1cm}}  \\
  James R. Barnes, Ed.D.  \\
  John S. Greely, Ed.D.  \\
  Wm. R. McDonnell, J.D.; LL.M.  \\
  Todd S. Voss, Ed.D.  \\
  David W. Wright, Ph.D.

- \textit{Vice President for Academic Affairs/Dean of the University}\textbf{\hspace{1cm}}  \\
  Bayard Byreff, Ph.D.  \\
  Terry T. Munday, Ed.S.

- \textit{Vice President for Enrollment Management}\textbf{\hspace{1cm}}  \\
  Richard S. Birgit, Ph.D.

- \textit{Vice President for Financial Affairs}\textbf{\hspace{1cm}}  \\
  Dr. Thomas A. Carothers

- \textit{Vice President for University Advancement}\textbf{\hspace{1cm}}  \\
  Beth A. Wood

- \textit{Vice President for Student Development}\textbf{\hspace{1cm}}  \\
  Dr. Ann M. Lingenfelter

- \textit{Vice President for Adult and Professional Studies}\textbf{\hspace{1cm}}  \\
  Dr. John L. Scovil, III

\begin{flushleft}
\textit{Students are the lifeblood of Indiana Wesleyan University}
\end{flushleft}
Personnel—Administrative/Adult and Professional Studies

ADMINISTRATIVE PERSONNEL

Patricia Ashby, M.L.S. Interlibrary Loan/Reference Librarian
Bruce Brinkley, M.L.S. Reference Librarian
Daniel S. Brown, Jr., Ph.D. Director of Indiana Wesleyan University, Indianapolis
Stephen Brown, M.L.S. Catalog Librarian
Sheila Carlblom, M.L.S. Director of Library Services
Brian Caragol, B.S. Controller
Wenda Clement, M.A.T. Director of the Media Center
Jerry Davis, Ph.D. Director of Graduate Counseling Program
Michael Fritzke, Ed.D. Director of Athletics
Joel Gearhart, M.Div. Director of Church Relations
Jeffrey Giaggy, M.A. Director of LPTV Station and Video Services
Robert Hansen, Ph.D. Director of the Writing Center
Ross Hoffman, M.A. Assistant to the President. Director of Financial Planning
Gaytha Holloway, M.S. Director of Admissions
Herb Hughes, M.Div. Director of Upward Bound Program
Steve Lennost, Ph.D. Director of Student Services
Deanne Messias, Ph.D. Director of Graduate Nursing
Alan Miller, B.A. Director of University Relations
Judith Mohler, B.A. Director of Alumni Services
Howard Noggle, B.Th.; D.D. Special Assistant to the President
Max Nottingham, M.B.A. Director of Development
Jerry Pattengale, Ph.D. Associate Dean for Academic Affairs
Rick Rieker, M.M. Director of Personnel and Auxiliary Services
Harriet Rojas, Ed.D. Executive Director of Student Financial Services
Karen S. Roobach, M.S. Director of Records
Melissa Schermer, M.A. Assistant Dean, Student Activities
Kathy Street, B.S. Director of Financial Aid
Gary Sayers, M.A. University Chaplain
Robert Thompson, M.S. Associate Dean, Residence Life
Elvin Weinmann, M.B.A. Associate Dean for Financial Affairs

ADULT AND PROFESSIONAL STUDIES PERSONNEL

Ted Batson, Ph.D. Interim Director, Graduate Studies in Education
Terry Backer, M.S. Assistant Director, Student Services
John Dodge, Ph.D. Assistant Director, Business and Management Program
Sharon Drury, M.S. Director, General Studies
Brad Grubb, M.A. Assistant Director, Business and Management Program
Robert P. Hamill, J.D. Assistant Dean, Business and Management Program
Henry Kelly, Ph.D. Director, Distance Education
Audrey Halon, M.S. Director, Student Services
Jule Kind, M.L.S. Director, Off-Campus Library Services
Thomas Lehman, M.A. Director, Faculty Recruitment
Steven Pachold, M.L.S. Off-Campus Reference Librarian
Sheila Roeshley, Ph.D. Director, RNBS Degree Completion Program
David Rose, M.B.A. Executive Director of Operations
Barbara Schulte, M.S. Assistant Director, RNBS Degree Completion Program
Mark Smith, Ed.D. Associate Dean for Adult and Professional Studies
Daniel Trowell, Ph.D. Coordinator of Assessment
David W. Wright, Ph.D. Vice President and Dean for Adult and Professional Studies

Indiana Wesleyan University
EMERITI

Paul D. Collord, Ph.D.  Vice President for Academic Affairs, 1989-1998
Leo Cox, Ph.D.  Ministerial Education, 1957-1990
Marvin Hinds, Ph.D.  Biology, 1973-1996
Margaret Hodson, A.M.  Biology, 1942-1964, 1967-1977
Robert R. Luckey, Ph.D.  President, 1976-1984; Acting President, 1986-87
R. Duane Thompson, Ph.D.  Religion, 1957-1997

ALUMNI ASSOCIATION BOARD OFFICERS - 1998-99

John Ragan, M.S.  President
Pam Shattuck  Secretary
Judith Mohler, B.A.  Director of Alumni
John Rowe, M.Ed.  Finance Chairman
Krischelle Abraham, B.A.  Activities Chairperson

FACULTY

James B. Barnes  President of the University  1987
A.B., 1965, Indiana Wesleyan University; M.Ed., 1990, Kent State University; Ed.D., 1972, George Peabody College; Ed.D., 1976, University of Georgia.

Janice Adams  Assistant Professor of Social Work  1993

Paul Allison  Assistant Professor of English  1993

Jeanne Argot  Professor of Biology  1979
A.S., 1956, Penn State University; Medical Technology, M.T., (ASCP), 1957; B.S., 1965, Moravian College; M.S., 1967, Lehigh University; Ph.D., 1969, Lehigh University.

Patricia Ashby  Interlibrary Loan/Reference Librarian  1994

Tommie S. Barnes  Associate Professor of Education  1988
B.S., 1965, Indiana Wesleyan University; M.Ed., 1971, Clemson University; Ed.S., 1971, Ball State University.

David Bartley  Associate Professor of History and Political Science  1989-1991
A.A., 1977, Montgomery Junior College; B.S., 1979, Indiana Wesleyan University; M.A., 1982, Butler University; Ph.D., 1989, Ball State University.

Theodore Batson  Assistant Director, Graduate Studies in Education  1996
B.S., 1965, Livingston University; M.A., 1972, University of South Alabama; Ph.D., 1975, University of Southern Mississippi.
University Faculty

Bayard Baylis .................................................... Vice President for Academic Affairs
B.S., 1966, University of Delaware; Ph.D., 1972, University of Delaware.
Dean of the University

Carol Bence ............................................... Assistant Professor of Nursing Education
B.S., 1968, Columbia University; M.S., 1986, Ball State University.

Clarence L. Bence ........................................ Professor of Religion and Philosophy
Ph.D., 1981, Emory University.

Barbara Benson .............................................. Academic advisor/Testing Coordinator
B.A., 1968, Roberts Wesleyan University; M.S., 1988, Indiana University.

Michael J. Boevin .................................... Professor of Psychology
B.A., 1976, Spring Arbor College; M.A., 1978, Western Michigan University;
Ph.D., 1980, Western Michigan University; M.P.H., 1994, University of Michigan.

Susan F. Bowman ..................................... Associate Professor of Physical Education

Bruce Brinkley .................................................. Head Reference Librarian; Assistant Professor

Steve Brooks ................................................. Assistant Professor of Physical Education
B.A., 1980, Taylor University; M.A., 1987, Indiana Wesleyan University;
Head Women’s Basketball Coach
M.A., 1993, Ball State University.

A. Gene Brown ........................................ Assistant Professor of Graduate Nursing Education
B.S., 1977, Indiana Wesleyan University; M.S., 1992, Indiana Wesleyan University.

Daniel Brown ........................................... Associate Professor of Communications
B.A., 1982, Bob Jones University; M.A., 1983, Miami University-Ohio;
Director of IWU-Indianapolis
Ph.D., 1987, Louisiana State University.

Karen S. Brown ........................................ Assistant Professor of Education

Mary Brown ................................................. Professor of English; Director of Honors College
A.B., 1974, Indiana University; M.A., 1982, Ball State University;
Ph.D., 1990, Ball State University.

Michael R. Brown .................................... Chairperson, Division of Fine Arts
A.A., 1974, Emmanuel College; B.M., 1976, Berry College;
M.M.Ed., 1979, University of Georgia; Ed.D., 1989, University of Georgia.

Stephen P. Brown .................................. Catalog Librarian; Assistant Professor
B.S., 1967, Cedarville College; M.S., 1968, Indiana University.

H. Michael Buck ........................................ Professor of English
B.S., 1972, Taylor University; M.A., 1979, Wright State University;
Chairperson, Division of Modern Languages and Literature
Ph.D., 1987, Miami University.

Indiana Wesleyan University

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Terry Buhler .............................................................. Assistant Director, Student Services  
B.S., 1982, Indiana Wesleyan University; M.S., 1988, Indiana Wesleyan University.  
1982-1998

Ruby Cain  ............................................................................ Faculty, Business and Management  

Sheila Carlbloom ............................................................... Director of Library Services  
B.S., 1973, Nyack College; M.A.R., 1975, Asbury Theological Seminary;  
M.L.S., 1982, University of Iowa.  1998

Donald R. Childress .................................................... Professor of Biology  
A.B., 1964, Indiana Wesleyan University; M.S., 1967, Kansas State University;  
Ph.D., 1974, Kansas State University.  1967

Carol D. Clark  .................................................................. Associate Professor of Nursing Education  
B.S., 1976, Indiana Wesleyan University; M.S., 1984, Indiana Wesleyan University.  1988

Wenda Clement .............................................................. Assistant Professor of Education  
Director of the Media Center  
B.S., 1961, Indiana Wesleyan University; M.A.T., 1965, Indiana University.  1979

Benjamin Crandall II .................................................... Assistant Professor of Nursing Education  
B.S., 1983, University of Tulsa; M.S., 1987, University of Oklahoma;  
ABD, Saint Louis University.  1997

Ronald Crawford ........................................................... Professor of Biology  
Coordinator of Biology Department  
A.B., 1968, Indiana Wesleyan University; M.S., 1973, Purdue University;  
Ed.D., 1990, Ball State University.  1992

Rodney Crossman ........................................................... Assistant Professor of Art; Artist-in-Residence  
B.S., 1976, Indiana Wesleyan University.  1981

J. William Cupp .............................................................. Assistant Professor of Computer Information Systems  
Coordinator of Computer Information Systems Department  

Robert A. Curfman .......................................................... Assistant Professor of Art  
B.S., 1977, Indiana Wesleyan University; 1980, Jon Hovson School of Art;  
M.A., 1982, Ball State University.  1984

Douglas Daugherty ...................................................... Assistant Professor of Addictions Counseling  
Coordinator of Addictions Counseling Department  
B.A., 1983, Franklin College; M.A., 1987, Ball State University;  

Jerry Davis ................................................................. Associate Professor of Counseling  
Director of Graduate Counseling Program  
B.S., 1977, Lancaster Bible College; M.Ed., 1979, Millersville University;  
Ph.D., 1992, Purdue University.  1994

Ruth DeGoff ................................................................. Assistant Professor of Developmental Education/Writing Center  
B.S., 1960, Indiana Wesleyan University; M.A., 1965, Ball State University;  
Ed.S., 1972, Ball State University.  1978

Mark DeMichael ......................................................... Assistant Professor of Physical Education/Head Baseball Coach  
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra Drake</td>
<td>Faculty, Nursing</td>
<td>1997</td>
<td>B.S.N., 1976, Olivet Nazarene University; M.S.A., 1992, Bradley University.</td>
</tr>
<tr>
<td>Keith Drury</td>
<td>Assistant Professor of Religion</td>
<td>1996</td>
<td>B.S., 1969, United Wesley College; M.Div., 1971, Princeton Theological Seminary;</td>
</tr>
<tr>
<td>Maryjane J. Elder</td>
<td>Professor of English</td>
<td>1943</td>
<td>B.S., 1945, Indiana Wesleyan University; A.B., 1947, Indiana Wesleyan University;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A.M., 1950, University of Wisconsin; Ph.D., 1963, University of Chicago.</td>
</tr>
<tr>
<td>James Elsberry</td>
<td>Associate Professor of Education Chairperson, Division of Education</td>
<td>1995</td>
<td>B.S., 1977, Indiana Wesleyan University; M.S., 1981, University of Texas-Austin;</td>
</tr>
<tr>
<td></td>
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<td>Ph.D., 1992, University of Texas-Austin.</td>
</tr>
<tr>
<td>Susan Fisher</td>
<td>Professor of Education</td>
<td>1990</td>
<td>B.S., 1964, Ball State University; M.A., 1982, Ball State University;</td>
</tr>
<tr>
<td></td>
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<td>Ed.D., 1985, Ball State University.</td>
</tr>
<tr>
<td>Marjorie J. Elder</td>
<td>Professor of English</td>
<td>1943</td>
<td>B.S., 1945, Indiana Wesleyan University; A.B., 1947, Indiana Wesleyan University;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A.M., 1950, University of Wisconsin; Ph.D., 1963, University of Chicago.</td>
</tr>
<tr>
<td>James Elsberry</td>
<td>Associate Professor of Education Chairperson, Division of Education</td>
<td>1995</td>
<td>B.S., 1977, Indiana Wesleyan University; M.S., 1981, University of Texas-Austin;</td>
</tr>
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<td>Ph.D., 1992, University of Texas-Austin.</td>
</tr>
<tr>
<td>Joseph F. Fratzke</td>
<td>Assistant Professor of Physical Education Head Men’s Basketball Coach</td>
<td>1997</td>
<td>B.S., 1981, Olivet Nazarene University; M.Ed., 1991, University of Virginia.</td>
</tr>
<tr>
<td>John Fox</td>
<td>Assistant Professor of Physical Education Head Men and Women’s Cross Country and Track and Field Coach</td>
<td>1988</td>
<td>B.A., 1983, Indiana Wesleyan University; M.A., 1987, The Ohio State University.</td>
</tr>
<tr>
<td>Susan Frase</td>
<td>Assistant Professor of Education</td>
<td>1995</td>
<td>B.S., 1977, Houghton College; M.S., 1981, Bonaventure University;</td>
</tr>
<tr>
<td></td>
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<td>Ph.D., 1996, State University of New York-Buffalo.</td>
</tr>
<tr>
<td>Betty Jane Fratzke</td>
<td>Professor of Psychology Chairperson, Division of Behavioral Sciences; Assistant Dean for Faculty Development</td>
<td>1984</td>
<td>B.S., 1969, Greenville College; M.S., 1970, University of Illinois;</td>
</tr>
<tr>
<td></td>
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<td>Ed.D., 1980, Ball State University.</td>
</tr>
<tr>
<td>Michael J. Fratzke</td>
<td>Professor of Physical Education</td>
<td>1984</td>
<td>B.A., 1972, LeTourneau College; M.Ed., 1973, Stephen F. Austin State University;</td>
</tr>
<tr>
<td>James O. Fuller</td>
<td>Associate Professor of Counseling Coordinator of Physical Education</td>
<td>1996</td>
<td>B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary;</td>
</tr>
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<td></td>
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<td>Ph.D., 1994, University of North Carolina-Greensboro.</td>
</tr>
<tr>
<td>Suzanne Gable</td>
<td>Assistant Professor of Music</td>
<td>1997</td>
<td>B.A., 1981, Hope College; M.M., 1986, State University of New York-Stony Brook;</td>
</tr>
<tr>
<td>Jeffrey Graggy</td>
<td>Assistant Professor of Communication Director of LPTV Station and Video Services</td>
<td>1994</td>
<td>B.S., 1980, Illinois State University; M.A., 1982, Michigan State University.</td>
</tr>
</tbody>
</table>
Albert Michael Goff ................................................................. Professor of Biology  
B.A., 1966, Malone College; M.S., 1969, Purdue University;  
Ph.D., 1982, Ohio State University.  
1977

John S. Greve .............................................................. Vice President for Enrollment Management  
B.S., 1973, Albion College; M.S., 1976, Indiana University;  
Ed. D., 1988, Indiana University.  
1997

Brad Grubb ................................................................. Director, Corporate Education and Training  
Assistant Director, Business and Management Programs  
B.S., 1976, Cincinnati Bible Seminary; M.A., 1981, Ball State University.  
1992

Cynthia Gunsalus ......................................................... Assistant Professor of Education  
B.S., Asbury College, 1986; M.A., Ball State University, 1994;  
Ed.D., 1999, Ball State University.  
1997

Russell Gunsalus ......................................................... Assistant Professor of Youth Ministry  
Coordinator of Youth Ministries  
1998

Todd Guy ................................................................. Professor of Music  
B.S., 1984, Indiana Wesleyan University; M.M., 1986, Northwestern University,  
D.A., 1998, Ball State University.  
1986

Audrey Hahn .......................................................... Director of Student Services  
B.S., 1976, Manchester College; M.S., 1984, St. Francis College.  
1991

Robert Harper .......................................................... Faculty, General Studies  
B.S., 1968, University of Evansville, M.A., 1974, University of Evansville;  
Ed.D., 1992, Ball State University.  
1997

Pamela Harrison ......................................................... Assistant Professor of Nursing Education  
B.S., 1977, George Mason University; M.S., 1992, Ball State University.  
1990

Andrew Hayes ......................................................... Assistant Professor of Theater  
B.A., 1988, University of the South; J.D., 1989, Vanderbilt University;  
ABD, University of Nebraska.  
1998

Robert Henson ......................................................... Associate Professor of English  
Director of the Writing Center  
A.B., 1989, Indiana Wesleyan University; M.A., 1990, Ball State University;  
Ph.D., 1995, Ball State University.  
1992

Vickie Lynne Hess ..................................................... Professor of Chemistry  
Chairperson, Division of Natural Sciences and Mathematics  
North Central Association Accreditation Coordinator  
B.A., 1975, Mt. Holyoke College; Ph.D., 1980, Indiana University.  
1981

Karen Hoffman ......................................................... Assistant Professor of Nursing Education  
B.S., 1977, Grace College; M.S., 1995, Ball State University.  
1996

Judith Hoffman ......................................................... Professor of Counseling  
B.S., 1976, Indiana Wesleyan University; M.Ed., 1986, Clemson University;  
Ph.D., 1989, University of Georgia.  
1989

Barbara Burke ......................................................... Assistant Professor of Nursing Education  
1994
University of Connecticut

Priscilla Innocent
Associate Professor of Nursing Education
B.S., 1968, University of Rochester; M.S., 1972, University of Pennsylvania.

Gwendolyn L. Johnson
Faculty, Business and Management
B.S., 1982, Jackson State University; M.A., 1984, Atlanta University; Ph.D., 1994, Purdue University.

R. Boyd Johnson
Faculty, Business and Management

Dale Kierstead
Faculty, Business and Management

Melanie Kierstead
Assistant Professor of Religion

Jule Kind
Director of Off-Campus Library Services
B.S., 1972, Ball State University; M.S., 1989, University of Kentucky.

Carolyn E. Kindley
Professor of Music
B.M., 1958, Houghton College; M.M., 1961, Indiana University; D.A., 1985, Ball State University; Summer Studies at School of Fine Arts, Fontainebleau, France.

Freddie King
Instructor of Physical Education/Head Men’s Soccer Coach

Alan Koos
Assistant Professor of Art

John Lakeman
Assistant Professor of Chemistry
B.S., 1987, Hope College; M.S., 1988, University of Michigan; Ph.D., 1994, University of Michigan.

Allen Larson
Assistant Professor of Earth Science

Gwendolyn Lavert
Assistant Professor of Education
B.S., 1974, Texas A & M; M.Ed., 1976, Texas A & M.

Duk Lee
Faculty, Business and Management

Tom Lehman
Director of Faculty Recruitment
B.S., 1992, Indiana Wesleyan University; M.A., 1994, Ball State University.

Stephen Lenois
Associate Professor of Religion

Indiana Wesleyan University

218
Chris Lessly .......................................................... Associate Professor of Music
B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas;
Ph.D., 1996, University of Kansas

Larry Lindsay .......................................................... Faculty, Graduate Studies in Education
B.S. 1961, Ball State University; M.A., 1966, Ball State University;
Ed.D., 1977, Ball State University.

Leslie Lo ............................................................. Assistant Professor of Intercultural Studies
B.A. 1978, Bartlesville Wesleyan College; M.A., 1982, Indiana Wesleyan University;

James Luttrull, Jr. .................................................. Associate Professor of Music
A.B., 1984, Indiana Wesleyan University; J.D., 1984, Indiana University School of Law.

John Maher .......................................................... Professor of Music
B.S., 1975, Indiana Wesleyan University; M.M., 1979, Ball State University;
D.A. 1988, Ball State University; M.L.S., 1988, Indiana University

Maria Maples ........................................................ Assistant Professor of Music
B.S., 1988, University of Tennessee-Knoxville; M.M., 1993, University

Glenn R. Martin .................................................... Professor of History and Political Science
Chairperson, Division of Social Science
B.A., 1957, Greenville College; M.A., 1963, Butler University;
Ph.D., 1973, Ball State University.

Barbara Matchette ................................................ Assistant Professor of Social Work
B.A., 1974, Anderson University; M.S.W., 1994, Indiana University.

Ronald Maxell ....................................................... Assistant Professor of Art

William B. McDowell ........................................... Vice President for Financial Affairs
B.B.A., 1978, University of Mississippi; J.D., 1985, Arizona State University;
LL.M, 1991, Judge Advocate General’s School.

DeAnne Messias .................................................... Associate Professor of Nursing Education
Director of Graduate Nursing Program
B.A.S., 1969, University of Illinois; B.S.N., 1980, University of Arizona;
M.S., 1988, Indiana Wesleyan University; Ph.D., 1997, University of California-San Francisco.

James Miles .......................................................... Instructor of English

Robert M. Mitchell ............................................... Professor of History
A.B., 1959, Indiana Wesleyan University; M.A., 1963, Michigan State University;
Ph.D., 1969, Michigan State University; Post-doctoral studies, National Judicial College.

Terry T. Munday .................................................... Vice President for University Advancement
B.S., 1970, Indiana Wesleyan University; M.A., 1974, Ball State University;
Ed.S., 1978, Ball State University.

Linda Neill .......................................................... Coordinator of Athletic Training
University Faculty:

Robert Oatis ................................................................. Assistant Professor of Criminal Justice  
1988

Jerry Pattengale ............................................................ Professor of History  
B.S., 1979, Indiana Wesleyan University; M.A., 1981, Wheaton Graduate School;  
M.A., 1986, Miami University-Ohio; Ph.D., 1993, Miami University-Ohio.  
1997

Ivan Pongracic ............................................................. Associate Professor of Economics  
1981

Ivan Pongracic, Jr. ......................................................... Faculty, Business and Management  
B.S., 1992, Purdue University; M.A., 1996, George Mason University.  
1998

Betty Porter ................................................................. Assistant Professor of English  
B.S., 1967, Indiana Wesleyan University; M.A., 1969, Ball State University.  
1984

Terry Porter ................................................................. Associate Professor of Mathematics; Women’s Tennis Coach  
A.B., 1966, Taylor University; M.A., 1969, Ball State University.  
1966

Carol Powell ............................................................... Assistant Professor of Nursing Education  
1995

Keith Puffer ............................................................... Associate Professor of Psychology  
B.S., 1979, Michigan State University; M.A., 1990, International School of Theology;  
1993

Joy Reed ................................................................. Assistant Professor of Nursing Education  
A.S., 1977, Kent State University; B.S.N., 1981, Cleveland State University;  
M.S., 1985, Indiana Wesleyan University.  
1994

Stephen J. Resch ........................................................ Faculty, General Studies  
B.A., 1979, Purdue University; M.A., 1982, Purdue University;  
M.S., 1984, Purdue University.  
1997

Eunice Rickey ............................................................... Assistant Professor of Music  
B.S., 1971, Indiana Wesleyan University; M.A., 1977, Ball State University.  
1998

Sheila M. Roeschley .................................................. Director of RNBS Degree Completion Program  
B.S., 1966, Bradley University; M.A., Bradley University; M.S.N., 1983,  
Indiana Wesleyan University; Ph.D., 1993, Southern Illinois University.  
1997

Karen S. Roerbach .................................................. Director of Records  
B.S., 1971, Indiana Wesleyan University; M.A., 1982, Ball State University.  
1980

R. David Rose ......................................................... Executive Director of Operations/Adult and Professional Studies  
1996

Nancy G. Sanders .................................................... Faculty, Graduate Studies in Education  
B.S., 1974, Vassar College; M.A., 1995, Ball State University;  
Ed.D., 1998, Ball State University.  
1998

Kenneth Schoreck .................................................. Assistant Professor of Philosophy  
B.A., 1987, Southern Wesleyan University; M.Div., 1990, Asbury Theological Seminary;  
M.A., 1993, University of Kentucky; Ph.D., 1996, University of Durham.  
1997

Indiana Wesleyan University
Barbara Schulz .................................................. Assistant Director of RNBS Degree Completion Program  
B.S., 1984, Marian College; M.S., 1988, Wright State University.  
1998

Doris Scott .......................................................... Professor of Nursing Education  
B.S., 1966, Columbia University; M.A., 1982, Ball State University;  
Ed.D., 1989, Ball State University.  
1979

Mary N. Seaborn .................................................. Associate Professor of Education  
B.A., 1976, Central Wesleyan College; M.A., 1979, Eastern Kentucky University;  
Ed.D., 1985, Boston University.  
1984

Jerry Eugene Shonkelt .............................................. Associate Professor of Business  
Coordinator of Business Department  
1966-78

Marilyn J. Simons .................................................. Professor of Nursing Education  
B.A., 1975, Ashbury College; B.S., 1977, Indiana Wesleyan University;  
M.S., 1979, Wayne State University; D.N.S., 1992, Indiana University.  
1980

Brenda F. Sloan .................................................. Assistant Professor of Nursing Education  
A.D., 1972, Delta College; B.S., 1976, Indiana Wesleyan University;  
M.A., 1982, Ball State University.  
1978

Jerry Eugene Shonkelt .............................................. Associate Professor of Business  
Coordinator of Business Department  
1966-78

Mark Smith .......................................................... Associate Dean for Adult and Professional Studies  
B.A., 1988, Hobe Sound Bible College; M.S., 1989, Northeastern State University;  
Ed.D., 1996, West Virginia University.  
1996

Owen L. Snyder .................................................. Associate Professor of Spanish  
Coordinator of Foreign Languages Department  
A.B., 1960, Indiana Wesleyan University; M.A., 1965, Interamerican University;  
M.Ed., 1981, Purdue University.  
1965

Keith Springer .......................................................... Assistant Professor of Religion  
A.A., 1966, Bartlesville Wesleyan; B.S., 1969, Bethany Nazarene;  
M.Div., 1972, Nazarene Theological Seminary.  
1990

S.D. Stahlman, A.C.S.W. ............................................. Professor of Sociology/Social Work  
Director of Social Work Program  
B.A., 1973, Anderson University; M.S.W., 1976, University of Michigan;  
Ph.D., 1992, Virginia Commonwealth University.  
1979

Susan Stranahan .................................................. Professor of Nursing Education  
Chairperson, Division of Nursing Education  
Diploma, 1965, Meadville City Hospital School of Nursing;  
B.S., 1968, Toccoa Falls College; M.P.H., 1980, University of Hawaii;  
1987

Wayne Tingley .......................................................... Associate Professor of Education  
B.A., 1971, Concordia; B.Ed., 1976, Universite de Moncton;  
M.A., 1978, New Mexico State; Ph.D., 1988, New Mexico State.  
1998

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<tr>
<th>Name</th>
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<tr>
<td>Willem P. Van De Miero</td>
<td>Professor of Physics</td>
<td>Earth Science and Physics Departments</td>
<td>1995</td>
<td>B.S., 1974, Delft University of Technology; M.Sc., 1975, Delft University of Technology; Ph.D., 1980, Clemson University; Post-doctoral Studies, 1983, University of Rochester.</td>
</tr>
<tr>
<td>Mark Vermilion</td>
<td>Assistant Professor of Communication</td>
<td>Communication Arts Department</td>
<td>1998</td>
<td>B.A., 1985, Indiana Wesleyan University; M.A., 1995, Regent University.</td>
</tr>
<tr>
<td>George Voss</td>
<td>Faculty, Business and Management</td>
<td></td>
<td>1999</td>
<td>B.S., 1967, Ball State University; M.A., 1994, Ball State University.</td>
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<tr>
<td>Burton Webb</td>
<td>Associate Professor of Biology</td>
<td>Pre-Medical Sciences Department</td>
<td>1994</td>
<td>B.S., 1987, Olivet Nazarene University; M.A., 1992, Ball State University; Ph.D., 1995, Indiana University.</td>
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<td>Deane Webb</td>
<td>Instructor of Physical Education</td>
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<td>1997</td>
<td>B.S., 1995, University of Mary Hardin-Baylor; M.S., 1998, University of North Texas.</td>
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<td>Jack Wheeler</td>
<td>Assistant Professor of Business</td>
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<td>1988</td>
<td>B.S., 1972, Central Wesleyan College; M.Acc., 1975, Virginia Polytechnic Institute and State University.</td>
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<tr>
<td>Ardellia Williams</td>
<td>Associate Professor of Art</td>
<td></td>
<td>1967</td>
<td>B.S., 1951, Indiana Wesleyan University; M.A., 1958, Ball State University.</td>
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<tr>
<td>Kent J. Williams, CPA</td>
<td>Assistant Professor of Business</td>
<td></td>
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<tr>
<td>Wilbur Glenn Williams</td>
<td>Associate Professor of Biblical Literature</td>
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<td>1967</td>
<td>A.B., 1951, Indiana Wesleyan University; M.S., 1957, Butler University; M.A., 1965, New York University; Graduate Research, 1958-59, Manchester University (England); D.D., 1992, Bartlesville Wesleyan College.</td>
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<tr>
<td>David W. Wright</td>
<td>Vice President and Dean for Adult and Professional Studies</td>
<td></td>
<td>1994</td>
<td>B.A., 1977, Indiana Wesleyan University; M.A., 1980, Western Evangelical Seminary; Ph.D., 1990, University of Kentucky.</td>
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<td>Other</td>
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### CLASSIFICATION

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<td>Juniors</td>
<td>128</td>
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<td>Seniors</td>
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<td>Graduate Students</td>
<td>86</td>
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<td>Unclassified</td>
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