Indiana Wesleyan University is an evangelical Christian comprehensive university founded in 1920 committed to liberal arts and professional education. Through innovative degree programs for adult and residential students IWU has become one of the fastest growing Christian universities in America. Over 2,200 students are enrolled on the Marion campus while 5,000 adult learners are pursuing undergraduate and graduate degrees at multiple sites throughout Indiana and Kentucky and via online programs.

Visit our website at: www.indwes.edu

4201 S. Washington St. Marion, IN 46953-5279
1-800-332-6901
COMMUNICATION
WITH THE UNIVERSITY

ADDRESS:
Indiana Wesleyan University
4201 South Washington Street
Marion, IN 46953-4974
Web address: www.indwes.edu

TELEPHONE NUMBERS:

<table>
<thead>
<tr>
<th>Service/Division</th>
<th>Telephone Numbers</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switchboard</td>
<td>765-674-6901; 800-332-6901</td>
<td><a href="mailto:geninfo@indwes.edu">geninfo@indwes.edu</a></td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>765-677-2138</td>
<td><a href="mailto:admissions@indwes.edu">admissions@indwes.edu</a></td>
</tr>
<tr>
<td>New Student Information</td>
<td>765-677-2120</td>
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<tr>
<td>Business Office/Cashier</td>
<td>765-677-2116</td>
<td><a href="mailto:finaid@indwes.edu">finaid@indwes.edu</a></td>
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<tr>
<td>Financial Aid</td>
<td>765-677-2121</td>
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<td>Records</td>
<td>765-677-2131</td>
<td><a href="mailto:recordsinfo@indwes.edu">recordsinfo@indwes.edu</a></td>
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<tr>
<td>Registration, Course Information, Transcripts and Grade Reports</td>
<td>765-677-2122</td>
<td><a href="mailto:howtopay@indwes.edu">howtopay@indwes.edu</a></td>
</tr>
<tr>
<td>Student Accounts</td>
<td>765-677-2201</td>
<td><a href="mailto:studdev@indwes.edu">studdev@indwes.edu</a></td>
</tr>
<tr>
<td>Student Development</td>
<td>765-677-2210</td>
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<tr>
<td>Housing, Student Organizations and Activities</td>
<td>765-677-2257</td>
<td><a href="mailto:CSSS@indwes.edu">CSSS@indwes.edu</a></td>
</tr>
<tr>
<td>Career Guidance, Counseling, Handicapped Student Assistance, Tutoring</td>
<td>765-677-2760; 800-895-0036</td>
<td><a href="mailto:graduate@indwes.edu">graduate@indwes.edu</a></td>
</tr>
</tbody>
</table>

GRADUATE ADMISSIONS:

Graduate Admissions                                    | 765-677-2860; 800-895-0036 | graduate@indwes.edu |
Master's Degree in Counseling, Ministry, or Nursing   | 765-677-2860; 800-895-0036 | graduate@indwes.edu |

ADULT AND PROFESSIONAL STUDIES:

Adult and Professional Studies:                        | 765-677-2250; 800-621-8667 |
Adult Enrollment Services                               | 765-677-2860; 800-895-0036 |
Associate Degree in General Studies, RN to Bachelor's Degree in Nursing, Master's Degree in Education, Online Programs | 765-677-2860; 800-895-0036 |

LEAP                                                   | 765-674-9751; 800-234-5327 | LEAP@indwes.edu         |
Associate and Bachelor Degrees in Business and Management | 765-674-9751; 800-234-5327 | LEAP@indwes.edu         |
Education Centers:                                      | 317-574-3980; 800-456-5327 |
Indianapolis                                           | 219-436-7874              |
Fort Wayne                                             | 502-412-7441              |
Columbus                                               | 812-376-7346              |
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Indiana Wesleyan University
ACADEMIC CALENDAR

Final Registration for Fall Semester: August 31, 2001; August 30, 2002
Fall Semester Classes Begin: September 4, 2001; September 3, 2002
Fall Break: October 19, 2001; October 18, 2002
Thanksgiving Recess: November 21-23, 2001; November 27-29, 2002
Final Examinations*: December 10-12, 2001; December 9-11, 2002
Commencement: December 15, 2001; December 14, 2002
New Student Registration - Spring Semester: January 7, 2002; January 6, 2003
Spring Semester Classes Begin: January 8, 2002; January 7, 2003
Spring Vacation: March 4-8, 2002; March 3-7, 2003
Easter: March 29-April 1, 2002; April 18-20, 2003
Final Examinations*: April 22-24, 2002; April 21-23, 2003
Baccalaureate: April 26, 2002; April 25, 2003
Commencement: April 27, 2002; April 26, 2003
May Term: May 1-21, 2002; April 30-May 20, 2003
Summer Session I: May 28-June 28, 2002; May 27-June 27, 2003
Summer Session II: July 1-August 2, 2002; June 30-August 1, 2003
Commencement: August 10, 2002; August 9, 2003

Cancellation of Classes: Announcements will be made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGO-M-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.

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.

RIGHT RESERVED TO CHANGE

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

The entire Indiana Wesleyan University campus is a study area for students.
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 The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (151 North Dearborn, Chicago, IL 60601; 312-263-0456 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 Board of Nursing Registration, the Commission on Collegiate Nursing Education, the National Accrediting Agency for Clinical Laboratory Science, American Medical Association, the Council on Social Work Education, and CACREP (Council for Accreditation of Counseling and Related Educational Programs).

STRATEGIC PROFILE

Core Values:
The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional life-style of:

- Commitment
- Learning
- Serving
- Stewardship

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

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

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

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

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

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

1. Knowledge
   a. BASICS OF THE CHRISTIAN FAITH: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity; an awareness of Bible-based morality and social responsibility; and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.
   b. LIBERAL ARTS FOUNDATION: A solid grasp of the general studies that have been associated with a liberal arts education.
   c. COMPETENCY IN A DISCIPLINE: 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.
   e. COMMUNICATION SKILLS: The ability to read critically, to write clearly, and to communicate effectively.
   f. SELF-DISCIPLINE: The development of personal habits of self-discipline and control.
   g. LIFELONG LEARNING: The ability to discover and process information as a self-directed learner.
   h. LEADERSHIP: The ability to effect change within various group settings; to marshal resources to accomplish one’s vision.
   i. SERVANTHOOD: The ability to see and meet the needs of others.

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. INCLUSION: The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.
   d. HUMAN WORTH: A belief that God created all life and therefore all people have worth.
   e. 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.
   f. LIFE CALLING: Cultivation of a sense of purpose and a passion to pursue God’s call.
   g. SERVICE: A commitment to view one’s career as a vocation (calling) rather than an obligation or an end in itself.
   h. AGENTS OF CHANGE: A commitment to become an agent of God’s redemptive plan.
   i. SELFLESSNESS: Belief to put others before self.

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: 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: Belief 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.
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 are eligible for academic scholarships.

**Distinction**—based on high school grade-point average and SAT/ACT scores. Students accepted with distinction are 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. Call toll-free 1-800-332-6901, ext. 2138, or direct to the Admissions Office at 765-677-2138; Email address: admissions@indwes.edu. Internet: http://www.indwes.edu.

**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 community values contract 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.

A student should have at least: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education, safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Regular admission requires that applicants have at least a 2.8 cumulative high school GPA on a 4.0 scale and a 960 SAT or 21 ACT score. Applicants who do not meet the requirements for regular admission may request special consideration.

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

**TRANSFER STUDENT ADMISSION**

Students who have attended other colleges or universities may be admitted at advanced levels depending on the amount of credit transferable from the other institutions. Transcripts of all other college 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 Admissions Office from the office of the registrar at the college or university attended. Students are also required to have a form completed from the last institution attended verifying that the student left the college or university in good academic and social standing.
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 degrees and 18 semester hours for the associate degrees and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Division chairpersons will be responsible to determine the application of credits to the majors. The Director of Student Services-APS is responsible for the assessment of all nontraditional learning, and the Director of Records is responsible to approve the transcription of any credits that result.

INTERNATIONAL STUDENT ADMISSION

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

Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) 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 semester or more must reapply. Application for re-enrollment may be made at the Admissions Office. Any student who attended any other institutions of higher learning must submit the transfer information form completed by the last college attended and official transcripts of all work completed before a readmission decision can be made.
HIGH SCHOOL STUDENTS: CREDITS-IN-ESCROW

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, Christian/youth ministries, 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.

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, Indiana 46953. Call 1-800-332-6901, ext. 2138, or 765-677-2138. Email address: 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

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’s 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.
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 will meet degree requirements at the university. The transfer of credit policy will govern the acceptability of external credits.

REGISTRATION IN THE COLLEGE OF ADULT AND PROFESSIONAL STUDIES

All courses offered through the College of Adult and Professional Studies are specifically for degrees offered in that college. Students registered in degree programs at the Indiana Wesleyan University Marion campus are not permitted to register with the College of Adult and Professional Studies at the same time. Students who plan to change from programs and degrees in one college 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. In no case will grade, discipline, or financial information be disclosed except in keeping with this law.
ACADEMIC INFORMATION

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
Master of Arts (M.A.)
   With a major in Ministry
Master of Science (M.S.)
   With a major in Management
   (College of Adult and Professional Studies)
Master of Science (M.S.)
   With majors in Community Health Nursing and Primary Care Nursing
Master of Business Administration (M.B.A.)
   (College of Adult and Professional Studies)
Master of Education (M.Ed.)
   (College of Adult and Professional Studies)

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. If a student chooses to have multiple majors, the degree designation is based upon the first major.

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. If a student chooses to have multiple majors, the degree designation is based upon the first major.

MASTER’S DEGREE
1. Completion of at least 36 semester hours.
2. Cumulative GPA of 3.0 or higher.
3. See the College of Graduate Studies and the College of Adult and Professional Studies 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 the College of Adult and Professional Studies 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.

Students relax in a residence hall lounge.

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 the required courses. Each major designates the degree.

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. Each major specifies the designated degree.

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>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Addictions Counseling</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescent Ministries</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Art</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Art Education</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Art Studio</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>AA</td>
<td>AB</td>
</tr>
<tr>
<td>Biology</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Biology Education</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Biology Pre-Med</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Business Administration</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Ceramics</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Chemistry</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Chemistry Education</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Chemistry Pre-Med</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Christian Education</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Christian Ministries</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Church Music</td>
<td>AA</td>
<td>AB</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>AA</td>
<td>AB</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>AS</td>
<td>BS</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Computer Science</td>
<td>AS</td>
<td>BS</td>
</tr>
</tbody>
</table>
## GENERAL EDUCATION REQUIREMENTS
### ASSOCIATE DEGREE

<table>
<thead>
<tr>
<th>Field</th>
<th>Associate of Arts</th>
<th>Associate of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities</strong> (ENG180/HST180/MUS180/PHL180 - Include UNV180)</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td><strong>Biblical Literature or Religion</strong> (BIL/REL)</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>English</strong> (ENG120/Grade of “C”)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Language and Literature</strong> (COM/ENG/FRE/GRK/HBR/SPA)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Physical Education</strong> (PHE - Include PHE101)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Social Science</strong> (ECO, HST, POL, PSY, SOC)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science and Mathematics</strong> (SCI/MAT/CIS)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>23</td>
</tr>
</tbody>
</table>
GENERAL EDUCATION REQUIREMENTS - BACHELOR DEGREE

The general education requirements provide a common experience for all students. They also target specific outcomes desired of all graduates in accordance with IWU’s mission. The 180 courses are required of all students as a designed common experience component. However, the rest of the general education requirements, except the science lab course and PHE101, can be met by demonstrating proficiency or competency in a given area. Students should check the program guidelines or the Records Office for ways to demonstrate proficiency or competency.

Becoming World Changers (UNV180) 3 hours
This course 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 (ENG180, HST180, MUS180, PHL180) 12 hours
These courses, World Literature (ENG180), World Civilization (HST180), Fine Arts (MUS180), and Philosophy (PHL180) 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.

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

Advanced Writing or Literature 3 hours
One course in writing (WRI) above 120 or Literature (ENG) above 200

Health and Wellness 2 hours
PHE101, Concepts of Health and Wellness. One additional PHE course chosen from courses numbered PHE102-PHE139.

Social Science & Psychology 9 hours
Three courses - No more than one from any of the following areas: Economics (ECO), History (HST), Political Science (POL), Psychology (PSY), or Sociology (SOC).

Science/Mathematics 7 hours
Four hours of a lab science. Three hours of mathematics (MAT) at or above 103, or a computer course (CIS) at or above the 114 level, or an additional science course.

REQUIREMENTS: COMPETENCIES AND PROFICIENCIES

Writing Competency Requirement 0-3 credits
Demonstrated by one of the following: Successful completion (a grade of “C” or above) of English Composition (ENG120), successful completion (a grade of “C” or above) of an advanced writing course (WRI), CLEP Exam, or AP Credit. (Students with advanced standing in writing may elect to complete a portfolio to demonstrate competency.)

Mathematics Requirement 0-3 credits
Demonstrated by one of the following: Successful completion (a grade of “C” or above) of a math course (MAT) at or above 103, or successfully passing the Math Competency Exam before the beginning of the junior year (transfer students have two semesters within which to complete the exam). If a student does not pass the exam in three attempts, a course is required.

Communication Requirement 0-3 credits
Demonstrated by one of the following: Successful completion (a grade of “C” or above) of Speech Communication (COM110) or Interpersonal Communication (COM352); or when specified by the student’s major, completing specific course/competency requirements.
Intercultural Experience  0-3 credits
   Requirement met by taking an approved course. Some majors have designated a specific course; other majors allow the student to select from a university approved list. Some courses will involve travel.

PREPARATORY REQUIREMENTS  0-10 credits
   At the time students enroll at IWU they will be informed whether it is necessary to take any of the following preparatory courses:
   ENG100 English Pre-Composition – Required based on SAT exam score
   ENG101 Critical Reading and Study Skills – Required based on COMPASS score
   MAT101 Basic Math – Required based on SAT exam score

MAJOR REQUIREMENTS  40-74 credits
   Each major has a specified list of courses and requirements. The number of required credits ranges from 40 to the maximum of 60, unless there are strong extenuating circumstances, and an exemption has been made due to outside accreditation requirements or as passed by the Academic Affairs Council. Some of the major requirements overlap with general education requirements. Students should consult the requirements for their majors before registering for any courses. Students are responsible for registering for the proper courses, and should heed the advice of their advisors. (The average major has around 40 credits, with one professional major at 74 credits.)

TOTAL CREDITS NEEDED FOR GRADUATION  124 credits
   –Completion of 124 semester hours.
   –Cumulative GPA of 2.0 or higher.
   –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.
   –Completion of all general education requirements.

General Implications of the Academic Requirements:
   The number of prescribed courses will vary depending on the major selected and the proficiencies and competencies of a student.
   Assuming that no credits were transferred in, or were in escrow, a student could have as few as 62 prescribed credits which would allow for 62 elective credits.
   If a student takes a professional major, such as Christian Ministries, Education, or Nursing, he or she might have more than 124 credits of prescribed courses, depending on proficiencies and competencies.
   A typical student could take the following combination:
   42 General Education Core Requirements
   6 Proficiency or Competency Requirements
   6 Preparation Requirements
   45 credits in a major area
   This student would have 99 of 124 graduation credits met in the above categories, with 25 left as free electives.

BS OR AB DISTINCTION ON DIPLOMA
   The distinction between the AB and BS degrees will be defined by the majors.

Health and Wellness Credit Limit
   Students will be allowed to count up to 8 credits toward graduation from courses numbered PHE101-139 and to be taken no more than one per semester. This includes Concepts of Health and Wellness (PHE101).

Music Large/Small Ensembles
   Students will be allowed to count up to 8 credits toward graduation from courses numbered MUS177-179, 185-188, 192-199 and to be taken no more than one per semester.
JOHN WESLEY HONORS COLLEGE (JWHC)

This program will offer a select group of students a challenging academic environment in which to maximize their intellectual potential and prepare to make a profound impact on society for Christ. JWHC students participate in a distinctive curriculum that allows them to satisfy certain general education and major requirements by taking special honors courses. These courses have a very low student-to-faculty ratio and emphasize independent thinking and research, in-class discussion, and creative ways to master course material. Members of the JWHC are also permitted to take part in many unique extra-curricular activities including Honors College Forum: a series of stimulating intellectual and cultural events that the JWHC sponsors each semester. Upon the completion of at least five honors courses, four semesters of Honors College Forum, and a faculty-supervised research thesis or creative project, students are eligible to receive an Honors College degree and special recognition at graduation.

Honors College students may major in any area of undergraduate study offered at the university and are encouraged to participate in the wide range of musical, athletic, worship, and service-learning opportunities available at IWU.

Students are admitted to the JWHC through a competitive application process. Anyone who has been accepted into the university as a freshman and has achieved at least a combined score of 1250 on the SATI or 28 on the ACT may apply through the Office of Admissions. Students who are admitted into the JWHC will receive an annual merit scholarship of $1,000 in addition to any other academic scholarships for which they would otherwise qualify (up to the full cost of tuition).

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

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.

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

American Studies Program (Washington, D.C.)

Collegians gain hands-on experience with an internship in their chosen field. They also explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. Students are challenged in a rigorous course of study to discover the meaning of Christ’s lordship in putting their beliefs into practice.
Au Sable Institute for Environmental Studies (Michigan)
The Institute is located in the northwoods country of Michigan’s lower peninsula and is surrounded 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.

China Studies Program (China)
While living in, and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed Christ-centered way.

Contemporary Music Program
Students have the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multi-disciplinary in nature, the program offers an Artist Track and an Executive Track. Both tracks include course work, labs, directed study, and a practicum.

Los Angeles Film Studies Center (Hollywood, CA)
This program is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. Internships provide students with hands-on experience.

Honours Programme–CMRS (Oxford)
Qualified students have the opportunity to study in England through this interdisciplinary semester. The program is aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective. The participants may choose tutorial study programs in numerous areas. Additionally, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper.

Institute for Family Studies–Focus on the Family (Colorado Springs, CO)
An intense and challenging one-semester experience in both the classroom and in practicum experience; uses curriculum that is multi-disciplinary. Course work explores the meaning and purpose of the family in contemporary culture, politics and law, family development, marriage, parenting, and leadership.

Jerusalem University College (Israel)
Students at the sophomore level and above and in good standing with the institution may apply to Jerusalem University College (JUC) located in Jerusalem, Israel. JUC is an affiliate member of the Council for Christian Colleges and Universities. Courses include the history, geography, culture, religions, and languages of ancient biblical times and the modern Middle East experience. In consultation with an advisor and the IWU Records Office, each student would register for courses after they are approved for applicable credits at IWU. Financial Aid may apply, though there are restrictions on internal scholarship.

Latin American Studies Program (Costa Rica)
Based in San Jose, Costa Rica, students have the opportunity to live and learn in Latin America. The program introduces students to a range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region.

Middle East Studies Program (Egypt)
This program equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo.

Russian Studies Program (Russia)
This program strives to give students as wide an experience as possible in this complex nation, with time in Moscow, Nizhni Novgorod, and St. Petersburg. In addition to three seminar courses, students receive instruction in the Russian language.
INSTRUCTIONAL FACILITIES

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

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

Summer Programme–CMRS (Oxford)
This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) in England. The program includes multi-disciplinary study of the Renaissance and reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe.

Summer Institute of Journalism (Washington, D.C.)
Two student journalists are chosen to apply for a four-week, all-expenses-paid experience in Washington, D.C. The Institute blends classroom experience with hands-on work and provides an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. It also provides valuable insight and training in gathering and writing news, editing copy, and designing layout.

Wesleyan Urban Coalition (Chicago)
Off-campus study programs in urban ministries are available through the Christian Center for Urban Studies in downtown Chicago. These opportunities include semester programs, mini-terms, weekend programs and summer internships. Students study with peers from other Christian colleges and universities. Credit is offered for urban oriented classes and internships at a variety of religious and social service agencies. The program is housed in the facilities of the Olive Branch Mission.

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 College of the Adult and Professional Studies. It houses the print shop, 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-69 (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.

**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.

**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.

**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.

**Recreation and Wellness 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.

IWU students have access to state-of-the-art equipment in the Recreation and Wellness Center.
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:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-28</td>
</tr>
<tr>
<td>Sophomore</td>
<td>29-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more</td>
</tr>
</tbody>
</table>

Evaluations are not made for unclassified students who are admitted without submitting full credentials for regular admission. Such students are auditory, guest students, postgraduates, 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>
</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>

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 more than one semester 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, musical teams and other such performing arts 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.

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, musical teams and other such performing arts 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></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above average</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</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 “F” 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
- NA    No 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.
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 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 also is 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 cancelled 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 give 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. Arrangements may be made with the professor if a student has more than two final exams on one given day.

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.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the Vice President for Academic Affairs. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

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

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**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 nor 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 mis-evaluated 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, sex, 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.
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.

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), the Proficiency Examination Program (PEP), and DANTES offer examinations of university-level achievement. CLEP examinations may be accepted for credit by the university upon admission and registration. Scores on selected examinations at a level of “C” or above will be acceptable for credit in appropriate areas. The essay portion of the DANTES examination is not used as part of the scoring. 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 APS Office of Student Services.

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. After 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 work place.

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.”

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.”

The IWU Chorale has performed throughout the nation and around the world.

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 character, scholarship, and leadership. 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-lecture-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 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.

Phillippe Performing Arts Center is a popular gathering spot.
SPRITUAL 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 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.

PUBLICATIONS

Staff positions on the Argosy (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 Argosy is usually 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.

Students meditate in the new Williams Prayer Chapel.

STUDENT ORGANIZATIONS

IWU proudly offers many opportunities for students to be involved in extracurricular activities. More than 35 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. For a listing of specific organizations, please call the Student Development Office.
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 Assistant Vice President for Residence Life. Each Residence Hall or area has a trained professional Resident Director (RD) living in the hall. Each living unit (approximately 35 students) has a specially selected and trained undergraduate Resident Assistant (RA). Residents are supported through the growth process by the RA, who also 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 Winter Banquet.

Physical fitness is a priority for IWU students.

The residence life program at IWU provides a developmental approach for housing students. Freshman and sophomore students live in one of the traditional residence halls. The new women’s hall, Reed, Evans, Shatford, and Carmin halls are traditional women’s residence halls. The new men’s hall, Bowman, and Hodson 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 freshman hall has 10 specially selected upper-class students who serve as mentors and leaders for the first-year students. Junior, senior, and non-traditional students can stay in one of the apartment-style living areas. These include University apartments, the Townhouse apartments, Philippe, 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 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 and the housing form is returned.

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 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. Students will be charged for room damage beyond normal wear and tear.

All single students enrolled in seven credit hours or more must live in university-supervised housing unless they are 23 years of age or live with their parents. All exceptions must be granted by the Student Development Office.

**CAMPUS DINING**

The Student Center is the location for a variety of campus dining options. The food service contractor provides well-balanced meals at reasonable cost.

A standard meal plan is automatically part of a resident student’s room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence hall room. 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. Additional information is available in the Student Development Office.

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

**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 from 8 a.m.-5 p.m. (except for chapel hours) Monday through Friday.

**ACADEMIC, COUNSELING, AND TESTING SERVICES**

The Center for Student Support Services (CSSS) provides students with academic, career, personal, and testing support services. Tutoring services are available on a limited basis in all basic education, and many specialized courses. One of the main goals of tutoring is to strengthen each student’s basic academic skills so that they experience further academic development. Tutors are recommended by faculty, trained by professional staff, and paid to assist their fellow students. This program has proven to be beneficial for the students as well as the faculty.

Counseling services include academic, personal, and career support. The counseling process at IWU centers on assisting each student in developing skills, abilities, and potential within the academic, social, spiritual, physical, and emotional climate of the campus. Counseling is professional and confidential.

In addition to tutoring services, academic counseling support includes guidance in study skills such as effective reading and note taking, study habits, test taking, and time management. Personal counseling includes support for psychological and emotional issues as well as behavioral transitions. Career counseling is provided in conjunction with the Center for Life Calling and Leadership Development Office.

A wide range of career services is available to students through CSSS and the Life Calling Center. The two offices will work together to develop a career plan for a student. Tests and interviews can assess interests, skills, and talents. Guidance is also available for internships, resume development, job hunting, interviewing, and credential/portfolio development. An extensive career library allows students to access a broad range of occupational and educational information such as career profiles, regional and national scholarships, graduate schools, and business directories.

Testing services include the SAT, MAT, ACT, CLEP, DANTES, testing accommodations (see “Disability Services”), and counseling assessment. Tests are scheduled individually, except for the ACT, which is given on national test dates.

CSSS also houses the STEP program, Success Through Effective Preparation, a federally funded TRIO program that offers a range of services for eligible students. The main goal of the program is to provide support services necessary to improve academic success. The program is open to first generation and low-income students and individuals with disabilities.

**DISABILITY SERVICES**

Indiana Wesleyan University is committed to providing equal access to students with disabilities. Facilities and programs are available in a non-arbitrary and beneficial manner to the extent that practicality and resources allow. The Admissions Office and the Center for Student Support Services work together when considering a student with a disability. Decisions are based on ability not disability. The Director of CSSS works with students to establish documentation and to assign accommodations. Additional services include a central documentation file, advocacy with faculty, academic pre-advising, alternative testing, note-taking, taping, readers, scribes, books on tape, and adaptive technology (voice-activated software, reading machines, text enlargers, Braille, etc.). Pre-orientations are provided each August to acclimate students to campus.

**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 a community of believers is a special privilege. This quality is emulated by demonstration of God’s grace. IWU, therefore, places great value on the following relationship char-
acteristics: 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, immodesty, and occult practices.

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

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

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 to have permission to be parked on campus.

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.

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. The Student Center has a lounge specifically designed for commuter students with a kitchen, lockers, lounge furniture, marker board, and tables for group studying. 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 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 2001/2002 school year)

<table>
<thead>
<tr>
<th>Number of Credit Hours</th>
<th>Cost Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$270</td>
</tr>
<tr>
<td>2</td>
<td>540</td>
</tr>
<tr>
<td>3</td>
<td>810</td>
</tr>
<tr>
<td>4</td>
<td>1080</td>
</tr>
<tr>
<td>5</td>
<td>1350</td>
</tr>
<tr>
<td>6</td>
<td>2730</td>
</tr>
<tr>
<td>7</td>
<td>3185</td>
</tr>
<tr>
<td>8</td>
<td>3640</td>
</tr>
<tr>
<td>9</td>
<td>4095</td>
</tr>
<tr>
<td>10</td>
<td>4550</td>
</tr>
<tr>
<td>11</td>
<td>5005</td>
</tr>
<tr>
<td>12 - 16</td>
<td>6370</td>
</tr>
</tbody>
</table>

Credit hours above 16 per semester will be charged at $455 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 $75 per course
Late/Change Registration Fee $25 additional chg
Clinical Fee (Nursing) $15 per credit hour
Private Lessons (1/2 hour lesson) $175 per semester
(1 hour lesson) $300 per semester
Senior Recital $200 per course
Teaching/Psychology Practicum Fee $25 per credit hour
Graduate Maintenance Fee $40
Independent Study Fee $50 per credit hour
Transcript Fee $3 per request
Music Uniform Fee $30 per semester
Business Major Fee (Wall Street Journal) $20 per semester

GENERAL FEES

Audit (Record is made) $25 per credit hour
Credits-in-Escrow $50 per course
Personal Enrichment (No record, no credit) $25 per course

Beard Arts Center houses two art galleries and several studios.
EXAMINATION/ASSESSMENT FEES

Portfolio Opening Fee:
  Option 1 $100
  Option 2 $150
Assessed Credit Fee $ 40 per credit hour
Credit by Examination $ 25 per credit hour

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 2002. 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 2001 semester, as well as for the Spring 2002 semester, is $1095.00 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 2002. 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 2002. Arrangements for summer housing must be made in the Student Development Office.

BOARD

The Full Meal Plan for the Fall 2001 semester, as well as for the Spring 2002 semester, costs $1,375.00 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 IWU, including the graduate level, providing:

1. Students eligible for the freeze must complete the freeze application each semester and return it to the Business Office to receive the freeze discount. (Students will receive the application in their campus mailbox the first week of each semester.)
2. The student must remain full time each semester of each subsequent year.
3. The student must abide by available payment methods. Late payment of the school bill will be cause for forfeiture of this benefit.
4. The student must elect the full meal plan each semester and live on campus consecutive semesters.

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

ESTIMATED COSTS

<table>
<thead>
<tr>
<th></th>
<th>2001-2002 Per Semester</th>
<th>2001-2002 Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (full-time student)</td>
<td>$6,370</td>
<td>$12,740</td>
</tr>
<tr>
<td>Room (would not apply to commuter students)</td>
<td>1,095</td>
<td>2,190</td>
</tr>
<tr>
<td>Board - Full Meal Plan (would not apply to commuter students)</td>
<td>1,375</td>
<td>2,750</td>
</tr>
<tr>
<td>Total ($6,370 per semester for a full-time commuting student)</td>
<td>$8,840</td>
<td>$17,680</td>
</tr>
</tbody>
</table>

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

PAYMENT TERMS

The Fall 2001 semester charges are due and payable by September 4, 2001. Spring 2002 charges are due and payable by January 8, 2002, 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 22 (for the Fall) and December 26 (for the Spring), the remaining balance is due immediately.
AVAILABLE PAYMENT OPTIONS:

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

**PLAN ONE - CASH**

Pay the net amount due by September 4 for the Fall 2001 semester or by January 8 for the Spring 2002 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 22 for the Fall or December 26 for the Spring.

**PLAN THREE - CAMPUS EMPLOYMENT**

Pay the net amount from authorized campus employment. Contact Student Accounts to make arrangements for this plan.

**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 $13.75 per day. No board refunds will be given after December 1, 2001, for the Fall semester or April 1, 2002, 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.

**THE RETURN OF TITLE IV FINANCIAL AID CALCULATION**

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

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

Funds will be returned in the following order if the student received money from the fund:
- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Perkins Loan
- PLUS
- Pell Grant
- FSEOG
- Other Title IV programs

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

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

Please contact the Financial Aid Office at 765-677-2116 if you have any questions about the calculation.

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.
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 or on the web at www.fafsa.ed.gov. After evaluation by the Financial Aid Office, this information is used to determine the kinds and amounts of need-based aid for which the student qualifies.

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 three to four 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. Additional documents must be provided by the date specified in the letter. Without these documents, no financial aid can be awarded. All financial forms are thoroughly edited, and the Financial Aid Office communicates with the student or parents 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 per semester). In addition, PELL 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 six 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.

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 (freshman, sophomore, junior, and senior).

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

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>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>
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<td>6</td>
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</tr>
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<td>3.80</td>
<td>7</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>1410/32</td>
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<table>
<thead>
<tr>
<th>POINTS</th>
<th>ANNUAL AMOUNT</th>
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<tr>
<td>2</td>
<td>=$750/year</td>
</tr>
<tr>
<td>3 – 4</td>
<td>=$1250/year</td>
</tr>
<tr>
<td>5 – 6</td>
<td>=$2000/year</td>
</tr>
<tr>
<td>7 – 8</td>
<td>=$2500/year</td>
</tr>
<tr>
<td>9 – 10</td>
<td>=$3000/year</td>
</tr>
<tr>
<td>11 – 12</td>
<td>=$4000/year</td>
</tr>
<tr>
<td>13 – 15</td>
<td>=$5000/year</td>
</tr>
<tr>
<td>16 – 18</td>
<td>=$6000/year</td>
</tr>
</tbody>
</table>

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 $2000/yr ($1000/semester).

Transfer Honor Scholarship

A full-time student who has attended at least one full-time year (at least 24 credit hours) at an approved college or university may qualify with a minimum transfer GPA of at least 3.40 on a 4.00 scale. A GPA on transfer work from more than one college or university will be calculated using a weighted average. A student with less than 24 credit hours must meet the requirements for the Freshman Academic Scholarship. It is the student’s responsibility to submit the necessary transcripts and test scores at the time of application for admission to Indiana Wesleyan University.

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 (sophomore, junior, or senior).

<table>
<thead>
<tr>
<th>Transfer Academic Scholarships</th>
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</thead>
<tbody>
<tr>
<td>GPA</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>3.40</td>
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<tr>
<td>3.80</td>
</tr>
<tr>
<td>3.90</td>
</tr>
<tr>
<td>4.00</td>
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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. The National Merit award plus all other academic awards will not exceed tuition.

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.

Indiana Wesleyan University
Scholarships, Grants

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 March 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 the FAFSA. Awards are based on financial need and range from $400-$3,750 for the 2001-2002 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.

Indian 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 2001-2002 was $2,943 to $3,679, 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 2001-2002 at IWU was in excess of $5,080.

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. This could be any combination of husband/wife/father/mother/unmarried dependent sons or daughters. It is intended to assist families where two or more “living under the same roof” are attending Indiana Wesleyan University on a full-time basis in traditional programs of study.
**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.

**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 eight semesters. The recipient must demonstrate financial need, reside on campus, be a full-time undergraduate student, and apply for all other forms of federal and state financial aid. 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 or certificates submitted 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%.
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%. Further information about the operation of this program can be secured by writing the Department of Education and the Ministry of The Wesleyan Church, P.O. Box 50434, Indianapolis, Indiana 46250-0434.

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 1.7% and capped at 8.25%. 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 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. The interest rate is variable, tied to the 91-day T-Bill plus 2.3% and capped at 8.25%.

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<tr>
<th>Total Indebtedness</th>
<th>Number of Payments</th>
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<th>Interest Charges</th>
<th>Total Repaid</th>
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<td>64</td>
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<td>15,000</td>
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<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 91-day T-Bill plus 3.10% and capped at 9%. Borrowers must be creditworthy and must begin repayment upon disbursement of the funds.
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 765-677-2116.
**COURSES OF INSTRUCTION**

**DIVISIONS OF INSTRUCTION - UNDERGRADUATE**

I. Division of Art -  
Prof. Robert Curfman, Chairperson  
- Art, pgs. 56-57  
- Ceramics, pg. 57  
- Computer Graphics, pgs. 57-58  
- Illustration, pg. 58  
- Painting, pg. 58  
- Photography, pg. 58  
- Printmaking, pgs. 58-59

II. Division of Behavioral Sciences -  
Dr. Betty Jane Fratzke, Chairperson  
- Addictions Counseling, pgs. 59-60  
- Criminal Justice, pg. 60  
- Pre-Art Therapy, pgs. 60-61  
- Psychology, pgs. 61-62  
- Social Work, pgs. 62-63

III. Division of Business -  
Prof. Jerry Showalter, Chairperson  
- Accounting, pgs. 64-65  
- Business Administration, pg. 65  
- Finance, pg. 66  
- Management, pg. 66  
- Marketing, pg. 67

IV. Division of Education -  
Dr. James Elsberry, Chairperson  
- Education, pgs. 67-71  
- Secondary Education, pgs. 71-78  
- Special Education, pgs. 78-80

V. Division of Health, Kinesiology, Recreation & Sports Studies -  
Dr. Michael Fratzke, Chairperson  
- Athletic Training, pgs. 81-82  
- Exercise Science, pg. 83  
- Health Promotion & Wellness, pg. 83  
- Physical Education, pg. 74  
- Recreation Management, pg. 84  
- Sports Management, pgs. 84-85

VI. Division of History & Social Sciences -  
Dr. Glenn Martin, Chairperson  
- Economics, pg. 86  
- History, pgs. 86-87  
- Political Science, pgs. 87-88  
- Political Science Pre-Law, pgs. 87-88  
- Social Studies, pg. 89  
- Social Studies Education, pgs. 75-76  
- Sociology, pgs. 90-91

VII. Division of Modern Languages & Literature -  
Dr. Michael Buck, Chairperson  
- Communication Arts, pgs. 92-93  
- English, pgs. 93-94  
- Languages, pg. 94  
- Writing, pg. 94

VIII. Division of Music -  
Prof. Todd Guy, Chairperson  
- Music (Applied), pgs. 95-96  
- Church Music, pgs. 96-97  
- Music Theory/Composition, pg. 96

IX. Division of Natural Sciences & Mathematics -  
Dr. Vickie Hess, Chairperson  
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- Chemistry, pg. 100  
- Computer Information Systems, pgs. 101-102  
- Computer Science, pgs. 101-102  
- Mathematics, pg. 103  
- Medical Technology, pgs. 103-104  
- Physics and Earth Science, pg. 104  
- Pre-Medical Sciences, pgs. 104-105

X. Division of Nursing Education -  
Dr. Susan Stranahan, Chairperson  
- Nursing Education, pgs. 105-106
XI. Division of Religion & Philosophy - Dr. Stephen Lennox, Chairperson
Adolescent Ministries, pg. 108
Biblical Literature, pgs. 108-109
Christian Education, pgs. 109-110
Christian Ministries, pgs. 110-111
Intercultural Studies, pgs. 111-112
Religion/Philosophy, pgs. 112-113
Youth Ministries, pg. 113

XII. Leadership
Dr. James Laub
Leadership, pgs. 91-92

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

Programs of Instruction - Graduate

I. Ministry - Dr. Stephen Lennox

II. Nursing - Dr. Susan Stranahan
• 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

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.
# Department Codes

## Undergraduate:

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<th>Department</th>
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<tr>
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<tr>
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<td>Administration</td>
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<td>SPA</td>
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<td>WRI</td>
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## Graduate:

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<td>ADM</td>
<td>Administration</td>
</tr>
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<td>CHN</td>
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<td>CNS</td>
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<td>Education</td>
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<td>Ministry</td>
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<tr>
<td>PYC</td>
<td>Primary Care</td>
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Indiana Wesleyan University
DIVISION OF 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 78) and Pre-Art Therapy (See pages 60-61).

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 Art, 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.

General Education Core:
Students in this major meet the General Education Competencies by taking the approved standard courses.

ART – B.S.

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: 42 hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>42 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART121 Drawing I</td>
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<td>ART221 Drawing II</td>
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<td>ART224 Design I</td>
<td>3</td>
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<tr>
<td>ART234 Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART241 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART266 Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>ART324 Design II: Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART373 Introduction to Computer Graphics</td>
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<tr>
<td>ART379 Color Theory</td>
<td>3</td>
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<tr>
<td>Any two of the following Art History classes:</td>
<td>6</td>
</tr>
<tr>
<td>ART381 Art History I</td>
<td>(3)</td>
</tr>
<tr>
<td>ART382 Art History II</td>
<td>(3)</td>
</tr>
<tr>
<td>ART383 Early Renaissance</td>
<td>(3)</td>
</tr>
<tr>
<td>ART384 High Renaissance</td>
<td>(3)</td>
</tr>
<tr>
<td>ART385 Baroque Art</td>
<td>(3)</td>
</tr>
<tr>
<td>ART386 Impressionism</td>
<td>(3)</td>
</tr>
<tr>
<td>ART387 Modern Art</td>
<td>(3)</td>
</tr>
<tr>
<td>Art Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Computers are an important instructional tool.
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.

Required Courses 24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>ART121</td>
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<td>Design I</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>
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<tr>
<td>ART373</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Art Electives</td>
<td></td>
<td>6</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.

Required Courses: 24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART381</td>
<td>Art History I</td>
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<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>
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<tr>
<td>ART476</td>
<td>Art Enrichment</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>
<td>3</td>
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<tr>
<td>HST202</td>
<td>World Civilization after 1500</td>
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<td>HST395</td>
<td>Renaissance and Reformation</td>
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<td>MUS180</td>
<td>Humanities Fine Arts*</td>
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ART STUDIO MAJORS

CERAMICS – B.S.

Required Courses: 48 hours

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<tr>
<td>ART224</td>
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<tr>
<td>ART228</td>
<td>Silversmithing I</td>
<td>3</td>
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<td>ART230</td>
<td>Stained Glass I</td>
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<td>ART241</td>
<td>Ceramics I</td>
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<tr>
<td>ART251</td>
<td>Sculpture I</td>
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<td>ART280</td>
<td>Visual Communications</td>
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<td>ART324</td>
<td>Design II</td>
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<tr>
<td>ART343</td>
<td>Ceramics II</td>
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<tr>
<td>ART441</td>
<td>Ceramics III</td>
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<td>ART442</td>
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<td>ART490</td>
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Any two of the following Art History classes: 6

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COMPUTER GRAPHICS – B.S.

Required Courses: 51 hours

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<td>ART281</td>
<td>Commercial Layout and Design</td>
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<td>ART378</td>
<td>Color Theory</td>
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<td>ART434</td>
<td>Digital Photography</td>
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<td>ART436</td>
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<td>ART473</td>
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<td>ART491</td>
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**ILLUSTRATION – B.S.**

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<td>ART224</td>
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<td>ART234</td>
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**PHOTOGRAPHY – B.S.**

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<td>ART424</td>
<td>Product Photography</td>
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<td>ART434</td>
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<td>ART435</td>
<td>Photo Illustration and Lighting</td>
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<td>ART490</td>
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**PAINTING – B.S.**

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<td>ART332</td>
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<td>ART431</td>
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**PRINTMAKING – B.S.**

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<td>ART234</td>
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<td>ART266</td>
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<td>ART280</td>
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ART324  Design I  3
ART379  Color Theory  3
ART374  Illustration I  3
ART466  Printmaking III  3
ART331  Painting I  3
ART366  Printmaking II  3
ART373  Introduction to Computer Graphics  3
ART490  Senior Exhibit - Art  0-2
Any two of the following Art History classes
ART381  Art History I  3
ART382  Art History II  3
ART383  Early Renaissance  3
ART385  Baroque Art  3
ART386  Impressionism  3
ART387  Modern Art  3

DIVISION OF BEHAVIORAL SCIENCES

ADDITIONS COUNSELING - A.S., B.S.

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 should complete ADC210 prior to taking ADC310 and applying for admission to the major. 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.

Requirements:

The Addictions Counseling major consists of 29 hours in addictions, 9 hours in psychology, and 3 hours in sociology for a total of 41 credits hours. Students in this major meet the General Education Competencies by taking the approved standard courses. Required courses for a major in Addictions Counseling include:

<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>ADC291</td>
<td>Urban Encounter for the Helping Profession</td>
<td>3</td>
</tr>
<tr>
<td>PSY291</td>
<td>Psychology of Personality</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>Addiction Programs and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ADC461-464</td>
<td>Addictions Practicum</td>
<td>8</td>
</tr>
<tr>
<td>PSY251</td>
<td>Child Developmental or</td>
<td></td>
</tr>
<tr>
<td>PSY252</td>
<td>Adolescent Growth &amp; Development</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 ADC310 or ADC458 only with the permission of the Addictions Studies Coordinator.

ADDITIONS 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.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>PHE229</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
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 addictions 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.

CRIMINAL JUSTICE EDUCATION – A.S., B.S.

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

The Criminal Justice major gives the student an understanding of the three areas 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:

- PSY366 Psychology of Abnormal Behavior 3
- SOC350 Minority Group Relations 3
- HST400 American Constitutional History 3
- MAT112 General Statistics 3
- POL200 State and Local Government and Politics 3
- PSY150 General Psychology 3
- PSY366 Psychology of Abnormal Behavior 3
- SOC150 Principles of Sociology 3
- SOC152 Social Problems 3
- SOC200 Marriage and Family 3
- SOC350 Minority Group Relations 3

Additional Requirements:
In addition to meeting the general education requirements, the following details three specific areas:

Writing Competency Requirement:
This will be met by either ENG100, ENG120, or approved classes within the Advanced Standing guideline according to the current policy regarding the student’s SAT/ACT verbal scores.

Intercultural Experience Requirement:
The student will successfully meet this requirement by enrolling in any of the approved intercultural classes listed in the catalog.

Communication Requirement:
Criminal Justice majors will meet this requirement by successfully completing COM110 or a course designated by the Coordinator of Communication.

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

PRE-ART THERAPY – B.S.

Pre-Art Therapy Major:
This program is designed for students interested in applying art skills and counseling skills together in a therapy setting. It is a pre-graduate program with 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 3
ART241 Ceramics I 3
ART256 Weaving I or 3
ART280 Visual Communications or 3
ART281 Commercial Layout and Design 3
ART324 Design II 3
ART331 Painting I 3
ART343 Ceramics 3
ART251 Sculpture 3
ART371 Art for Elementary Teachers or 3

One course in Art History 3
ART381-ART387 (3)

Additional art classes recommended:
ART234 Photography I 3
ART351 Sculpture II 3
ART332 Painting II 3
ART381-387 Art History 3

Psychology Courses:

PSY150 General Psychology 3
PSY162 Physiological Psychology 3
PSY225 Child Development 3
PSY227# Advanced Topics in Behavioral, Cognitive and Neuropsychological Research 3
PSY252 Adolescent Growth and Development 3
PSY355 Introduction to Experimental Psychology 3
PSY365 Psychology of Personality 3
PSY366 Psychology of Abnormal Behavior (includes Practicum hours) 3
PSY485 Theories of Counseling (includes Practicum hours) 3
PSY487 Techniques of Counseling (includes Practicum hours) 3

Additional electives recommended:
PSY210 Introduction to Art Therapy 3
PSY225 Learning and Motivation 3
PSY371 Family Systems Therapy 3
PSY380 Cognitive-Behavioral Counseling 3
PSY490 Psychology Seminar 3

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.

General Education Competencies:
Students in these majors meet the General Education Competencies by taking the approved standard courses.

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.

Requirements:
A Psychology major may be a stand alone major of 37 hours with a 10-hour cognate in one of the following areas: Addictions Counseling, Christian Ministries, Criminal Justice, Social Work, or as directed by the Psychology Department. A Psychology major is also offered as a stand alone major (graduate school/research track) of 47 core hours in psychology or as a double major in combination with any of the previously listed programs. Required courses for the 37-hour major and double majors in Psychology include:

Required Courses: Credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY162</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY225</td>
<td>Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY272#</td>
<td>Advanced Topics in Behavioral, Cognitive and Neuropsychological Research</td>
<td>3</td>
</tr>
</tbody>
</table>
**Psychology, Social Work**

PSY250** Developmental Psychology 3  
PSY251** Child Development 3  
PSY252** Adolescent Growth and Development 3  
PSY290 Sophomore Seminar 1  
PSY291 Urban Encounter for the Helping Profession 1  
PSY354* Statistics for Social Sciences 3  
PSY355 Research Methods in Behavioral Science 3  
PSY365 Psychology of Personality 3  
PSY366 Psychology of Abnormal Behavior 3  
PSY390 Junior Seminar (two required) 1-1  
PSY475# Independent Study/Research/Honor’s Thesis 3  
PSY485 Theories of Counseling 3  
PSY487 Techniques of Counseling 3  
PSY490# Senior Seminar 1-1  
PSY493# Integration of Psychology & Christianity 3  
PSY495# History and Systems of Psychology 3  

*Counts as General Education math course for Psychology majors.  
**Two developmental courses are required from three offered (PSY250, PSY251, and PSY252).  
#Optional course unless pre-grad track.

The pre-graduate school track includes all of the above plus PSY227, 490, 493, 495 and one additional upper-level course such as PSY371, 380 or 475.

Additional hours in the cognate may be chosen from remaining Psychology classes and other options listed above. Two credits in Psychology Seminar (PSY390 or 490) are required beyond the Sophomore Seminar.

A teaching minor public school certification may also be earned in Psychology. This will require 24 hours from those recommended for a major but not including PSY485-487.

A 30-hour Psychology major may be combined with a 30-hour Art program as a Pre-Art Therapy major.

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**SOCIAL WORK – A.S., B.S.**

**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 Social Work program at Indiana Wesleyan University has developed the following goals to prepare students for entry level social work practice.

1. Prepare graduates to work with and appreciate diverse populations;
2. Provide content for graduates to work with client systems of various sizes;
3. Teach values and ethics appropriate to social work practice;
4. Prepare graduates to recognize their responsibility for professional growth and life-long learning; and,
5. Provide content about the social contexts, the behavior of organizations and dynamics of change.

Students who wish to continue graduate education may be eligible for advanced standing at many graduate schools of social work. Graduates of the Social Work Program are eligible to become full members of the National Association of Social Workers, Indiana Wesleyan University’s Social Work Program is accredited by the Council on Social Work Education.

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.

**General Education Competencies:**

Students in this major meet the General Education Competencies by taking the approved standard courses.

**Required Courses:**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO100</td>
<td>Introductory Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
ECO211 Introduction to Economics 3
POL200 State and Local Government and Politics 3
PSY150 General Psychology 3
SOC150 Principles of Sociology 3
SOC152 Social Problems 3
SOC482 Social Research 3
SWK170 Introduction to Social Work 3
SWK335 Social Welfare Organization 3
SWK336 Social Policy 3
SWK342 Human Behavior/Social Environment I 3
SWK343 Human Behavior/Social Environment II 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 3
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.

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 February 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 IWU 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 size 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.

Many students now have laptop computers.

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.
DIVISION OF BUSINESS

The curricula of the Business Division are designed to foster an understanding and evaluation of the changing nature, form, and function of the economy and the world of business. Course work is designed to provide the foundation for business success once the student graduates.

The Business Division is comprised of five Departments: Accounting, Business Administration, Finance, Management, and Marketing. Each department offers a major in their respective department. These 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. degree is available in all five majors: Accounting, Business Administration, Finance, Management, and Marketing. A student may double major in any two of the five majors by completing the specific requirements of each major with no less than 60 unique hours of passing work in the two majors. Other double majors are possible by combining the study of one of the five departmental majors with any major in another Division such as, but not limited to, Art, Communications, Computer Information Systems, Criminal Justice, Economics, English, History, Mathematics, Music, Political Science, Psychology, Sociology, or Sports Management. A student may also select a minor or a two-year A.S. degree in Accounting or Business Administration. Neither minors nor 2-year degrees are available in Finance, Management, or Marketing.

Students will make application for admission to the Business Division and the specific major(s) before registering for their junior year. All 300- and 400-level courses (except ACC311, ACC312, BUS303, FIN340, and MNG310) require admission to both the Business Division and a specific major(s) within the Business Division or consent of the professor. Prior to enrolling in any 300- or 400-level course (except BUS303), the following gateway class(es) for each respective major must also be successfully completed: Accounting – ACC311; Business Administration – MNG280 and MKG298; Finance – FIN340; Management – MNG280; Marketing – MKG298.

Credit for all courses in the major that are transferred from other schools must be approved by the Business Division before admission to the Business Program. Students currently enrolled as majors in the Business Division may not transfer (into the Business Division for credit) any courses without prior written approval from the Business Division.

General Education Competencies:
Students in these majors meet the General Education Competencies by taking the approved standard courses.

ACCOUNTING – A.S., B.S.

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 professor. Areas of employment could involve public accounting, manufacturing, retailing, service organizations, financial institutions, federal and state governments, not-for-profit organizations, and higher education.

4-Year Bachelor Degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Division Core Courses–</td>
<td></td>
</tr>
<tr>
<td>BUS100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Major Core Courses–</td>
<td></td>
</tr>
<tr>
<td>ACC311 Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC312 Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS362 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ACC423 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Major Elective Courses–</td>
<td></td>
</tr>
<tr>
<td>ACC341 Managerial Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC342 Managerial Cost Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC371 Federal Income Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ACC372 Federal Income Tax II</td>
<td>3</td>
</tr>
<tr>
<td>ACC410 Accounting Information Systems</td>
<td>1-3</td>
</tr>
<tr>
<td>ACC451 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC471 Independent Study in Accounting</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS480 Business Practicum Transition</td>
<td>1</td>
</tr>
<tr>
<td>ACC481 Accounting Practicum</td>
<td>1-4</td>
</tr>
<tr>
<td>Accounting Major Senior Courses–</td>
<td></td>
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<tr>
<td>BUS452 Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>ACC498 Accounting Seminar – Research</td>
<td>3</td>
</tr>
<tr>
<td>ACC499 Accounting Seminar – Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

General Education Competencies:
Students in these majors meet the General Education Competencies by taking the approved standard courses.
### ACCOUNTING, BUSINESS ADMINISTRATION

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

<table>
<thead>
<tr>
<th>Business Division Core Courses—</th>
<th>15 hours</th>
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</thead>
<tbody>
<tr>
<td>BUS100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II</td>
<td>3</td>
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<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
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</table>

**Accounting Major Elective Courses—**

<table>
<thead>
<tr>
<th>must complete 9 hours:</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC311 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC312 Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC341 Managerial Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC342 Managerial Cost Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS362 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ACC371 Federal Income Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ACC372 Federal Income Tax II</td>
<td>3</td>
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<tr>
<td>ACC410 Accounting Information Systems</td>
<td>1-3</td>
</tr>
<tr>
<td>ACC423 Auditing</td>
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</tr>
<tr>
<td>ACC451 Advanced Accounting</td>
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</tr>
<tr>
<td>ACC471 Independent Study in Accounting</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS480 Business Practicum Transition</td>
<td>1</td>
</tr>
<tr>
<td>ACC481 Accounting Practicum</td>
<td>1-4</td>
</tr>
</tbody>
</table>

*A minor in Accounting is available by completing the same requirements as for the 2-year Associate degree.

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

<table>
<thead>
<tr>
<th>Business Division Core Courses—</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Business Administration Major Core Courses—</th>
<th>12 hours</th>
</tr>
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<tbody>
<tr>
<td>MNG280 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKG298 Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>FIN340 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS362 Business Law</td>
<td>3</td>
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</tbody>
</table>

**Business Administration Major Elective Courses—**

<table>
<thead>
<tr>
<th>must complete 10 hours:</th>
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<tbody>
<tr>
<td>ACC371 Federal Income Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ACC372 Federal Income Tax II</td>
<td>3</td>
</tr>
<tr>
<td>ACC410 Accounting Information Systems</td>
<td>1-3</td>
</tr>
<tr>
<td>ACC423 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC451 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC471 Independent Study in Accounting</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS480 Business Practicum Transition</td>
<td>1</td>
</tr>
</tbody>
</table>

*If Business Administration is the only major, three (3) additional hours are required:

- BUS452 Strategic Management 3

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

<table>
<thead>
<tr>
<th>Business Division Core Courses—</th>
<th>15 hours</th>
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</thead>
<tbody>
<tr>
<td>BUS100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II</td>
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<tr>
<td>ECO211 Introduction to Economics</td>
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<tr>
<td>ECO212 Microeconomics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administration Major Core Courses—</th>
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</thead>
<tbody>
<tr>
<td>MNG280 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKG298 Marketing Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Administration Major Elective Courses—**

<table>
<thead>
<tr>
<th>must complete 3 hours:</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS498 Business Seminar – Research</td>
<td>2</td>
</tr>
<tr>
<td>BUS499 Business Seminar – Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Business Division Core Courses—</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administration Major Core Courses—</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNG280 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKG298 Marketing Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Administration Major Elective Courses—**

<table>
<thead>
<tr>
<th>must complete 3 hours:</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS498 Business Seminar – Research</td>
<td>2</td>
</tr>
<tr>
<td>BUS499 Business Seminar – Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

*If Business Administration is the only major, three (3) additional hours are required:

- BUS452 Strategic Management 3

*A minor in Business Administration is available by completing the same requirements as for the 2-year Associate degree.

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Indiana Wesleyan University
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, financial manager, securities broker, bank analyst, investment banker, and university professor. 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
Business Division Core Courses—must complete all courses: 15 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
Finance Major Core Courses—must complete all courses: 12 hours
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FIN340 Managerial Finance 3
- BUS362 Business Law 3
Finance Major Electives Courses—must complete 12 hours: 12 hours
- FIN330 Investments 3
- ACC341 Managerial Cost Accounting I 3
- ECO365 Public Administration and Finance 3
- ACC371 Federal Income Tax I 3
- FIN383 Real Estate Investment and Marketing 3
- BUS385 Risk Management 3
- FIN430 Investment Management 3
- FIN440 Financial Management 3
- ECO444 Money and Banking 3
- FIN450 Investment Services: Series 7 3
- FIN474 Independent Study in Finance 1-3
- BUS480 Business Practicum Transition 1
- FIN484 Finance Practicum 1-4
Finance Major Senior Courses—must complete all courses: 6 hours
- BUS452 Strategic Management 3
- FIN498 Finance Seminar—Research 2
- FIN499 Finance Seminar—Presentation 1

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, small business owner/operator, consultant, and university professor. Areas of employment could involve retailing, wholesaling, manufacturing, various governmental bodies, not-for-profit organizations, and higher education.

4-Year Bachelor Degree: 45 hours
Business Division Core Courses—must complete all courses: 15 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
Management Major Core Courses—must complete all courses: 12 hours
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FIN340 Managerial Finance 3
- BUS362 Business Law 3
Management Major Elective Courses—must complete 12 hours: 12 hours
- ECO305 Entrepreneurship 3
- MNG310 Business Communication 3
- BUS320 Business Statistics 3
- MNG324 Small Business Management 3
- MNG328 Human Resource Management 3
- MNG334 Production and Operations Management 3
- ACC341 Managerial Cost Accounting I 3
- MNG378 Comparative Management Styles 3
- BUS385 Risk Management 3
- BUS398 Business Research 3
- BUS400 Business Ethics 3
- MNG443 Organizational Behavior 3
- MNG475 Independent Study in Management 1-3
- BUS480 Business Practicum Transition 1
- MNG485 Management Practicum 1-4
Management Major Senior Courses—must complete all courses: 6 hours
- BUS452 Strategic Management 3
- MNG498 Management Seminar—Research 2
- MNG499 Management Seminar—Presentation 1
MARKETING – B.S.

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

4-Year Bachelor Degree: 45 hours
Business Division Core Courses—must complete all courses: 15 hours
- BUS100 Introduction to Business 3
- ACC201 Accounting Principles I 3
- ACC202 Accounting Principles II 3
- ECO211 Introduction to Economics 3
- ECO212 Microeconomics 3
Marketing Major Core Courses—must complete all courses: 12 hours
- MNG280 Management Principles 3
- MKG298 Marketing Principles 3
- FIN340 Managerial Finance 3
- BUS362 Business Law 3
Marketing Major Elective Courses—must complete 12 hours: 12 hours
- MKG346 Consumer Behavior 3
- MKG348 Service Marketing 3
- MKG353 Selling and Relationship Marketing 3
- MKG355 Retailing 3
- MKG357 Advertising and Promotion 3
- MKG370 E-Commerce 3
- FIN383 Real Estate Investment and Marketing 3
- BUS398 Business Research 3
- BUS400 Business Ethics 3
- MKG424 Strategic Marketing 3
- MKG444 Pricing 3
- MKG476 Independent Study in Marketing 1-3
- BUS480 Business Practicum Transition 1
- MKG486 Marketing Practicum 1-4
Marketing Major Senior Courses—must complete all courses: 6 hours
- BUS452 Strategic Management 3
- MKG498 Marketing Seminar—Research 2
- MKG499 Marketing Seminar—Presentation 1

DIVISION OF 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 campuswide 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 completed at IWU 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);
- participate in a formal interview;
- meet cutoff scores on the Pre-Professional Skills Tests.

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:

- have been accepted into the Teacher Education program;
- complete a formal application for the student teaching semester (from the Office of Teacher Education);
- Three faculty letters of support must be submitted by candidates requesting overseas student teaching placement;
- 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).

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:

The Pre-Professional Skills Test (PPST) is required for teacher certification in the State of Indiana. It consists of reading, writing, and mathematics sections, and is a requirement for admission into the Teacher Education Program. Ninety percent of students who completed the Teacher Education Program in 1999-2000 passed all three sections of the PPST prior to program completion. In addition, the student should have completed the appropriate Specialty Area section of the National Teacher Exam (NTE) prior to graduation. One hundred percent of students who completed the Teacher Education Program in 1999-2000 passed their specialty tests. In addition, application for Indiana Teacher Certification should be filed with the Office of Teacher Education (OTEC). Necessary information on this application procedure is available through OTEC or the Teacher Certification Office.

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 70.)

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
- Elementary Education with Special Education
- 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 in the specific content area specified

**All Grade Certification (K-12)**
- Visual Arts Education 52 hours
- Music Education--Choral 47 hours
- Music Education--Instrumental 46 hours
- Music Education--Choral, General, and Instrumental 48 hours
- Physical Education 47 hours
- Special Education 55-58 hours

**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>56-57 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>55 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Chemistry/Biology</td>
<td>60 hours</td>
<td>No</td>
</tr>
<tr>
<td>English</td>
<td>36-48 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>No</td>
<td>25 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42-44 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Physical Education (5-12)</td>
<td>51 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>Social Studies</td>
<td>52 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

Spanish No 24 hours
Special Education 52-55 hours
Visual Arts 36-49 hours

A **Coaching Minor** (24 hours of specified course work) may be applied to any of the above programs.

### ELEMENTARY EDUCATION – B.S.

**GENERAL EDUCATION**

**Humane Core**

- ENG180 Humanities World Literature 3
- HST180 Humanities World Civilization 3
- MUS180 Humanities Fine Arts 3
- PHL180 Humanities Philosophy 3
- UNV180 Becoming World Changers 3

**Biblical Literature**

- BIL101 Old Testament Survey 3
- BIL102 New Testament Survey 3

**English**

- Writing Competency 3
- Speech Competency 0

**History/Social Science**

- PSY150 General Psychology 3
- HST101 American Civilization to 1865 or HST102 American Civilization after 1865 3
- Social Science Elective (to be taken from Economics, Geography, Government or Sociology) 3

**Physical Education**

- PHE101 Concepts of Health and Wellness 1
- Elective: one hour to be chosen from courses numbered PHE102-150. 1

**Science/Mathematics**

- SCI201 Integrated Biology/Earth Science 4
- CHE110 Introduction to Chemistry or PHY120 Physical Science or PHY211 General Physics I 4
- MAT111 Math for Elementary Teachers 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><strong>STAGE A–Introduction</strong></td>
</tr>
<tr>
<td>EDU130 American Education</td>
<td>EDU130 American Education</td>
</tr>
<tr>
<td>EDU200 Educational Technology</td>
<td>EDU200 Educational Technology</td>
</tr>
<tr>
<td>EDU295 School Observation/Participation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAGE B–Acquisition</strong></th>
<th><strong>STAGE B–Acquisition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE260 Health, Physical Activity and Human Movement</td>
<td>EDU240 Educational Psychology</td>
</tr>
<tr>
<td>PSY251 Child Development</td>
<td>EDU250 Principles of Teaching</td>
</tr>
<tr>
<td>EDU271 Foundations in Early Childhood</td>
<td>EDU296 Observation and Participation</td>
</tr>
<tr>
<td>EDU273 Early Childhood Practicum</td>
<td></td>
</tr>
<tr>
<td>EDU290 Elementary Education in a Pluralistic Society</td>
<td></td>
</tr>
<tr>
<td>EDU216 Literature and Response for Young Children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAGE B, C, or D</strong></th>
<th><strong>STAGE B, C, or D</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY276 Psychology of the Exceptional Child</td>
<td>PSY276 Psychology of the Exceptional Child</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAGE C–Integration</strong></th>
<th><strong>STAGE C–Integration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU354 Language Arts Methods</td>
<td>EDU324 Literacy in Diverse Classrooms</td>
</tr>
<tr>
<td>EDU365 Children’s Literature</td>
<td>EDU382 Senior High/Junior High/Middle School Methods</td>
</tr>
<tr>
<td>EDU216 Literature and Responses in Young Children</td>
<td></td>
</tr>
<tr>
<td>EDU385 Developmental Reading</td>
<td></td>
</tr>
<tr>
<td>EDU386 Corrective Reading</td>
<td></td>
</tr>
<tr>
<td>EDU391 Junior Professional Year Clinical</td>
<td></td>
</tr>
<tr>
<td>EDU455 Social Studies Methods</td>
<td></td>
</tr>
<tr>
<td>EDU456 Science Methods</td>
<td></td>
</tr>
<tr>
<td>EDU106 Mathematics Methods and Materials</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAGE D–Application</strong></th>
<th><strong>STAGE D–Application</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU491 Student Teaching</td>
<td>EDU490/492 Student Teaching (5-12) (K-12)</td>
</tr>
<tr>
<td>EDU495 Student Teaching Seminar</td>
<td>EDU495 Student Teaching Seminar</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
Intercultural Experience (3)
Requirements are met through courses and placements in the Professional Education sequence.

ELEMENTARY EDUCATION with Junior High/Middle School Endorsement

The extension of the Standard or Provisional Elementary License 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:
   - EDU382 Methods of Teaching Junior High/Middle School 4
     * at least 75% of courses in the endorsement area must be completed prior to the EDU382 middle school placement.
     * the EDU382 course must be taken after the Junior Professional Year.

SUPPORTING AREAS

Language Arts 15
The following requirements for the Language Arts Endorsement are in addition to courses also required of Elementary Education majors in the General Education or Professional Education course sequences.
- ENG241 Studies in English Grammar 3
- WRI234 Advanced Writing 3
- ENG233 American Literature Survey 3

Mathematics 29
Prerequisite: two years of high school algebra and one year of high school geometry.
- 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 18
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST101</td>
<td>American Civilization to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HST102</td>
<td>American Civilization after 1865</td>
<td>3</td>
</tr>
<tr>
<td>HST180</td>
<td>Humanities World Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

One of the following: HST101, 102 or 103

- POL100 American Government 3
- POL200 State and Local Government and Politics 3

Plus any TWO of the following courses:
- GEO202 Political and Cultural Geography 3
- ECO211 Introduction to Economics 3
- HST103 Recent American History 3
- SOC150 Sociology 3

Science 16
- BIO125 Principles of Biology 4
- BIO203 Environmental Conservation 3
- CHE125 General Chemistry 5
- Science Electives 4

SENior HIGH/JUNIOR HIGH/MIDDLE SCHOOL (GRADES 5-12) AND ALL GRADE SCHOOL PROGRAM (GRADES K-12)

General Education 45

Humanities Core 15
- UNV180 Becoming World Changers 3
- ENG180 Humanities World Literature 3
- HST180 Humanities World Civilization 3
- MUS180 Humanities Fine Arts 3
- PHL180 Humanities Philosophy 3

Biblical Literature 6
- BIL101 Old Testament 3
- BIL102 New Testament 3
### English Language Arts
- COM110 Speech Communication: 3 credits
- Writing Elective: 3 credits

### History/Social Science
- PSY150 General Psychology: 3 credits
- Sociology Elective: 3 credits
- Elective (to be taken from Economics, History, Political Science, Psychology, or Sociology): 3 credits

### Physical Education
- PHE101 Concepts of Physical Education: 1 credit
- Elective: one hour to be chosen from courses numbered 102-150: 1 credit

### Science/Mathematics/Computer Science
- Lab Science: 4 credits
- Math/Science Elective: 3 credits

### Intercultural Experience
- Requirements are met through courses and placements in the Professional Education sequence.

### ENGLISH MAJOR
36-48 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG220 Approaches to Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG241 Studies in English Grammar or English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate competency in modern or ancient foreign language</td>
<td>0-12</td>
</tr>
<tr>
<td>WR1234 Advanced Writing</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>6</td>
</tr>
<tr>
<td>ENG352 History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG455 Approaches to Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>18</td>
</tr>
<tr>
<td>ENG180 Humanities World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Literature electives including American and British</td>
<td>15</td>
</tr>
<tr>
<td>Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
| COM110 Speech Communication or COM210 Advanced Public Speaking | | 3

### ENGLISH MINOR
24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG165 English Language and Composition</td>
<td>3</td>
</tr>
<tr>
<td>or ENG234 Advanced Writing (or other advanced writing course)</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG455 Approaches to Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>12</td>
</tr>
<tr>
<td>ENG180 Humanities World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Literature electives including American, British, and Comparative</td>
<td>9</td>
</tr>
<tr>
<td>Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
| COM110 Speech Communication or COM210 Advanced Public Speaking | | 3

### MATHEMATICS MAJOR
42-44 credits

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

### Required Courses:
32 credits

- Calculus I: 4 credits
- Calculus II: 4 credits
- Linear Algebra: 3 credits
- Modern Geometry: 4 credits
- Modern Abstract Algebra: 3 credits
- History and Foundations: 3 credits
- Differential Equations: 3 credits
- Math Senior Seminar: 2 credits
- Number Theory: 3 credits
- Discrete Mathematics: 3 credits

### Two of the following courses:
6-8 credits

- Mathematical Modeling: 4 credits
- Mathematical Statistics: 4 credits
- Numerical Analysis: 3 credits
- Advanced Calculus: 3 credits
- Elementary Real Analysis: 3 credits
- Complex Variables: 3 credits

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Indiana Wesleyan University
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.

Music Minor 26

Music: Choral 48
(Major core + Specialty course + 3 hours)
- MUS282 String Techniques 1
- MUS283 Percussion Techniques 1
- MUS281 Woodwind Techniques or 1
- MUS284 Brass Techniques 1
- MUS110-315 Class Piano (Level F competence)

Music: Instrumental 46
(Major core + Specialty course + 3 hours)
- MUS114 Class Voice 1
- MUS193 University Singers or 1
- MUS194 Chamber Singers (by audition) 1
- MUS110-215 Class Piano (Level D competence)
  - Large ensemble (7 semesters)
  - Recital attendance (7 semesters)
  - Small ensemble (1 semester)

Music: Choral, General, and Instrumental 48
(Major core + Specialty course + 4 hours)
- MUS100 Second area of applied study 4
- MUS110-315 Class Piano (Level F competence)

Music Minor 26

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
- MUS164 Ear Training I 1
- MUS261 Music Theory II 3
- MUS263 Ear Training II 1
- MUS264 Music Theory III 3
- MUS266 Ear Training III 1
- MUS270 Foreign Languages for Musicians 3
- MUS275 Intro to Computer Applications 1
- MUS285 Beginning Conducting 2
- MUS286 Advanced Conducting 2
- MUS385 Music Technology for Music Education 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
- MUS490 Senior Seminar 2
- MUS491 Music Ensemble (Participation each semester) 1
- Recital Attendance 1

Music Major 47-49

All Music Education students must take the following core of 43 hours of music courses. Each area of certification requires the additional courses as indicated.

Major Core 43
- MUS101-301 Applied Study, Senior Recital 8
- MUS160 Introduction to Music Theory (2)
- MUS162 Music Theory I 3
- MUS164 Ear Training I 1
- MUS261 Music Theory II 3
- MUS263 Ear Training II 1
- MUS264 Music Theory III 3
- MUS266 Ear Training III 1
- MUS270 Foreign Languages for Musicians 3
- MUS275 Intro to Computer Applications 1
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- MUS286 Advanced Conducting 2
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- MUS300 Arranging 1
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- MUS372 Music History and Literature II 3
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- MUS490 Senior Seminar 2
- Music Ensemble (Participation each semester) 1
- Recital Attendance 1

Specialty Course (one of the following) 2
- MUS345 Piano Pedagogy 2
- MUS362 Vocal Literature and Pedagogy 2
- MUS363 Instrumental Methods 2

Supporting Course 4
- Introduction to CIS 4

Mathematics Minor 24

Calculus I 4
Calculus II 4
Linear Algebra 3
Modern Abstract Algebra 3
Mathematical Statistics 4
MAT Electives 6

Mathematics Major 47-49

All Music Education students must take the following core of 43 hours of music courses. Each area of certification requires the additional courses as indicated.

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- Introduction to CIS 4

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Mathematics Minor 24

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Calculus II 4
Linear Algebra 3
Modern Abstract Algebra 3
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- MUS362 Vocal Literature and Pedagogy 2
- MUS363 Instrumental Methods 2

Supporting Course 4
- Introduction to CIS 4
## Physical Education, Coaching Minor, Science

### Physical Education (K-12, 5-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO112</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHE155</td>
<td>Introduction to Physical Education, Sport, and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>PHE157</td>
<td>Rhythmics</td>
<td>2</td>
</tr>
<tr>
<td>PHE229</td>
<td>CPR</td>
<td>1</td>
</tr>
<tr>
<td>PHE230</td>
<td>First Aid Basics</td>
<td>2</td>
</tr>
<tr>
<td>PHE341</td>
<td>Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>PHE345</td>
<td>Individual/Dual Sports I</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>PHE376</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHE385</td>
<td>Psychology of Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PHE423</td>
<td>Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE210</td>
<td>Computers and Technology in Physical Education and Athletics</td>
<td>2</td>
</tr>
<tr>
<td>PHE211</td>
<td>Computer Technology Wellness Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHE282</td>
<td>Motor Development</td>
<td>2</td>
</tr>
</tbody>
</table>

### 5-12 Certification

(Major core + 10 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE163</td>
<td>School and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE162</td>
<td>Personal Health or</td>
<td></td>
</tr>
<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE362</td>
<td>Nutrition and Health or</td>
<td></td>
</tr>
<tr>
<td>PHE366</td>
<td>Alcohol and Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I</td>
<td>1</td>
</tr>
</tbody>
</table>

### K-12 Certification

(Major core + 6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE163</td>
<td>School Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PHE242</td>
<td>Elementary Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Physical Education Minor

Teaching Certificate, Standard License, Grades 5-12

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO111</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>PHE155</td>
<td>Introduction to Physical Education, Sport, and Wellness</td>
</tr>
<tr>
<td>PHE157</td>
<td>Rhythmics</td>
</tr>
<tr>
<td>PHE341</td>
<td>Team Sports</td>
</tr>
<tr>
<td>PHE345</td>
<td>Individual/Dual Sports I</td>
</tr>
<tr>
<td>PHE374</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>PHE376</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>PHE423</td>
<td>Adapted Physical Education</td>
</tr>
</tbody>
</table>

### Coaching Minor

24 hours

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE195</td>
<td>Introduction to Athletic Training</td>
</tr>
<tr>
<td>ATR196</td>
<td>Athletic Training Clinical Field Experience I</td>
</tr>
<tr>
<td>PHE165</td>
<td>Principles &amp; Problems of Coaching</td>
</tr>
<tr>
<td>PHE225</td>
<td>Psychology of Sport &amp; Exercise</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I</td>
</tr>
<tr>
<td>PHE236</td>
<td>Professional Experience II</td>
</tr>
<tr>
<td>PHE229</td>
<td>CPR</td>
</tr>
<tr>
<td>PHE230</td>
<td>First Aid Basics</td>
</tr>
<tr>
<td>PHE374</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>PHE376</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Any four (4) hours from the following electives:</td>
<td></td>
</tr>
<tr>
<td>PHE261</td>
<td>Coaching Baseball &amp; Softball</td>
</tr>
<tr>
<td>PHE263</td>
<td>Coaching Basketball</td>
</tr>
<tr>
<td>PHE274</td>
<td>Coaching Track &amp; Field</td>
</tr>
<tr>
<td>PHE275</td>
<td>Coaching Volleyball</td>
</tr>
<tr>
<td>PHE276</td>
<td>Coaching Soccer</td>
</tr>
<tr>
<td>PHE277</td>
<td>Coaching Golf</td>
</tr>
</tbody>
</table>

### Science (5-12)

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):

### Science Major

55-60 hours

<table>
<thead>
<tr>
<th>Major Core</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAR130</td>
<td>Earth Science</td>
</tr>
<tr>
<td>PHY211</td>
<td>General Physics I</td>
</tr>
<tr>
<td>BIO125</td>
<td>Principles of Biology I</td>
</tr>
<tr>
<td>CHE125</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHE126</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHE490</td>
<td>Biology/Chemistry Senior Seminar</td>
</tr>
</tbody>
</table>

### Dual Field Biology/Chemistry Major

60 hours (Major Core + 38 hours)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253</td>
<td>Calculus I</td>
</tr>
<tr>
<td>BIO126</td>
<td>Principles of Biology II</td>
</tr>
<tr>
<td>BIO201</td>
<td>Animal Biology</td>
</tr>
<tr>
<td>BIO202</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO213</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO203</td>
<td>Environmental Conservation or</td>
</tr>
<tr>
<td>BIO301</td>
<td>Ecology</td>
</tr>
<tr>
<td>CHE235</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHE350</td>
<td>Analytical Chemistry I</td>
</tr>
</tbody>
</table>
Electives 10
Ten semester hours of diversified social studies not taken from the candidate’s primary or supporting areas. These hours may be chosen from the following areas: Economics, Geography, Government, Psychology, Sociology, United States History, World Civilization.

SOCIAL STUDIES MINOR 24
A Social Studies minor may be obtained in the following areas:
- United States History 15
- World Civilization 15
- Electives 9

PRIMARY AREAS 18

United States History

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON251 Contemporary Modern Problems: How Should We Then Live?</td>
</tr>
<tr>
<td>HST101* American Civilization to 1865</td>
</tr>
<tr>
<td>HST102* American Civilization after 1865</td>
</tr>
<tr>
<td>HST103 Recent American History and Politics</td>
</tr>
<tr>
<td>HST250 Contemporary Affairs</td>
</tr>
<tr>
<td>HST295 American Portraits</td>
</tr>
<tr>
<td>HST300* Western/American Intellectual and Social History</td>
</tr>
<tr>
<td>HST301* American Foreign Relations</td>
</tr>
<tr>
<td>HST302 American Political Parties</td>
</tr>
<tr>
<td>HST320* American Economic History</td>
</tr>
<tr>
<td>HST400 American Constitutional History</td>
</tr>
<tr>
<td>HST450* History and Social Science Seminar</td>
</tr>
<tr>
<td>HST475 Independent Study in History</td>
</tr>
</tbody>
</table>

*Required courses

World Civilization

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON251 Contemporary Modern Problems: How Should We Then Live?</td>
</tr>
<tr>
<td>HST180 Humanities World Civilization or</td>
</tr>
<tr>
<td>HST201* World Civilization to 1500 and</td>
</tr>
<tr>
<td>HST202* World Civilization after 1500</td>
</tr>
<tr>
<td>HST300* Western/American Intellectual and Social History</td>
</tr>
<tr>
<td>HST354 Latin American History</td>
</tr>
<tr>
<td>HST361 History of Russia and Eastern Europe</td>
</tr>
<tr>
<td>HST370 International Cultural Studies</td>
</tr>
</tbody>
</table>

SOCIAL STUDIES (5-12)

SINGLE FIELD BIOLOGY MAJOR 56-57
(Major core + 34-35 hours)

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO126 Principles of Biology II</td>
</tr>
<tr>
<td>EAR131 Earth Science Lab</td>
</tr>
<tr>
<td>BIO201 Animal Biology</td>
</tr>
<tr>
<td>BIO202 Plant Biology</td>
</tr>
<tr>
<td>BIO213 Microbiology</td>
</tr>
<tr>
<td>BIO203 Environmental Conservation or</td>
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<tr>
<td>BIO301 Ecology</td>
</tr>
<tr>
<td>BIO311 Mammalian Anatomy</td>
</tr>
<tr>
<td>BIO312 General Physiology</td>
</tr>
<tr>
<td>BIO330 Histology or</td>
</tr>
<tr>
<td>BIO411 Vertebrate Development</td>
</tr>
<tr>
<td>BIO412 Genetics</td>
</tr>
</tbody>
</table>

SINGLE FIELD CHEMISTRY MAJOR 55
(Major core + 33 hours)

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAR131 Earth Science Lab</td>
</tr>
<tr>
<td>MAT255 Calculus I</td>
</tr>
<tr>
<td>PHY212 General Physics II</td>
</tr>
<tr>
<td>CHE235 Organic Chemistry I</td>
</tr>
<tr>
<td>CHE236 Organic Chemistry II</td>
</tr>
<tr>
<td>CHE350 Analytical Chemistry I</td>
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<tr>
<td>CHE430 Physical Chemistry I</td>
</tr>
<tr>
<td>CHE440 Physical Chemistry II</td>
</tr>
<tr>
<td>CHE495 Research in Chemistry</td>
</tr>
<tr>
<td>CHE Chemistry Elective</td>
</tr>
</tbody>
</table>

Teaching Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Primary</th>
<th>Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>World Civilization</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

The two supporting areas can be from the history not chosen as a primary area or from Economics, Government, Psychology, or Sociology.
### Supporting Areas 24

#### Required Supporting Courses
- **POL100** American Government 3
- **PSY150** General Psychology (3)
- **SOC150** Principles of Sociology (3)
- **GEO202** Political and Cultural Geography 3

#### United States History
- **HST101** American Civilization to 1865 3 (Section A)
- **HST102** American Civilization after 1865 3 (Section A)
- **HST301** American Foreign Relations 3

*Required courses

#### World Civilization
- **HST201** World Civilization to 1500 3
- **HST202** World Civilization after 1500 3

*Required courses

#### Economics
- **BUS250** Marketing Principles 3
- **CON253** Contemporary Economic Problems: Free to Choose 2-3
- **ECO211** Introduction to Economics 3
- **ECO212** Microeconomics 3
- **ECO270** Comparative Economic Systems 3
- **ECO305** Entrepreneurship 3
- **ECO320** American Economic History 3
- **ECO365** Public Administration and Finance 3
- **ECO444** Money and Banking 3
- **ECO454** International Economics 3
- **ECO463** Economic Thought 3
- **ECO473** Independent Study in Economics 1-3
- **ECO493** Economics Seminar 3
- **MNG313** Labor Relations 3

*Required course

#### Psychology
- **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

*Required course

#### Sociology
- **CON252** Contemporary Social Problems: Whatever Happened to the Human Race? 2-3
- **HST300** Western/American Intellectual and Social History 3
- **SOC150** Principles of Sociology 3
- **SOC152** Social Problems 3
- **SOC170** Aging in America 3
- **SOC200** Marriage and Family 3
- **SOC225** Cultural Anthropology 3
- **SOC246** Criminology 3
- **SOC310** Sociology of the Family 3
- **SOC350** Minority Group Relations 3
- **SOC360** Social Psychology 3
- **SOC370** Demography and Population Problems 3
- **SOC410** Sociology Seminar 3
- **SOC475** Independent Study in Sociology 1-3

*Required courses

---
<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION/SPECIAL EDUCATION DOUBLE MAJORS</th>
<th>SECONDARY EDUCATION/SPECIAL EDUCATION DOUBLE MAJORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE A–Introduction</strong></td>
<td><strong>STAGE A–Introduction</strong></td>
</tr>
<tr>
<td>EDU130 American Education</td>
<td>EDU130 American Education</td>
</tr>
<tr>
<td>EDU200 Educational Technology</td>
<td>EDU200 Educational Technology</td>
</tr>
</tbody>
</table>

| **STAGE B–Acquisition**                            | **STAGE B–Acquisition**                            |
| EDS215 Individuality of the Learner with Exceptional Needs | EDS215 Individuality of the Learner with Exceptional Needs |
| EDS250 Assessment in Special Education               | EDS250 Assessment in Special Education               |
| EDS260 Behavior Management in Special Education      | EDS260 Behavior Management in Special Education      |
| PHE260 Health, Physical Activity and Human Movement  | EDU240 Educational Psychology                       |
| PSY251 Child Development                            | EDU250 Principles of Teaching                       |
| EDU271 Foundations in Early Childhood               | EDU296 Observation and Participation                |
| EDU273 Early Childhood Practicum                    |                                                   |
| EDU290 Elementary Education in a Pluralistic Society|                                                   |
| EDU216 Literature and Response for Young Children   |                                                   |

| **STAGE B, C, or D**                                | **STAGE B, C, or D**                                |
| PSY276 Psychology of the Exceptional Child          | PSY276 Psychology of the Exceptional Child          |

| **STAGE C–Integration**                             | **STAGE C–Integration**                             |
| EDU370 Public Policy and Special Education          | EDS324 Literacy for the Adolescent with Exceptional Needs |
| EDS381 Methods for Teaching Children with Exceptional Needs | EDS324 Literacy for the Adolescent with Exceptional Needs |
| EDS385 Special Education Practicum I                 | EDS382 Methods for Teaching Adolescents with Exceptional Needs |
| EDS386 Special Education Practicum II                | EDS370 Public Policy and Special Education          |
| EDU354 Language Arts Methods                         | EDS385 Special Education Practicum I                |
| EDU365 Children’s Literature                         | EDS386 Special Education Practicum II               |
| EDU385 Developmental Reading                         | EDU382 Senior High/Junior High/Middle School Methods |
| EDU391 Junior Professional Year Clinical             |                                                   |
| EDU455 Social Studies Methods                        |                                                   |
| EDU456 Science Methods                               |                                                   |
| EDU106 Mathematics Materials and Methods             |                                                   |

| **STAGE D–Application**                             | **STAGE D–Application**                             |
| EDU491 Student Teaching                              | EDU490/492 Student Teaching (5-12) (K-12)           |
| EDU495 Student Teaching Seminar                      | EDU495 Student Teaching Seminar                     |
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:
- SPA237 Intermediate Spanish I 3
- SPA238 Intermediate Spanish II 3
- SPA347 Spanish Conversation/Composition 3
- SPA348 Latin American Studies 3
- SPA354 Latin American History 3
- SPA457 Survey of Spanish Literature 3
- SPA458 Survey of Spanish American Literature 3

Electives:
- SPA370 Mexican Culture and Language Studies in Mexico 3
- SPA371 Hispanic Culture in the U.S. 3
- SPA461 Contemporary Spanish Literature 3
- SPA462 Spanish Short Stories 3
- SPA475 Independent Study - Spanish 1-3

Three-Dimensional Design 9
- ART241 Ceramics I 3
- ART251 Sculpture I 3
- ART324 Design II: Three-Dimensional Design 3

History and Appreciation of Art (3)
- MUS180 Humanities Fine Arts (3)

5-12 Certification 36
(Major core + 6 hours)
- ART History and Appreciation Electives 6

K-12 Certification 49
(Major core + 19 hours)
- ART371 Art for Elementary Teachers 3
- ART Art Electives 16

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
- ART224 Design I: Two-Dimensional Design 3
- ART324 Design II: Three-Dimensional Design 3
- ART Any Three-Dimensional Problems 6
- ART Any course in Art History 3
- ART Two-Dimensional Studio 3

SPANISH (K-12, 5-12)

ART MAJOR 36-49
Grade 5-12 Standard License 36
Grade K-12 Standard License 49
MINOR 24

VISUAL ARTS (K-12, 5-12)

ART MAJOR 36-49
Major Core 30
Two-Dimensional Design 21
- ART121 Drawing I 3
- ART221 Drawing II 3
- ART224 Design I: Two-Dimensional Design 3
- ART234 Photography I 3
- ART331 Painting 3
- ART373 Introduction to Computer Graphics 3
- ART379 Color Theory 3

EXCEPTIONAL NEEDS MAJOR

The program in Exceptional Needs is designed to train teachers to serve persons who require mild interventions. It is consistent with new state standards that call for a major (rather than minor) in exceptional needs. The focus is also on a noncategorical approach. Graduates of the program have a(n)

- understanding of the provision of special education in the regular classroom environment;
- effective use of state-of-the-art methods in special education;

Special Education (K-12)
# Special Education

## Stage A—Introduction

<table>
<thead>
<tr>
<th>Core Content Courses</th>
<th>Courses to Meet Developmental Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU130 American Education</td>
<td></td>
</tr>
<tr>
<td>EDU200 Educational Technology</td>
<td></td>
</tr>
<tr>
<td>PSY276 Psychology of Exceptional Children</td>
<td></td>
</tr>
</tbody>
</table>

## Stage B—Acquisition

<table>
<thead>
<tr>
<th>EDS215</th>
<th>Individuality of the Learner with Exceptional Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS250</td>
<td>Assessment in Special Education</td>
</tr>
<tr>
<td>EDS260</td>
<td>Behavior Management in Special Education</td>
</tr>
</tbody>
</table>

| EDU290 | Elementary Education in a Pluralistic Society        |
| PSY251 | Child Psychology                                     |
| EDU240 | Educational Psychology                               |
| EDU250 | Principles of Teaching                               |

## Stage C—Integration

<table>
<thead>
<tr>
<th>EDS370</th>
<th>Public Policy and Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS385</td>
<td>Special Education Practicum I</td>
</tr>
<tr>
<td>EDS386</td>
<td>Special Education Practicum II</td>
</tr>
</tbody>
</table>

| EDU326 | Developmental Reading for Children with Exceptional Needs |
| EDS381 | Methods for Teaching Children with Exceptional Needs   |
| EDS382 | Methods for Teaching Adolescents with Exceptional Needs|
| EDS324 | Literacy for the Adolescent with Exceptional Needs    |

## Stage D—Application

<table>
<thead>
<tr>
<th>EDU491</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU494</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>
• 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;
• skill in working with other professionals and agencies to assure quality programs;
• 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).

The Special Education Program consists of four components: General Education requirements, courses prerequisite to the major, Major Core Program, and courses to meet developmental standards.

### General Education Requirements: 19-42

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Courses</td>
<td>15</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Writing or Literature</td>
<td>3</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>2</td>
</tr>
</tbody>
</table>

**Social Sciences**
- PSY150  General Psychology  3
- SOC150  Introductory Sociology  3
- One course from Economics, History, or Political Science  3

**Science/Mathematics**
- 7
  - Lab science  4
  - Three hours of mathematics at or above the 103 level  3

**Other Requirements**  0-15
- Writing Competency Requirement  0-3
- Language Requirement  0-3

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Experience Requirement</td>
<td>0.3</td>
</tr>
<tr>
<td>Communication Requirement</td>
<td>0.3</td>
</tr>
<tr>
<td>General Education Electives</td>
<td>0-15</td>
</tr>
</tbody>
</table>

**Courses prerequisite to the major**  6-9
- EDU200  Educational Technology  0-3
- EDU130  American Education  3
- PSY276  Psychology of the Exceptional Child  3

**Major Core Program**  34
- EDS215  Individuality of the Learner with Exceptional Needs  3
- EDS250  Assessment in Special Education  3
- EDS260  Behavior Management in Special Education  3
- EDS370  Public Policy and Special Education  3
- EDS385  Special Education Practicum I  3
- EDS386  Special Education Practicum II  3
- EDS494  Student Teaching Seminar  1
- EDS496  Supervised Student Teaching in Special Education  15

**Courses to meet Developmental Standards**  12

**Early Childhood/Middle Childhood**

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY251  Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU290  Elementary Education in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU326  Developmental Reading for Children with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDS381  Methods for Teaching Children with Exceptional Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Adolescence Generalist/Adolescence/Young Adulthood**  12

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU240  Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU250  Principles of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDS382  Methods for Teaching Adolescents with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDS324  Literacy for Adolescent with Exceptional Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
DIVISION OF HEALTH, KINESIOLOGY, RECREATION & SPORTS STUDIES

Purpose:
The Health, Kinesiology, Recreation & Sports Studies 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.

Six degrees are offered within the Division of Health, Kinesiology, Recreation & Sports Studies. They are a Bachelor’s of Science degrees in Athletic Training, Exercise Science, Health Promotion and Wellness, Physical Education–Secondary Certification (5-12) or All Grade Certification (K-12), Recreation Management, and Sports Management.

In addition to these majors, there are minors available in Health Promotion and Wellness, Recreation Management, Physical Education, Health and Safety, and Coaching.

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
See Education section of the catalog.

Health and Safety Minor
Listed also in Education section of the catalog.

Coaching Minor
See Education section of the catalog.

General Education Requirements
Most majors within the Physical Education Department follow the requirements the traditional general requirements. Recommended courses for specific areas are below. If this differs, the courses are identified under the specific major, e.g., Health Promotion and Wellness.

Science/Mathematics
- BIO111 Anatomy and Physiology I 4
- MAT113 College Algebra 3

Social Science
- PSY150 General Psychology 3
- Additional courses in Social Science 6

Intercultural Experience
- PHE248 Intercultural Studies in Physical Education & Sport 3

ATHLETIC TRAINING – B.S.

This degree is designed to prepare the student for a career in the field of athletic training. This major can be completed in 8 semesters of study. The current routes to become a NATABOC certified athletic trainer are through a CAAHEP accredited athletic training program or an internship athletic training program. Currently, IWU is an internship athletic training program that is a Candidate for CAAHEP accreditation. Although this major and program are pursuing CAAHEP accreditation and are optimistic about the successful completion of the accreditation process, it should be noted that this major will be dissolved if accreditation is not secured. This program will know on the status of its successful/unsuccessful completion of the accreditation process in April-June 2003. This date is before the final dissolution of all internship routes to certification, which is January 1, 2004.

Students must apply and be accepted into the Athletic Training Education Program apart from admission to the university. The program application is available from the Athletic Training Staff. Prospective students must declare an interest in Athletic Training as a chosen field within their first year of study. Students beyond their freshman year at IWU (i.e., changing majors and/or transfer students) will be considered for the program but may have to attend college for an additional year or two to satisfy the educational and clinical requirements necessary for a CAAHEP accredited athletic training program.

Transfer students may have certain athletic training courses from another university/college accepted towards our major if the course is acceptable to the IWU Athletic Training Program Director (i.e., course content and description) and meets all transfer requirements by the IWU Records Office. Students requesting accommodations due to disability should consult the Program Director about the Technical Standards of our program.
### Athletic Training, Activity Courses

**Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR195</td>
<td>Introduction to Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>ATR196</td>
<td>Athletic Training Clinical Education Experience I</td>
<td>1</td>
</tr>
<tr>
<td>ATR197</td>
<td>Athletic Training Clinical Education Experience II</td>
<td>1</td>
</tr>
<tr>
<td>ATR199</td>
<td>Athletic Training Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>ATR220</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>ATR225</td>
<td>Lower Extremity Evaluation and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>ATR226</td>
<td>Upper Extremity Evaluation and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>ATR231</td>
<td>Advanced Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>ATR296</td>
<td>Athletic Training Clinical Education Experience III</td>
<td>1</td>
</tr>
<tr>
<td>ATR297</td>
<td>Athletic Training Clinical Education Experience IV</td>
<td>1</td>
</tr>
<tr>
<td>ATR299</td>
<td>Athletic Training Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>ATR320</td>
<td>Special Topics Seminar in Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>ATR331</td>
<td>Therapeutic Exercise and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>ATR396</td>
<td>Athletic Training Clinical Education Experience V</td>
<td>1</td>
</tr>
<tr>
<td>ATR397</td>
<td>Athletic Training Clinical Education Experience VI</td>
<td>1</td>
</tr>
<tr>
<td>ATR399</td>
<td>Athletic Training Practicum III</td>
<td>1</td>
</tr>
<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 Education Experiences VII</td>
<td>1</td>
</tr>
<tr>
<td>ATR497</td>
<td>Athletic Training Clinical Education Experiences VIII</td>
<td>1</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>
<tr>
<td></td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>PHE366</td>
<td>Alcohol and Drug Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHE210</td>
<td>Computers and Technology in Physical Education &amp; Sport</td>
<td>2</td>
</tr>
<tr>
<td>PHE211</td>
<td>Computer Technology Wellness Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Other Clinical Experience:**

- Must complete at least 1500 clinical hours.
- Must be certified in CPR and First Aid. (Accomplished with ATR197)
- Must work with both male and female athletic teams.
- Must work with at least four different sports (high and low risk).
- Must work with all competencies required by the department.

**GENERAL ACTIVITY COURSES**

Courses PHE101-PHE139 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**  1  
A study of the values, components, development, and maintenance of fitness. Required of all students.

**PHE102 Adult Fitness**  1  
A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

**Recommended Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR352</td>
<td>Seminar in Sports Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PHE128</td>
<td>Lifeguarding</td>
<td>2</td>
</tr>
<tr>
<td>PHE350</td>
<td>Sport Ethics and Living</td>
<td>3</td>
</tr>
<tr>
<td>PHE352</td>
<td>Sports Law and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>PHE103</td>
<td>Aerobic Exercise</td>
<td>1</td>
</tr>
<tr>
<td>PHE104</td>
<td>Advanced Adult Fitness</td>
<td>1</td>
</tr>
<tr>
<td>PHE105</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>PHE106</td>
<td>Basketball - Men</td>
<td>1</td>
</tr>
<tr>
<td>PHE107</td>
<td>Basketball - Women</td>
<td>1</td>
</tr>
<tr>
<td>PHE108</td>
<td>Bowling (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE109</td>
<td>Canoeing (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE110</td>
<td>Cycling</td>
<td>1</td>
</tr>
<tr>
<td>PHE113</td>
<td>Walk, Jog, Run</td>
<td>1</td>
</tr>
<tr>
<td>PHE114</td>
<td>Golf (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE116</td>
<td>Horsemanship (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE117</td>
<td>Varsity Athletics (may be repeated once in a second sport)</td>
<td>1</td>
</tr>
<tr>
<td>PHE118</td>
<td>Self-Defense (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE119</td>
<td>Flag Football</td>
<td>1</td>
</tr>
<tr>
<td>PHE120</td>
<td>Backpacking (fee required)</td>
<td>1</td>
</tr>
</tbody>
</table>
### Exercise Science, Health Promotion and Wellness

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHE121</td>
<td>Racquetball</td>
<td>1</td>
</tr>
<tr>
<td>PHE122</td>
<td>Active Recreation Games</td>
<td>1</td>
</tr>
<tr>
<td>PHE124</td>
<td>Soccer (coed)</td>
<td>1</td>
</tr>
<tr>
<td>PHE125</td>
<td>Softball</td>
<td>1</td>
</tr>
<tr>
<td>PHE126</td>
<td>Beginning Swimming</td>
<td>1</td>
</tr>
<tr>
<td>PHE127</td>
<td>Intermediate Swimming</td>
<td>1</td>
</tr>
<tr>
<td>PHE128</td>
<td>Lifeguarding</td>
<td>2</td>
</tr>
<tr>
<td>PHE129</td>
<td>Water Safety Instructor (17 years old, certified)</td>
<td>2</td>
</tr>
<tr>
<td>PHE130</td>
<td>Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PHE131</td>
<td>Cross-Country Skiing (fee required)</td>
<td>1</td>
</tr>
<tr>
<td>PHE132</td>
<td>Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>PHE134</td>
<td>Weight Training</td>
<td>1</td>
</tr>
</tbody>
</table>

### Exercise Science – B.S.

This program is designed to prepare students for career opportunities in corporate fitness, adult fitness, personal training, strength and conditioning coaching and related fields. This program also is designed to prepare students for postgraduate academic pursuits in exercise science and specifically exercise physiology, cardiac rehab, biomechanics and fitness leadership. The final purpose of this program design is to prepare students for certifications by professional organizations relative to exercise science.

**Required Courses:** 51 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT114</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>PHE170</td>
<td>Intro to Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>PHE225</td>
<td>Psychology of Sport and Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PHE285</td>
<td>Physics of Sports Movement</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>
<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHE282</td>
<td>Motor Development</td>
<td>2</td>
</tr>
<tr>
<td>PHE385</td>
<td>Psychology of Motor Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>PHE375</td>
<td>Fitness Assessment and Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>PHE230</td>
<td>First Aid Basics</td>
<td>2</td>
</tr>
<tr>
<td>PHE482</td>
<td>Senior Seminar in Exercise Science</td>
<td>2</td>
</tr>
<tr>
<td>PHE483</td>
<td>Exercise Science Internship</td>
<td>4</td>
</tr>
<tr>
<td>PHE362</td>
<td>Nutrition and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHE229</td>
<td>CPR</td>
<td>1</td>
</tr>
<tr>
<td>PHE210</td>
<td>Computer and Technology in Physical Education &amp; Sport</td>
<td>2</td>
</tr>
<tr>
<td>PHE211</td>
<td>Computer Technology Wellness Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO112</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

### Health Promotion and Wellness – B.S.

A growing demand in the field of Health and Wellness is creating a need for professionals to accommodate wellness programming. Sports medicine centers, wellness centers, health agencies, hospitals, and industry are advertising for Health Promotion and Wellness professionals. The Health Promotion and Wellness profession is developing at a rapid pace.

**General Education Requirements** 45-51 hours

Includes the following:

**Science/Mathematics**
- BIO111 Anatomy and Physiology I 4
- MAT Math 103 or pass Math Competency 3

**Advanced Writing or Literature**
- ENGL20 English Composition 3
- COM110 Speech Communication 3
- ENG Literature above 200 3

**Social Science**
- PSY150 General Psychology 3
- SOC150 Principles of Sociology 3
- Social Science Elective 3

**Intercultural Experience**
- PHE248 Intercultural Studies in Physical Education & Sport 3

**Required Courses:** 47 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO12</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHE155</td>
<td>Introduction to Physical Education, Sport, and Wellness</td>
<td>3</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>First Aid Basics</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>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>PHE376</td>
<td>Kinesiology</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>Health Promotion and Wellness Management</td>
<td>3</td>
</tr>
<tr>
<td>PHE210</td>
<td>Computers &amp; Technology in Physical Education &amp; Sport</td>
<td>2</td>
</tr>
<tr>
<td>PHE211</td>
<td>Computer Technology Wellness Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHE480</td>
<td>Seminar in Sports Management</td>
<td>2</td>
</tr>
</tbody>
</table>
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.

**Required Courses:** 56 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC160</td>
<td>Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PHE229</td>
<td>CPR</td>
<td>1</td>
</tr>
<tr>
<td>PHE230</td>
<td>First Aid Basics</td>
<td>2</td>
</tr>
<tr>
<td>REC180</td>
<td>Recreation Games and Intramural Sports</td>
<td>3</td>
</tr>
<tr>
<td>REC260</td>
<td>Recreation Leadership and Programming</td>
<td>3</td>
</tr>
<tr>
<td>REC280</td>
<td>Commercial and Social Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC380</td>
<td>Camp Management</td>
<td>3</td>
</tr>
<tr>
<td>REC390</td>
<td>Therapeutic Recreation Services</td>
<td>3</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>REC410</td>
<td>Recreation Internship</td>
<td>2</td>
</tr>
<tr>
<td>REC156</td>
<td>Wise Owl</td>
<td>3</td>
</tr>
<tr>
<td>REC370</td>
<td>Recreation and the Aging Process</td>
<td>3</td>
</tr>
<tr>
<td>PHE352</td>
<td>Sport Law and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>REC450</td>
<td>Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>REC460</td>
<td>Facilities: Design, Planning, Maintenance, and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>REC385</td>
<td>Challenge Education</td>
<td>3</td>
</tr>
<tr>
<td>PHE210</td>
<td>Computers and Technology in Physical Education &amp; Sport</td>
<td>2</td>
</tr>
<tr>
<td>PHE211</td>
<td>Computer Technology Wellness Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHE109</td>
<td>Canoeing</td>
<td>(1)</td>
</tr>
<tr>
<td>PHE110</td>
<td>Bicycling</td>
<td>(1)</td>
</tr>
<tr>
<td>PHE120</td>
<td>Backpacking</td>
<td>(1)</td>
</tr>
<tr>
<td>PHE122</td>
<td>Active Recreation Games</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Aquatics course</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Individual Dual Sport Activity</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Team Sport Activity</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**Suggested courses for TRS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO112</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>REC472</td>
<td>Leisure Counseling for TRS</td>
<td>3</td>
</tr>
<tr>
<td>REC480</td>
<td>TRS Internship</td>
<td>3</td>
</tr>
<tr>
<td>PSY250</td>
<td>Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY251</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY252</td>
<td>Adolescent Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY366</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**RECREATION MANAGEMENT MINOR**

**Required Courses:** 24 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE156</td>
<td>Outdoor Wilderness Learning (Wise Owl Project)</td>
<td>3</td>
</tr>
<tr>
<td>PHE235</td>
<td>Professional Experience I</td>
<td>1</td>
</tr>
<tr>
<td>REC160</td>
<td>Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC180</td>
<td>Recreation Games and Intramural Sports</td>
<td>3</td>
</tr>
<tr>
<td>REC260</td>
<td>Recreation Leadership and Programming</td>
<td>3</td>
</tr>
<tr>
<td>REC380</td>
<td>Camp Management</td>
<td>3</td>
</tr>
<tr>
<td>REC410</td>
<td>Recreation Internship</td>
<td>2</td>
</tr>
<tr>
<td>REC450</td>
<td>Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>REC460</td>
<td>Facilities: Design, Planning, Maintenance, and Scheduling</td>
<td>3</td>
</tr>
</tbody>
</table>

**SPORTS MANAGEMENT – B.S.**

The opportunities for employment with a Sports Management major include a variety of related organizations in sports management, marketing, promotion, and fund raising—local, statewide, and nationally.

**Required Courses:** 43 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>First Aid Basics</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>PHE350</td>
<td>Sport Ethics and Living</td>
<td>3</td>
</tr>
</tbody>
</table>
PHE352 Sport Law and Risk Management 3
PHE354 Sports Management 3
PHE371 Administration of Physical Education and Athletics 3
PHE374 Physiology of Exercise 3
PHE376 Kinesiology 3
PHE420 Sports Marketing, Promotion, and Fund Raising 3
PHE422 Sports Management Internship 3
REC460 Facilities: Design, Planning, Maintenance, and Scheduling 3
PHE210 Computers and Technology in Physical Education & Sport 2
PHE211 Computers and Technology Wellness Lab 1
PHE480 Seminar in Sports Management 2

COACHING MINOR 24 hours
ATR195 Introduction to Athletic Training 2
ATR196 Athletic Training Clinical Education Experience I 1
PHE165 Principles & Problems of Coaching 3
PHE225 Psychology of Sport & Exercise 3
PHE235 Professional Experience I 1
PHE236 Professional Experience II 1
PHE229 CPR 1
PHE230 First Aid Basics 2
PHE374 Physiology of Exercise 3
PHE376 Kinesiology 3
Four from the following courses 4
PHE261 Coaching Baseball & Softball (1)
PHE263 Coaching Basketball (1)
PHE272 Coaching of Tennis (1)
PHE274 Coaching of Track & Field (2)
PHE275 Coaching of Volleyball (1)
PHE276 Coaching of Soccer (1)
PHE277 Coaching of Golf (1)

DIVISION OF HISTORY & SOCIAL SCIENCES

The Division of Social Sciences consists of three departments and offers seven majors: Economics; History; Political Science; Political Science Pre-Law; Social Studies; Social Studies Education; and Sociology.

Majors in the Division of Social Sciences are designed to enable students to develop an integrated perspective, analysis, and understanding of the created order and historical, economic, political, and social developments therein toward an understanding of present realities and trends. Additionally, division majors foster a greater understanding of contemporary patterns from the perspective of Biblical presuppositions and a Biblical Christian worldview.

All students majoring in this Division are encouraged to earn a double major, giving them a broad background and greater marketability. Every major is designed to work well as a “first” major or as a “second” major, enabling the student to complete two majors within the usual 124 hours required to graduate. Double major combinations frequently selected by students (often outside and also within the Division) are noted under the major headings below.

General Education Competencies:
Please note that students for whom any Division major is their second or third major will graduate with the degree designated by their first major (B.S. or A.B.) and will meet their Intercultural Experience and Communication requirements as specified by their first major.

All other students, for whom a major in this Division is their first major, are required to complete either COM110, Speech Communications, or COM352, Interpersonal Communications, to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: Economics and Sociology majors are required to complete any approved standard course. Political Science, Political Science Pre-Law, Social Studies Education, and Social Studies majors are required to complete GEO202, Political and Cultural Geography. History majors are required to complete three hours of modern language study or GEO202, Political and Cultural Geography.

General Education Degree Requirements:
Students who have selected one of the following as their first major: Economics, Political Science, Political Science Pre-Law, or Sociology will graduate with a B.S. To complete their B.S., they will be required to complete seven (7) semester hours in math and science courses, which also count toward their general education requirements, including four hours of any lab science and three additional hours in math or science approved by their department.

Students majoring in Social Studies Education or Social Studies will graduate with a B.S. They will be required to complete seven (7) semester hours in math and science courses, which also count toward their general education requirements, including four hours of EAR130/131, Earth Science, and three (3) additional hours in math or science approved by the History & Political Science Department and the Education Department.

Indiana Wesleyan University
Students majoring in History (as their first major) will graduate with an A.B. They will be required to complete the following liberal arts courses, which will also count toward their general education:

—First major history students who have completed **less than three years** of modern language study in the same language in high school are required to complete a minimum of three (3) semester hours of modern language study and two (2) courses from among the following: three (3) additional hours of modern language study, HST354, Latin American History, or an advanced (200 or above) literature course.

—First major history students who have completed **three or more years** of modern language study in the same language in high school are required to complete one course from the following: three (3) additional hours of modern language study, HST354, Latin American History, or an advanced (200 or above) literature course.

**ECONOMICS – A.S., B.S.**

**Purpose:**

The Department of Economics has designed the Economics major 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 take a double major in Economics and Social Studies Education and consult with the Coordinator of the Department of History and Political Science.) Employment could be with various governmental bodies, corporations, financial institutions, not-for-profit organizations, and higher education.

**General Education Competencies:**

Please refer to page 85.

**Requirements:**

A major in Economics includes 30 hours of economics and a cognate area of 10 hours which may be additional courses in economics or a grouping directed in any one of the following areas: Accounting, Business Administration, Communications, Computer Information Systems, Criminal Justice, Economics, English, Finance, History, Management, Marketing, Mathematics, Music, Political Science, Psychology, Social Work, Sociology, or as directed by the department.

Students whose first major is Economics must take the senior capstone courses ECO498, Economics Seminar/Research, and ECO499, Economics Seminar/Presentation, which are taught in the Division of Business.

**4-year Bachelor Degree**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II or MAT112</td>
<td>3</td>
</tr>
<tr>
<td>General Statistics</td>
<td></td>
</tr>
<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO444 Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECO463 Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>Economics Electives</td>
<td>12</td>
</tr>
<tr>
<td>Cognate</td>
<td>10</td>
</tr>
</tbody>
</table>

**2-year Associate Degree**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC201 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACC202 Accounting Principles II or MAT112</td>
<td>3</td>
</tr>
<tr>
<td>General Statistics</td>
<td></td>
</tr>
<tr>
<td>ECO211 Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO212 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Economics Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Economics Electives:**

- CON253/ Contemporary Economic Problems: 2-3
- ECO263 Free to Choose
- ECO275 Economics of Poverty 3
- ECO305 Entrepreneurship 3
- ECO20 American Economic History 3
- ECO365 Public Administration and Finance 3
- ECO454 International Economics 3
- ECO483 Economics Practicum 1-4
- ECO498* Economics Seminar–Research 2
- ECO499* Economics Seminar–Presentation 1

*Required for students taking Economics as their first major.

**HISTORY – A.B.**

[Note: **Students for whom History is their first major will graduate with an A.B. degree. However, students for whom History is their second or third major will graduate with the degree designated by their first major, whether an A.B. or B.S. For a listing of first major History A.B. degree requirements, see the Division of Social Sciences overview (page 85). As stated in that paragraph, A.B. degree requirements do not apply to students for whom History is their second or third major.]

**Purpose:**

The History major is offered by the Department of History and Political Science. The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries, and graduate study. (History majors desiring to
teach in secondary schools need to take a double major in History and Social Studies Education.) The History major combined with a major in Philosophy/Religion serves as excellent pre-seminary preparation. Also, the History major often serves as a companion double major with Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication 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.

General Education Competencies:
Please refer to page 85.

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 the Social Studies Education major.

Required Courses: 40 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST101A-102A*</td>
<td>American Civilization</td>
<td>6</td>
</tr>
<tr>
<td>HST201-202*</td>
<td>World Civilization</td>
<td>6</td>
</tr>
<tr>
<td>HST300</td>
<td>Western/American Intellectual and Social History</td>
<td>3</td>
</tr>
<tr>
<td>HST301</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>HST450</td>
<td>History and Social Science Seminar</td>
<td>3</td>
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<tr>
<td>HST Electives**</td>
<td></td>
<td>12</td>
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<tr>
<td>Cognate</td>
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<td>10</td>
</tr>
<tr>
<td>CON Electives**</td>
<td></td>
<td>2-3</td>
</tr>
</tbody>
</table>

*or approved equivalent
**as approved by the department

Electives: Credit hours

<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</td>
</tr>
<tr>
<td>HST250</td>
<td>Contemporary Affairs</td>
<td>1</td>
</tr>
<tr>
<td>CON251</td>
<td>Contemporary Modern Problems: How Should We Then Live?</td>
<td>2-3</td>
</tr>
</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.

The Political Science major, offered by the Department of History and Political Science, 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.

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.

General Education Competencies:
Refer to introductory paragraph under Division of Social Sciences on page 85.

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.

Required Courses: 40 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL100</td>
<td>American Government</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 Politics</td>
<td>3</td>
</tr>
<tr>
<td>GEO202</td>
<td>Political and Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>POL301</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL302</td>
<td>American Political Parties</td>
<td>3</td>
</tr>
<tr>
<td>POL350</td>
<td>Political Science Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>POL371</td>
<td>International Studies</td>
<td>3</td>
</tr>
<tr>
<td>POL401</td>
<td>Political Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST450</td>
<td>History and Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>POL275</td>
<td>Pre-Law Tutorial Study</td>
<td>0-1</td>
</tr>
<tr>
<td>PHL285</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>HST300</td>
<td>Western/American Intellectual and Social History</td>
<td>3</td>
</tr>
<tr>
<td>POL350</td>
<td>Political Science Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>POL354</td>
<td>Foreign Governments</td>
<td>3</td>
</tr>
<tr>
<td>CRJ358</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>POL291</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS362</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECO365</td>
<td>Public Administration and Finance</td>
<td>3</td>
</tr>
<tr>
<td>POL367</td>
<td>Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POL371</td>
<td>International Studies</td>
<td>3</td>
</tr>
<tr>
<td>HST400</td>
<td>American Constitutional History</td>
<td>3</td>
</tr>
<tr>
<td>POL401</td>
<td>Political Science Seminar (Travel to D.C.)</td>
<td>3</td>
</tr>
<tr>
<td>HST450</td>
<td>History and Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CRJ472</td>
<td>Court Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

*or department-approved higher math equivalent

**as approved by the department

Electives: Credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL103</td>
<td>Recent American History and Politics</td>
<td>3</td>
</tr>
<tr>
<td>HST250</td>
<td>Contemporary Affairs</td>
<td>1</td>
</tr>
<tr>
<td>CON251</td>
<td>Contemporary Modern Problems: How Should We Then Live?</td>
<td>2-3</td>
</tr>
<tr>
<td>CON253/ECO263</td>
<td>Contemporary Economic Problems: Free To Choose</td>
<td>2-3</td>
</tr>
</tbody>
</table>

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, 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.
Purpose:
The Social Studies major is offered by the Department of History and Political Science. The Social Studies major serves primarily as preparation toward teaching Social Studies in the Senior High/Junior High/Middle Schools and also serves as preparation for research and graduate study. Social Studies majors planning to teach need to declare a Social Studies Education major. (See Education section of the catalog.) A major in Social Studies Education with a minor in Psychology is an excellent combination for those desiring to take a Master’s degree in Counseling and Guidance in order to become guidance counselors in the secondary schools. Social Studies Education majors often earn a second major in Economics, History, Political Science, or Sociology.

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

General Education Competencies:
Refer to introductory paragraph under Division of Social Sciences on page 85.

Major Requirements:
The Social Studies Education major and the non-teaching Social Studies major are 52 hours. The 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, Government (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, as approved by the department.

52 hours

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

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>HST101(A)</td>
<td>American Civilization to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HST102(A)</td>
<td>American Civilization after 1865</td>
<td>3</td>
</tr>
<tr>
<td>PSY150</td>
<td>General Psychology</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>GEO202</td>
<td>Political &amp; Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>HST300</td>
<td>Western/American Intellectual and Social History</td>
<td>3</td>
</tr>
<tr>
<td>HST301</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECO211</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>HST450</td>
<td>History &amp; Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST300</td>
<td>Western/American Intellectual and Social History</td>
<td>3</td>
</tr>
<tr>
<td>HST301</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>ECO211</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>HST450</td>
<td>History &amp; Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>[Note: With department approval, some students who have had HST180 may substitute it for HST201/HST202.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requirements for a Social Studies Teaching Minor
The Social Studies Teaching minor is 24 hours, and can only be taken along with any other teaching major. The Social Studies teaching minor includes a Primary Area of 15 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.

24 hours

Primary Area 15
Social Studies Electives 9

Social Studies Education 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 Education or Social Studies major selects one Primary Area and two Support Areas.)

PRIMARY AREAS

American History Primary Area: (18 semester hours)
Requirements: (12 hours) HST101(A), HST102(A), HST300, HST301, HST450.
Electives: (6 hours) Chosen from HST103, HST250, CON251, HST295, 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: (9 hours) HST101(A), HST102(A), HST301.
Electives: (3 hours) Chosen from CON251, HST103, HST250, HST295, HST302, HST320, 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: (9 hours) ECO211, ECO212, ECO320.
Electives: (3 hours) Chosen from ECO270, CON253, ECO305, MNG313, BUS250, ECO365, ECO444, ECO454, ECO463, ECO473, or ECO493.

Government Supporting Area: (12 semester hours)
Requirements: (9 hours) POL100, POL200, POL302.
Electives: (3 hours) Chosen from POL291, HST301, POL354, ECO365, POL367, HST400, POL401, or POL475.

Psychology Supporting Area: (12 semester hours)
Requirements: (6 hours) PSY150, PSY162.
Electives: (6 hours) Chosen from PSY250, PSY251, PSY340, PSY252, SOC360, PSY365, PSY376, PSY475, or PSY495.

Sociology Supporting Area: (12 semester hours)
Requirements: (3 hours) SOC150.
Electives: (9 hours) Chosen from SOC152, SOC170, SOC200, SOC225, SOC246, CON252, HST300, SOC310, SOC350, SOC360, SOC370, SOC410, SOC475, or SOC479.

Declaring and Maintaining a Social Studies Major:
In order to pursue a non-teaching 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.

SOCIOLOGY – A.S., B.S.

Purpose:
The mission of the Department of Sociology is to prepare students to function as servant-leaders who can analyze the individual, culture, and society. Students are encouraged to be faithful in their calling and to develop a biblical foundation for the discipline of sociology.

Sociology is an ideal major for students interested in “people-oriented” professions, teaching, research, or graduate study. As a double-major or with the advantage of a cognate, it serves as an excellent supportive major for students interested in law, probation, government, social service, business, and professional ministry. 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.

One strength of the major is a concentration of courses dealing with families (Family Studies Concentration). This strong family emphasis serves students who are preparing for bachelor’s-level work with children and families and/or graduate work. Elective courses in italics are recommended for the concentration in family studies.

General Education Competencies:
Refer to introductory paragraph under Division of Social Sciences on page 85.

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 an area approved by the department.

4-year Bachelor’s Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC150</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC152</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC479</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SWK354</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC482</td>
<td>Social Research</td>
<td>3</td>
</tr>
</tbody>
</table>
2-year Associate’s Degree 24 hours

SOC150 Principles of Sociology 3
SOC152 Social Problems 3
SOC200 Marriage & Family 3
SOC225 Cultural Anthropology 3
Electives (see below) 12

Electives from the following:

SWK170 Introduction to Social Work (3)
CON252 Contemporary Social Problems (2-3)
PSY250 Development Psychology (3)
PSY251 Child Development (3)
PSY252 Adolescent Growth and Development (3)
SOC200 Marriage and Family (3)
SOC225 Cultural Anthropology (3)
SOC246 Criminology (3)
BUS398 Business Research (3)
CED354 Working with Children (3)
COM352 Interpersonal Communication (3)
CRJ309 Youth and Crime (3)
HST300 Western/American Intellectual and Social History (3)
MNG328 Human Resource Management (3)
SOC360 Social Psychology (3)
SOC371 Family Systems (3)
SWK335 Social Welfare (3)
SWK336 Social Policy (3)
YTH370 Youth Counseling (3)
SOC410 Sociology Seminar (3)
SOC475 Independent Study - Sociology (1-3)
Cognate 10

[Note: Students are responsible to complete any prerequisites for elective courses taken for the major.]

Declaring a Sociology Major:
In order to pursue Sociology as a first or second major, students need to consult with the Coordinator of the Department of Sociology and then declare a Sociology major in the Records Office.

LEADERSHIP

LEADERSHIP – B.S.

Purpose:
The field of leadership studies is continuing to grow and leadership is a critical element in all of the professions. The leadership program is based on a conceptual model of servant leadership in which the leader serves the needs of the led before their own self-interest. The focus of this undergraduate program in leadership is on personal leadership development with an application to organizational and community leadership. This program is designed for those students who desire to develop themselves as servant leaders within their selected field of study.

Requirements:
The Leadership Major must be taken with another major or a minor. The intent of this is to connect the interdisciplinary study of leadership to a particular field of study. The requirements for a Leadership Major (with a double major) are 31 hours from Core Leadership Major courses + Practicum, and 9 cognate hours from the other major for a total of 40 hours. For a Leadership Major (with a minor), 31 hours from Core Leadership Major courses + 9 cognate hours from the minor are required for a total of 40 hours.

Required Courses 40 hours

LDR150 Life Calling, Work and Leadership 3
LDR200 The Servant Leader: Foundations of Leadership 3
LDR250 The Authentic Leader: The Leader and Self 3
LDR300 The Relational Leader: The Leader and Others 3
LDR350 The Team Leader: The Leader and Building Community 3
LDR375 The Effective Leader: The Leader and Providing/Sharing Leadership 3
LDR400 The Transforming Leader: The Leader and Change 3
LDR425 The Managing Leader: The Leader and Stewardship of Organizations 3
LDR450 Leadership Seminar: Current Issues in Leadership 3
LDR475 Leadership Project: Leading for Community Improvement 3

Practicum Courses

LDR100 International Servant Leadership Experience 1
LDR225 Student Leadership Practicum 1
LDR235 High Adventure Leadership Experience 1
LDR325 Leadership Internship 1
LDR335 Independent Study in Leadership Research 1

LEADERSHIP MINOR

Requirements:
The requirements for a Leadership Minor are 18 hours from Core Leadership Minor courses, 6 hours from LDR400 or higher courses,* or leadership/management related courses from the
Leadership Minor, Communication Arts

student’s major. *Note: this does not include the Leadership Project (LDR475) which is reserved for Leadership majors only.

Required Courses: 24 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDR150</td>
<td>Life Calling, Work and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR200</td>
<td>The Servant Leader: Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR250</td>
<td>The Authentic Leader: The Leader and Self</td>
<td>3</td>
</tr>
<tr>
<td>LDR300</td>
<td>The Relational Leader: The Leader and Others</td>
<td>3</td>
</tr>
<tr>
<td>LDR350</td>
<td>The Team Leader: The Leader and Building Community</td>
<td>3</td>
</tr>
<tr>
<td>LDR375</td>
<td>The Effective Leader: The Leader and Providing/Sharing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR450</td>
<td>Leadership Seminar: Current Issues in Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Admission to the Major:

Admission to the Leadership Major requires a formal screening process separate from the initial declaration of major. The applicant must: complete LDR200 with a grade of C or better; have a cumulative 2.25 GPA (students not meeting this requirement could be admitted on a probationary basis at the discretion of the Leadership Major Committee); complete a formal application (available at the Center for Life Calling and Leadership); submit an essay on their personal leadership vision and rationale for entering the Leadership Major; and, participate in a formal interview.

Continuation in the Major:

Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in course work required for the Major. All Leadership courses completed with a “C-” or less must be repeated. The Center for Life Calling and Leadership reserves the right to request the withdrawal of any student who in its judgment fails to exhibit the foundational qualities of leadership character. All decisions regarding continuation in the program are based on the recommendations of the Leadership Major Committee.

Major Requirements: 51 hours

Major Core Courses: 18 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM115</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM211</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM330</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM340</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM370</td>
<td>Symbols and Imaging</td>
<td>3</td>
</tr>
<tr>
<td>COM480</td>
<td>Senior Project - Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

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 areas of emphasis are:

Journalism/Public Relations:

Introduction to Journalism, Magazine Writing, Advanced Journalism, or Editorial Operation.

Mass Media Production:

Audio Production, Television Production, Desktop Publishing, or Advanced Television Production.

Speech/Theater:

Introduction to Theater, Voice and Articulation, Acting and Scene Study, Principles of Stage Directing, or Theater History and Dramatic Literature I.

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
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 program.

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.

Requirements: 40 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG220 Approaches to Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG352 History of English Language</td>
<td>3</td>
</tr>
<tr>
<td>Literature (including British and American)</td>
<td>15</td>
</tr>
<tr>
<td>Additional linguistics from one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ENG165 English Language and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG241 Studies in English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>WRI355 Prose Style</td>
<td>3</td>
</tr>
<tr>
<td>ENG455 Approaches to Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG466 Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Composition from one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>WRI234 Advanced Writing</td>
<td>3</td>
</tr>
<tr>
<td>WRI281 Rhetorical Strategies</td>
<td>3</td>
</tr>
<tr>
<td>WRI282 Writing for Results</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English/Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
* Cognate in one of the following: 10
  Language, History, Writing, Philosophy, Communications, Religion, Art, Music, or Business
* or by approval of Division Chair

All majors must take one of the following writing courses: ENG120, English Composition (these 3 hours do not count toward the major); WRI234, Advanced Writing; WRI281, Rhetorical Strategies; or WRI282, Writing for Results. At least 12 of the 30 hours of English must be upper-level courses.

Degree:
The A.B. degree, indicating competency through the intermediate level of a foreign language, is required 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.

All English majors will achieve intermediate competency in an ancient or modern foreign language in one of the following ways:
Completing 12 hours of course work in that language, or Passing an intermediate-level competency exam approved by the Coordinator of the Foreign Language Department. [Note: The foreign language requirements will be waived in the following instances: the student’s second language is English, or, the student has completed four years of a particular foreign language in secondary school; or the student is completing only a minor in English or Writing.]
SPANISH – A.B.

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.

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.

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.

WRITING – A.B.

The liberal arts major in Writing is designed to prepare students to become outstanding communicators with a high level of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to communication 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, a 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.

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.

Required Courses: 40 hours
- Writing Courses 24
- Electives in writing, literature, or COM210, COM362, COM483 6
- Cognate in literature 10

Requirements for Writing 30-hour Major:
- Advanced Writing 18 hours
- Literature 12 hours

WRITING MINOR
Writing courses 24 hours

DIVISION OF MUSIC

Purpose:
The Division 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 division’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. Indiana Wesleyan University Division of Music has been an accredited member of the National Association of Schools of Music since 1994.

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

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.

Admission to the Music Major:
Permission to declare a music major at IWU is neither automatic nor assumed merely because a student wants to study music. Students must demonstrate a degree of aptitude and...
The Applied Music degree prepares the student for graduate study, private studio teaching, or 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:** 36-42 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS101-301</td>
<td>Applied Music</td>
<td>7</td>
</tr>
<tr>
<td>MUS160</td>
<td>Introduction to Music Theory</td>
<td>2</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>MUS285</td>
<td>Beginning Conducting</td>
<td>2</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</td>
<td>Senior Recital</td>
<td>2</td>
</tr>
<tr>
<td>MUS490</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ancient or Modern Language</td>
<td>3</td>
</tr>
<tr>
<td>Electives selected from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Instrumental Emphasis: (All 4 Techniques courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS114</td>
<td>Class Voice</td>
<td>1</td>
</tr>
<tr>
<td>MUS290</td>
<td>Jazz Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>MUS270</td>
<td>Foreign Languages for Musicians</td>
<td>3</td>
</tr>
<tr>
<td>MUS275</td>
<td>Introduction to Computer Applications</td>
<td>2</td>
</tr>
<tr>
<td>MUS281*</td>
<td>Woodwind Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS282</td>
<td>String Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS283</td>
<td>Percussion Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS284*</td>
<td>Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS286</td>
<td>Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS300</td>
<td>Arranging</td>
<td>1</td>
</tr>
<tr>
<td>Vocal Emphasis: (3 Techniques courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS270</td>
<td>Foreign Languages for Musicians</td>
<td>3</td>
</tr>
<tr>
<td>MUS275</td>
<td>Introduction to Computer Applications</td>
<td>2</td>
</tr>
<tr>
<td>MUS280</td>
<td>Choral Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS286</td>
<td>Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS362</td>
<td>Vocal Literature &amp; Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>Piano Emphasis:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS100</td>
<td>Secondary Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS290</td>
<td>Jazz Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>MUS270</td>
<td>Foreign Languages for Musicians</td>
<td>3</td>
</tr>
<tr>
<td>MUS275</td>
<td>Introduction to Computer Applications</td>
<td>2</td>
</tr>
<tr>
<td>MUS286</td>
<td>Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS345</td>
<td>Piano Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>*Note: Only one of these two is required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For General Emphasis Applied Music majors add:

- Four semester of secondary applied 4
- Large ensemble in secondary area 2
- Choral Techniques 2
- Instrumental Techniques 2
Other Requirements for all Music majors:
- MUS200 Recital Attendance (7 semesters) 0
- Class Piano Requirements
- Large Ensemble Participation (7 semesters)
- Upper Divisional Hearing
- Young Performer Series Recital

MUSIC THEORY/COMPOSITION – A.B.

This program is designed to introduce the student to composition and music theory. It will 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: 36-42 hours
- MUS100 Applied Music (secondary area) 4
- MUS101-301 Studies in Composition 4
- MUS162, 261, 264 Music Theory I, II, III 9
- MUS164, 263 Ear Training I, II, III 3
- MUS268 Counterpoint 2
- MUS321 Orchestration 2
- MUS361 Form and Analysis 2
- MUS371-372 Music History and Literature I, II 6
- MUS442/445 Senior Recital/Project 2
- MUS490 Senior Seminar 2
- Elective hours selected from the following 6
  - MUS290 Jazz Improvisation (1)
  - MUS275 Introduction to Computer Applications (2)
  - MUS280 Choral Techniques (2)
  - MUS281 Woodwind Techniques (1)
  - MUS282 String Techniques (1)
  - MUS283 Percussion Techniques (1)
  - MUS284 Brass Techniques (1)
  - MUS285 Beginning Conducting (2)
  - MUS286 Advanced Conducting (2)
  - MUS300 Arranging (1)

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 to take a teaching license, the Methods course may be omitted.

Required Courses: 24-26 hours
- MUS160 Introduction to Music Theory (2)
- MUS162, 261 Music Theory I, II 6
- MUS164, 263 Ear Training I, II 2
- MUS285 Beginning Conducting 2
- MUS371 Music History and Literature I or
- MUS372 Music History and Literature II 3
- MUS383* Elementary Music Methods for
  - MUS Majors or
- EDU382MU* Methods of Teaching Senior High
  - Junior High/Middle School Music 2
- MUS200 Recital Attendance (4 semesters) 0
- Major Applied (4 semesters) 4
- Second Applied and/or Music Electives 7
- Class Piano
- Large Ensemble Participation (4 semesters)
- Young Performer Series Recital (during final semester of applied study)

*To add music to a teaching license one of these courses must be chosen.

CHURCH MUSIC – A.A., A.B.

This program is designed to equip the student to be a Minister of Music in the evangelical church. The program has a choral/vocal emphasis; therefore, most students will study voice as their applied major. There may be some other options, i.e., if the student is a keyboard major, 3 hours will be in keyboard and 1 hour in voice, the required ensemble will be choral.

If an instrumentalist desires a church music major, 3 hours will be on the instrument and 1 hour in voice. The required ensemble will be divided between instrumental and choral. The student may elect to take additional semesters in any ensemble or applied study.

Required Courses: 36-42 hours
- MUS101-201 Major Applied Studies 4
- MUS160 Introduction to Music Theory (2)
- MUS162, 261, 264 Music Theory I, II, III 9
- MUS164, 263, 266 Ear Training I, II, III 3
- MUS254, 354 Church Music I, II 6
Church Music Minor, Ensembles

MUS280  Choral Techniques  2
MUS285  Beginning Conducting  2
MUS371-372  Music History and Literature I, II  6
MUS450  Church Music Practicum  2
MUS490  Senior Seminar  2
Electives selected from the following  6
MUS220  Organ Class  (1)
MUS255  Contemporary Keyboard  (1)
MUS260  Hymnology  (1)
MUS275  Introduction to Computer Applications  (1)
MUS286  Advanced Conducting  (2)
MUS300  Arranging  (1)
MUS361  Form and Analysis  (2)
MUS442 or 445*  Senior Recital/Project  (2)
REL441  Christian Theology I  (3)
REL469  Pastoral Counseling  (3)

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

CHURCH MUSIC MINOR

The minor provides preparation for work in the music program of a local church. It may be combined with a variety of majors.

Required Courses:  28 hours
MUS160  Introduction to Music Theory  (2)
MUS162, 261  Music Theory I, II  6
MUS164, 263  Ear Training I, II  2
MUS220  Organ Class  1
MUS254  Church Music I  3
MUS260  Hymnology  1
MUS280  Choral Techniques  2
MUS285  Beginning Conducting  2
MUS354  Church Music II  3
MUS450  Church Music Practicum  2
MUS  Music Electives  3
MUS101-201  Major Applied (3 semesters)  3
MUS200  Recital Attendance (4 semesters)  0
  Class Piano
  Large Ensemble Participation (4 semesters)
  Young Performer Series Recital (during final semesters of applied study)

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

Vocal Emphasis:  A 48-hour major that allows a student to concentrate in vocal studies and includes qualifications for a teacher’s license in choral/general music.

Keyboard Emphasis:  A 48-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 48-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 48-hour major that permits a student to concentrate in two applied areas of his choice (one major, one minor) and qualifies him to teach either choral/general music or instrumental music in the public schools.

APPLIED MUSIC

Applied music is offered in voice, piano, organ, and all brass, woodwind, percussion, and string (including guitar) instruments. All applied study requires private lesson fee.

CLASS PIANO

The Division of Music 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 students must participate at least seven (7) semesters in an ensemble of their major area. General majors must also spend one year (2 semesters) in a major ensemble of their second applied area.

In an event that an instrumentalist plays a non-traditional ensemble instrument, such as guitar, the ensemble will be determined by consultation with the division chair.

Students must follow the specific requirements of their ensemble director. Each student is expected to participate for the entire year.
DIVISION OF NATURAL SCIENCES & MATHEMATICS

BIOLOGY

The curricula of the Biology Department supports 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 premed program and support courses for the nursing program and for other divisional majors with science requirements. We seek to prepare students, who major in biology, for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc; and (3) entry-level positions in related fields as laboratory assistants or paraprofessionals.

Related Curricula:
The Premedical program curricula and the Nursing Education curricula may be found on pages 104 and 105 respectively. In addition to the curriculum for majors, premeds, and pre-nursing students, the Biology Department provides science curriculum to prepare students in other majors like science teaching in public and private schools, careers in business, or other careers that may demand a knowledge of scientific information. The Biology Department also offers a four-year Medical Technology program (MTE, see page 103) 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 74-75) with choice of either the single field biology major or the dual field biology/chemistry major. Other campus divisions of study will advise students into service courses that meet their needs for science training related to other career paths.

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 to not only gain the technical knowledge necessary to function as science professionals, but also 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.

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.

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.

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

Lower Division Admission:

Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO125</td>
<td>4</td>
</tr>
<tr>
<td>BIO126</td>
<td>4</td>
</tr>
<tr>
<td>CHE125*</td>
<td>5</td>
</tr>
<tr>
<td>CHE126*</td>
<td>5</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO201</td>
<td>4</td>
</tr>
<tr>
<td>BIO202</td>
<td>4</td>
</tr>
</tbody>
</table>

Required of all senior biology majors:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO490</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Required for admission to upper-division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT113</td>
<td>3</td>
</tr>
<tr>
<td>MAT114</td>
<td>3</td>
</tr>
<tr>
<td>MAT253</td>
<td>4</td>
</tr>
</tbody>
</table>

(Notes: 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 MAT113, 114, or 253 with “C” or better
- The major advisor and one other science faculty member will recommend the student for upper-division status. All to be reviewed and voted on by 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**

<table>
<thead>
<tr>
<th>Suggested Course Electives</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO210 Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO213 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO311 Mammalian Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO312 General Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO330 Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIO403 Cellular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO411 Vertebrate Development</td>
<td>4</td>
</tr>
<tr>
<td>BIO412 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO432 Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO440 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>CHE430 Biological Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Field Studies Emphasis**

<table>
<thead>
<tr>
<th>Suggested Course Electives</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO203 Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>BIO204 Ornithology</td>
<td>3</td>
</tr>
<tr>
<td>BIO213 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO220 Field Biology and Natural History</td>
<td>3</td>
</tr>
<tr>
<td>BIO301 Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO302 Entomology</td>
<td>3</td>
</tr>
<tr>
<td>BIO303 Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO345 Biological Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>BIO396 Advanced Studies in Biology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Strongly recommended for students considering graduate school:
- CHE235 Organic Chemistry I 4
- PHY211* General Physics I or 4
- PHY221* University Physics I 5

*B advised according to graduate program interest.

**BIOLOGY MINOR**

| Requirements:                          | 24 hours |
| BIO125 Principles of Biology I         | 4        |
| BIO126 Principles of Biology II        | 4        |
| BIO490 Biology/Chemistry Senior Seminar| 1        |

**BIOLOGY COURSES AT AU SABLE INSTITUTE**

Indiana Wesleyan University is a participating university affiliated with Au Sable Institute for Environmental Studies near Mancelona, Michigan. The Institute is located in the 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.

- BIO295 Natural History in Spring 4
- BIO304 Natural Resources Practicum: Groundwater Stewardship 4
- BIO305 Ornithology 4
- BIO306 Land Resources 4
- BIO307 Water Resources 4
- BIO310 Winter Biology 3
- BIO314 Field Botany 4
- BIO315 Insect Biology and Ecology 4
- BIO316 Woody Plants 4
- BIO321 Animal Ecology 4
- BIO322 Aquatic Biology 3-4
- BIO342 Fish Biology and Ecology 4
- BIO346 Winter Stream Ecology 3
- BIO350 Environmental Ethics 3
- BIO390 Directed Individual Study 1-4
- BIO482 Restoration Ecology 4
Purpose:
The Chemistry major is designed to provide the student with a general background in chemistry and to develop skills so that one is prepared for (1) graduate studies in chemistry; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in chemical research laboratories or environmental control laboratories, and (4) chemistry teaching positions.

General Education Competencies:
The general education speech and intercultural requirements can be met by enrolling in COM110, Speech Communications, and any intercultural activity approved by the general education committee. A grade of “C” or better is required in all chemistry and required cognate courses. Only courses numbered 125 or higher will be counted toward the major or minor.

BACHELOR OF SCIENCE
A Bachelor of Science major in Chemistry is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 50 hours of coursework, which is met by taking a minimum of 32 hours in chemistry and 18 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE125, 126 General Chemistry I, II</td>
<td>10</td>
</tr>
<tr>
<td>CHE235, 236 Organic Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>CHE350 Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE440 Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE461 Physical Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHE490 Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE490* Biology/Chemistry Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHE495 Research in Chemistry</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Required Cognate Courses:

<table>
<thead>
<tr>
<th>Required Cognate Courses</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT253, 254 Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>PHY221, 222 University Physics I, II</td>
<td>10</td>
</tr>
</tbody>
</table>

Bachelor of Science majors are strongly advised to add additional cognate coursework from the following:

| MAT255 Calculus III                      | 4            |

MAT353 Differential Equations 3
BIO125, 126 Principles of Biology I, II 8

ASSOCIATE OF SCIENCE OR CHEMISTRY MINOR
The Associate of Science degree or the chemistry minor requires a minimum of 24 hours of coursework in chemistry.

Requirements:  Credit hours

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

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

BACHELOR OF ARTS
The Bachelor of Arts (A.B.) degree is designed for those science majors who plan to pursue science related careers in medicine or an entry-level position in industry. This degree requires 40 hours of coursework, which is met by taking 26 hours in chemistry and 14 hours in required cognate courses.

Requirements:  Credit hours

| CHE125, 126 General Chemistry I, II      | 10           |
| CHE235, 236 Organic Chemistry I, II     | 8            |
| CHE350 Analytical Chemistry             | 4            |
| CHE440 Physical Chemistry or an elective approved by department | 3 |
| CHE490* Biology/Chemistry Senior Seminar| 1            |

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

Required Cognate Courses:  Credit hours

| MAT253 Calculus I                        | 4            |
| PHY221, 222 University Physics I, II     | 10           |
| Any foreign language                    | 6            |

A.B. majors are also strongly advised to add additional cognate coursework from the following:

| MAT254 Calculus II                      | 4            |
| BIO125, 126 Principles of Biology I, II  | 8            |

[Note: for the A.B. major CHE450, CHE461, CHE495, and MAT254 are not required. They are replaced by 6 hours of a foreign language, which will meet the intercultural requirement if taken at IWU.]

Chemistry Education:
See the Education section of the catalog for specific requirements for a Science teaching major.
Purpose:
The purpose of the Computer Information Systems (CIS) and Computer Science (CSC) majors 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. CSC students, on the other hand, focus their studies on advanced computer classes in order to attain a greater depth of understanding. Whereas CIS lends itself to applied computing, CSC is more theoretical, embodying a greater technical challenge.

Both programs develop 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/CSC majors learn several contemporary computer programming languages, such as Pascal, COBOL, C/C++, Ada, Java 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 a variety of centralized and desktop computers. All of the computers are connected by the campus computer network, which is accessible from dedicated computer laboratories and dormitory “minilabs.” Additionally, each dormitory room has network connections for student-owned computers to make use of the network, if desired. This diversity allows an emphasis on the necessary adaptability of computer professionals in the 21st century.

All required courses require a grade of “C” or better, and all prerequisite courses must be passed with a grade of “C” or better to qualify for following courses.

General Education Competencies:
Attainment of General Education Communications competency is demonstrated by taking one of the following course options:

1. Taking the CIS480-CIS490 course pair including content as approved by the Coordinator of the Communications Department; or

2. Passing COM110, Speech Communications with a minimum grade of “C”; or

3. Passing COM352, Interpersonal Communications with a minimum grade of “C”.

The General Education Intercultural Experience requirement can be met in one of three ways:

1. Take CIS480 in conjunction with a recognized international missionary agency; or

2. Take CIS480 in conjunction with a non-profit organization or a municipal agency and as approved by the Director of Intercultural Studies; or

3. Take INT122/INT222 listed in the catalog as fulfilling the Intercultural Experience requirement.

Requirements for CIS:
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 (9) approved credit hours numbered 300 and above. Additionally, each student selects and completes a cognate track in a complementary discipline. At present, designated tracks include Business, Computer Graphics 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.

Requirements for CSC:
The CSC major is designed as an advanced major. Each student majoring in CSC takes 49 hours within the department: a core of common courses, plus nine (9) approved credit hours numbered 300 and above. Additionally, each student completes cognate courses in mathematics and physics. The CSC major requires a greater depth of mathematics skill for the entering student.

Core Courses for CIS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>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>Programming for Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS150</td>
<td>Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>CIS218</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIS225</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIS236</td>
<td>Machine Structures and 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>
<tr>
<td>Electives</td>
<td>(CIS courses 300 and above)</td>
<td>9</td>
</tr>
</tbody>
</table>
CIS Business Track Cognate Courses:
ACC201  Accounting Principles I  3
ACC202  Accounting Principles II  3
MKG298  Marketing Principles  3
MNG280  Management Principles  3

CIS Computer Graphics Track Cognate Courses:
ART224  Design I  3
ART373  Introduction to Computer Graphics  3
ART434  Digital Photography  3
ART436  Computer Illustration  3
ART473  Advanced Computer Graphics  3

CIS Mathematics Track Cognate Courses:
MAT253*  Calculus I  4
MAT254*  Calculus II  4
MAT255*  Calculus III  4
MAT280  Linear Algebra  3
MAT353  Differential Equations  3
MAT373  Numerical Analysis  3
*A student may complete any two of these courses.

CIS Independent Track Cognate Courses:  12-16 hours
Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Core Courses for CSC:  49 hours
CIS114  Introduction to Computer Science  3
CIS116  Programming for Business Data Processing  3
CIS150  Data Structures  3
CIS218  Object Oriented Programming  4
CIS225  Systems Analysis  3
CIS336  Programming Languages  3
CIS352  Analysis of Algorithms  3
CIS385  Theory of Computation  3
CIS425  Operating Systems  3
CIS420  Software Engineering  3
CIS480  Applied Software Development Project  3
CIS490  Senior Seminar  1
Electives (CIS courses 300 and above)  9

CSC Mathematics and Physics Cognate Courses:
PHY230  Electronics  3
MAT253*  Calculus I  4
MAT254*  Calculus II  4
MAT255*  Calculus III  4
MAT280  Linear Algebra  3
MAT353  Differential Equations  3
MAT373  Numerical Analysis  3
*A student may complete any two of these courses.

COMPUTER INFORMATION SYSTEMS MINOR

Requirements for CIS:
A minor in Computer Information Systems requires 24 hours of courses in the major, including the courses listed below and up to seven (7) hours of approved elective courses numbered 200 and above. A student may not major in CSC and minor in CIS.

Core Courses for CIS  24 hours
CIS114  Introduction to Computer Science  4
CIS115  Development of Computer Systems  3
CIS116*  Programming for Business Data Processing  3-4
CIS150  Data Structures  4
CIS218*  Object-Oriented Programming  4
CIS225  Systems Analysis  3
*A student may complete either one of these courses.

COMPUTER SCIENCE MINOR

Requirements for CSC:
A minor in Computer Science requires 24 hours of courses in the major, including the courses listed below and up to six (6) hours of approved elective courses numbered 200 and above, as well as eight (8) hours of mathematics and physics cognate courses. A student may not major in CIS and minor in CSC.

Core Courses for CSC  24 hours
CIS114  Introduction to Computer Science  4
CIS150  Data Structures  4
CIS218  Object-Oriented Programming  4
CIS225  Systems Analysis  3
CIS336  Programming Languages  3

CSC Mathematics and Physics Cognate Courses:
PHY230  Electronics  3
MAT253  Calculus I  3

Two Year Associate Degrees:
The requirements for an associate degree in Computer Information Systems or Computer Science are the same as those listed for the CIS minor or CSC minor.

MATHEMATICS – A.S., B.S.

Purpose:
The major in mathematics is intended to provide students a
solid foundation for pursuing further study in mathematics or equipping students for careers in education, industry or government. It also is flexible enough to be combined with a wide variety of other majors, thus enhancing career choices, or used as a minor in fields such as engineering, medicine or industrial mathematics.

**General Education Competencies:**

Students in this major meet the General Education Competencies by taking the approved standard courses.

**Requirements:**

A major in Mathematics requires 50 hours of core mathematics courses, electives and supporting courses. At least 18 hours must be in courses numbered 300 or above, and electives must be numbered 253 or higher.

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>50-51 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mathematical Modeling</td>
<td>4</td>
</tr>
<tr>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>Modern Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>History &amp; Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Math Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Electives (3 courses total)</td>
<td>9-10</td>
</tr>
<tr>
<td>(2 must be from the following)</td>
<td></td>
</tr>
<tr>
<td>Mathematical Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Complex Variables</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supporting Courses**

| Introduction to Computer Science | 4 |
| University Physics I | 4 |

(meets lab science requirement)

**Mathematics Education Major:** 42-44 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.

**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, College Algebra or MAT114, Trigonometry counts toward the 24 hours.

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>One course from the following</td>
<td>3</td>
</tr>
<tr>
<td>Modern Abstract Algebra</td>
<td>(3)</td>
</tr>
<tr>
<td>Differential Equations</td>
<td>(3)</td>
</tr>
<tr>
<td>One course from the following</td>
<td></td>
</tr>
<tr>
<td>Mathematical Statistics</td>
<td>(4)</td>
</tr>
<tr>
<td>Numerical Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>6-7</td>
</tr>
</tbody>
</table>

**MEDICAL TECHNOLOGY – B.S.**

**Purpose:**

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

**General Education Competencies:**

Students in this major meet the General Education Competencies by taking the approved standard courses.

**Requirements:**

A minor in Medical Technology (MTE) program 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
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

A program in Pre-Medical Science consists of a combination of the Pre-Medical Science core courses AND the courses required for any other official university major. The Pre-Medical Science program leads to a Bachelor of Science degree and is designed to prepare the student for application to one of the medically-related professional schools. Some professional schools may require additional course work of which the student should be informed before registration.

### Admission to the Program:

Because high academic achievement is required for admission to professional schools, the Division of Natural Sciences has developed an admissions process for entry into the Pre-Medical Science program. Upon completion of the freshman year, students interested in Pre-Medical 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.

### General Education Requirements:

Students in this major meet the General Education Competencies by taking the approved standard courses.

<table>
<thead>
<tr>
<th>Major Requirements Pre-Med Core</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO125 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO126 Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>PHY221 University Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHY222 University Physics II</td>
<td>5</td>
</tr>
<tr>
<td>PHY311 Analytical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY321 Thermodynamics/Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY331 Electromagnetism I</td>
<td>3</td>
</tr>
</tbody>
</table>
CHE125 General Chemistry I 5
CHE126 General Chemistry II 5
CHE235 Organic Chemistry I 4
CHE236 Organic Chemistry II 4
MAT253 Calculus I 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

DIVISION OF 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, students are 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 College 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, and 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, the National Organization for Nurse Practitioner Facilities, 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.

General Education Competencies: Students in this major meet the General Education Competencies by taking the approved standard courses.

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, Algebra, Social Studies, and Writing. Students should submit the university application to the Director of Admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare pre-nursing as the choice of major when applying for admission.

ADMISSION AND PROGRESSION IN THE NURSING MAJOR

The Undergraduate Nursing Committee approves admission to the nursing major. The following criteria must be met for admission to the major at the sophomore level: completion of 29 credits, minimum GPA of 2.75, minimum grade of C in all supporting courses, completion of health clearance form, CPR certification, completion of university math requirement. Application forms for admission to the nursing major may be obtained from the office of the Division of Nursing Education. Progression through the major requires a minimum cumulative and major GPA of 2.7, a minimum grade of C in all nursing courses, health clearance, current CPR certification. Progression is monitored by the Undergraduate Nursing Committee.

Probation: Probation in the Division of Nursing Education applies to students having a cumulative GPA less than 2.75 and/or who
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 midterm 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 be placed on probation a maximum 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.

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 College 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 accredited school 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 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 2.5 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.

The minimum requirements for the bachelor degree with a major in nursing are 124 credit hours. The required nursing courses include:

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>66 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR100 Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR220 Foundational Concepts in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR221 Principles of Intervention</td>
<td>2</td>
</tr>
<tr>
<td>NUR244 Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NUR230 Nursing of the Older Adult</td>
<td>5</td>
</tr>
<tr>
<td>NUR242 Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>NUR250 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR260 Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NUR361 Nursing of the Ill Adult</td>
<td>5</td>
</tr>
<tr>
<td>NUR362 Nursing of the Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR363 Nursing of the Childrearing Family</td>
<td>4</td>
</tr>
<tr>
<td>NUR365 Ethics</td>
<td>2</td>
</tr>
<tr>
<td>NUR368 Home Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR400 Intercultural Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR400L Intercultural Nursing-Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR436 Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR437 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR470 Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR471 Mental Health Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>
IWU has one of the top nursing programs in the nation.

DIVISION OF RELIGION/PHILOSOPHY

Studies in religion provide programs of preparation for careers in church ministries. B.S. degrees are offered with majors in Adolescent Ministries, Christian Education, Christian Ministries, Intercultural Studies, and Youth Ministries. B.A. degrees are offered in Biblical Literature, Christian Ministries, and Religion/Philosophy. Minors are available in all the programs listed above. Special programs include the Bible Land tours and Study Abroad programs offered in affiliation with the American Institute of Holy Land Studies and the Council for Christian Colleges and Universities (See page 21).

General Education Competencies:
Students in these majors meet the General Education Competencies by taking the approved standard courses.

Admission to Professional Majors:
Admission to the Christian Ministries, Youth Ministries, Adolescent Ministries and Christian Education majors requires a formal screening process separate from the initial declaration of intent. The process includes the successful completion of three courses in the division. All applicants must complete BIL101 and BIL102 with a grade of “C” or above. Christian Education majors must also complete CED252, Christian Ministry majors REL264, and Adolescent Ministries and Youth Ministries majors YTH220. Students must also file application forms including a written essay and references. In some cases a personal interview with divisional faculty may also be required. Enrollment 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 coursework 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.
Purpose:
The Adolescent Ministries major is designed for persons who wish to minister with students in youth centers, parachurch ministries, school-based ministries, and local churches in a non-ordained capacity. Many men and women desiring to minister with youth may not seek ordination or even employment in a parish setting and therefore would benefit from a degree which is focused more selectively on practical ministry theory and skills. Persons wishing to work with youth primarily in a local church setting as an ordained minister should pursue the more specialized ordination track of the Youth Ministry degree.

Requirements:
The Adolescent Ministries major consists of fifty (50) credit hours of required courses. Special general education requirements for all students in this major include BIL101, BIL102, SOC150, PSY150, INT122, INT222, and YTH270.

Required Courses: 50 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL202</td>
<td>Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL</td>
<td>Advanced Bible elective</td>
<td>3</td>
</tr>
<tr>
<td>REL233</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>REL241</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>YTH220</td>
<td>Introduction to Youth Ministries</td>
<td>2</td>
</tr>
<tr>
<td>YTH221</td>
<td>Youth Ministry Observation</td>
<td>1</td>
</tr>
<tr>
<td>CED255</td>
<td>Local Church Education</td>
<td>3</td>
</tr>
<tr>
<td>CED255P</td>
<td>Church Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>YTH270</td>
<td>Communication with Youth</td>
<td>3</td>
</tr>
<tr>
<td>REL469</td>
<td>Pastoral Care and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>REL469P</td>
<td>Pastoral Care Practicum</td>
<td>1</td>
</tr>
<tr>
<td>YTH371</td>
<td>Youth Evangelism and Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>PSY252</td>
<td>Adolescent Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>INT122</td>
<td>Short Term Missions (Orientation)</td>
<td>1</td>
</tr>
<tr>
<td>INT222</td>
<td>Short Term Missions (Leadership)</td>
<td>2</td>
</tr>
<tr>
<td>YTH355</td>
<td>Youth Programming and Management</td>
<td>3</td>
</tr>
<tr>
<td>YTH355P</td>
<td>Youth Programming Practicum</td>
<td>1</td>
</tr>
<tr>
<td>YTH480</td>
<td>Youth World-Changing Strategies (Capstone)</td>
<td>2</td>
</tr>
</tbody>
</table>

Courses related to youth ministry and approved by the Director of the Youth Ministries Program 9

Community children enjoy Christmas on campus.

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

General Education Competencies:
Students in this major meet the General Education Competencies by taking the approved standard courses.
**BIBLICAL LITERATURE MINOR**

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

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL101 Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BIL102 New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BIL202 Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL* Advanced Bible electives (at least one Old and one New Testament course)</td>
<td>12</td>
</tr>
</tbody>
</table>

*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:

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL101-102 Old and New Testament Survey</td>
<td>6</td>
</tr>
<tr>
<td>BIL202 Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL* Advanced Bible electives (at least one Old and one New Testament course)</td>
<td>12</td>
</tr>
</tbody>
</table>

*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.

**CHRISTIAN EDUCATION – A.S., B.S.**

**Purpose:**

The Christian Education major consists of a program of forty (40) credit hours designed to prepare a student to serve in a church staff position such as a Director of Christian Education, Director of Children’s Ministries, or Director of Adult Ministries. The Christian Education major also prepares students to serve in para-church organizations (such as Youth for Christ or Young Life) or in Christian camps, church-related child-care ministries, etc. The completion of this major does not fulfill all of the educational requirements for ordination in The Wesleyan Church.

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED252 Introduction to Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>BIL202 Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>BIL Advanced Bible electives</td>
<td>6</td>
</tr>
<tr>
<td>REL232 Introduction to the Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>PSY250 Developmental Psychology or PSY251 and PSY252</td>
<td>3</td>
</tr>
<tr>
<td>CED354 Working with Children</td>
<td>3</td>
</tr>
<tr>
<td>YTH355 Youth Programming and Management or another course in youth ministry approved by the student’s advisor</td>
<td>3</td>
</tr>
<tr>
<td>CED356 Adult Education in the Church</td>
<td>3</td>
</tr>
<tr>
<td>CED357-359 Christian Education Practicum (3 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Up to six (6) hours of Greek and/or Hebrew may be counted toward degree requirements.
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
BIL Advanced Bible electives 6
REL232 An Introduction to Christian Faith 3
PSY250 Developmental Psychology or PSY251 and PSY252 3
CED354 Working with Children 3
Any two of the following courses: 6
YTH355 Youth Programming and Management or another course in youth ministry approved by the student’s advisor (3)
CED356 Adult Education in the Church (3)
CED455 Christian Education in the Family (3)

Associate of Science:
The Associate of Science degree is a two-year program which requires a twenty-four (24) credit hour concentration identical to the Christian Education minor listed above.

CHRISTIAN MINISTRIES – A.A., A.S., B.A., B.S.

Purpose:
The major in Christian Ministries is the degree which contains the fullest set of courses designed to prepare persons for pastoral ministry in the church. This is one of two degrees which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary degree taken by students seeking ordination in other denominations. The major can be applied to either a Bachelor of Science or Bachelor of Arts degree. The requirements for both degrees are quite similar. Additional courses in ancient languages are required for the Bachelor of Arts degree. Students anticipating further education beyond the baccalaureate degree are encouraged to consider the Bachelor of Arts degree as the preferred option.

Requirements:
The minimum requirement for the major in Christian Ministries (B.S.) is sixty-one (61) credit hours. Special general education requirements for all students in this major include BIL101, BIL102, PSY150, and SOC150.

Required Courses: 61 hours

Biblical Foundations

BIL202 Inductive Bible Study 3
BIL Advanced Old Testament elective 3
BIL Advanced New Testament elective 3
BIL Elective study in a single book 3
[Note: Biblical Literature electives: BIL103, Greek or Hebrew courses, do not meet the Biblical Literature requirements for the major. A student may select only one of the following courses to meet the Biblical Literature requirements for the major: BIL231 or BIL306.]

Theological/Historical Foundations

REL233 Introduction to Theology 3
REL331-332 History of Christianity I, II 6
REL424 Doctrine of Salvation 3
REL/PHL Elective course in theology, church history or philosophy 3

Professional Studies

REL264 Introduction to Pastoral Ministries 3
REL264P Pastoral Ministry Observation 1
REL465 Homiletics I 3
REL435 Worship 3
REL435P Worship Practicum 1
CED255 Local Church Education 3
CED255P Church Education Practicum 1
REL466 Homiletics II 2
REL466P Homiletics Practicum 1
REL468 Church Leadership 3
REL468P Church Leadership Practicum 1
REL469 Pastoral Care and Counseling 3
REL469P Pastoral Care Practicum 1
REL275 Evangelism and Global Outreach 3
REL275P Evangelism and Global Outreach Practicum 1
REL482 World-Changing Strategies (Capstone) 2

In addition to the courses listed above, Wesleyan students are required to take REL431, Wesleyan Church History/Discipline; non-Wesleyan students may study their own denominational heritage through independent study or select an additional elective course in theology, church history or philosophy.

Required Courses (B.A. degree) 67 hours

In addition to the required courses for the B.S. degree listed above, students will also take 6 credit hours of ancient languages (Greek, Hebrew, or Latin.)

CHRISTIAN MINISTRIES MINOR
A minor in Christian Ministries consists of twenty-four (24) credit hours of courses specifically relating to professional preparation for pastoral or para-church ministry.

**Required Courses:** 24 hours

- **BIL202** Inductive Bible Study 3
- **REL233** Introduction to Theology 3
- **REL264** Introduction to Pastoral Ministries 2
- **REL264P** Pastoral Ministry Observation 1
- **REL275** Evangelism and Global Outreach 3
- **REL275P** Evangelism and Global Outreach Practicum 1
- **REL361** Christian Ministries Practicum 1
- Offerings within the Division of Religion/Philosophy (not including BIL101, BIL102, or PHL180) 10

**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.

**INTERCULTURAL STUDIES - A.S., B.S.**

**Purpose:**

The Intercultural Studies major is designed to provide a core program of courses in intercultural issues, enabling students to pursue careers in business, church 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, including those 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.

**General Education Competencies:**

Students in this major meet the General Education Competencies by taking the approved standard courses.

**Requirements:**

The forty-two (42) credit hour major requires a core program of twenty-six (26) credit hours, a ten-credit (10) hour cognate, proficiency in a foreign language at the intermediate level and up to six (6) credit hours of elective courses within the division. Students should fulfill their general education requirements in the social sciences by taking ECO211, PSY150, and SOC225. 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.

**Required Courses:** 42 hours

- **INT122** Short-Term Missions (Orientation) 1
- **INT222** Short-Term Mission (Leadership) 2
- **BIL202** Inductive Bible Study 3
- **SOC225** Cultural Anthropology 3
- **REL275** Evangelism and Global Outreach 3
- **REL275P** Evangelism and Global Outreach Practicum 1
- **INT320** Linguistics and Cross-Cultural Communication 3
- **INT322** Intercultural Internship 3-9*
- **INT380** History of Missions and Contextualization 3
- **INT402** Issues of Contemporary Missions 1
- **INT480** Missions and Changing the World Cognate in a field consistent with the student’s vocational goals and approved by the student’s advisor 10
- **Elective courses offered within the Division of Religion/Philosophy 0-6**

*The Intercultural Internship credit hours are available as follows: 1-4 weeks (3 credit hours); 5-8 weeks (6 credit hours); 9-14 weeks (9 credit hours).

**INTERCULTURAL STUDIES MINOR**

**Required Courses:** 24 hours

- **INT122** Short-Term Missions (Orientation) 1
- **INT222** Short-Term Missions (Leadership) 2
- **SOC225** Cultural Anthropology 3
- **REL275** Evangelism and Global Outreach 3
- **REL275P** Evangelism and Global Outreach Practicum 1
- **INT320** Linguistics and Cross-Cultural Communication 3
- **INT380** History of Missions and Contextualization 3

and any combination of the courses listed for the Intercultural Studies major.
### RELIGION/PHILOSOPHY – A.A., A.B.

**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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach Practicum</td>
<td>1</td>
</tr>
<tr>
<td>INT320</td>
<td>Linguistics and Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach</td>
<td>1</td>
</tr>
<tr>
<td>BIL202</td>
<td>Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>INT260</td>
<td>Urban Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>INT320</td>
<td>Linguistics and Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (1-4 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (5-8 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (9-14 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>INT380</td>
<td>History of Missions and Contextualization</td>
<td>3</td>
</tr>
<tr>
<td>INT480</td>
<td>Missions and Changing the World</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Cognate in a field consistent with the student’s vocational goals</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective courses offered within the Division of Religion/Philosophy</td>
<td>0-6</td>
</tr>
</tbody>
</table>

Six (6) credit hours of foreign language may be included in the major electives.

### URBAN MINISTRIES MINOR

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT260</td>
<td>Urban Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
</tr>
</tbody>
</table>

### INTERCULTURAL STUDIES (URBAN MINISTRIES TRACK)

This major is designed for persons who anticipate focusing their ministry on the urban centers of North America where cultural diversity does not require the same attention to language or national distinctions. The 40-hour major requires more study in the areas of urban and minority issues. Students should fulfill their general education requirements in the social sciences by taking ECO211, PSY150, and SOC225. The language requirement for the Urban Ministries track is proficiency at the *beginning* level of a modern foreign language. This requirement can be met by successfully completing two semesters of college language study or demonstrating proficiency at that level.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT122</td>
<td>Short-Term Missions (Orientation)</td>
<td>1</td>
</tr>
<tr>
<td>INT222</td>
<td>Short-Term Missions (Leadership)</td>
<td>2</td>
</tr>
<tr>
<td>BIL202</td>
<td>Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
</tr>
<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach Practicum</td>
<td>1</td>
</tr>
<tr>
<td>INT260</td>
<td>Urban Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
<tr>
<td>INT320</td>
<td>Linguistics and Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (1-4 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (5-8 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>INT323</td>
<td>Urban Ministries Internship (9-14 weeks)</td>
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<td>INT380</td>
<td>History of Missions and Contextualization</td>
<td>3</td>
</tr>
<tr>
<td>INT480</td>
<td>Missions and Changing the World</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Cognate in a field consistent with the student’s vocational goals</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective courses offered within the Division of Religion/Philosophy</td>
<td>0-6</td>
</tr>
</tbody>
</table>

### RELIGION/PHILOSOPHY – A.A., A.B.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT260</td>
<td>Urban Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
</tr>
<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach Practicum</td>
<td>1</td>
</tr>
<tr>
<td>INT320</td>
<td>Linguistics and Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

and any combination of the elective courses approved by the student’s advisor.

### Associate of Science:

The Associate of Science degree in Intercultural Studies is a two-year program which require the following twenty-four (24) credit hour concentration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIL202</td>
<td>Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>INT122</td>
<td>Short-Term Missions (Orientation)</td>
<td>1</td>
</tr>
<tr>
<td>INT320</td>
<td>Linguistics and Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC322</td>
<td>Intercultural Internship</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
</tr>
<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach Practicum</td>
<td>1</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective courses approved by the Intercultural Studies coordinator</td>
<td>7</td>
</tr>
</tbody>
</table>

### URBAN MINISTRIES MINOR

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT260</td>
<td>Urban Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC225</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
</tr>
</tbody>
</table>

### INTERCULTURAL STUDIES, RELIGION/PHILOSOPHY

Indiana Wesleyan University
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.

YOUTH MINISTRIES – A.S., B.S.

Purpose:
The major in Youth Ministries is designed for those who desire specialized training in the area of youth ministry. Students who complete this program will fulfill all the requirements for ordination in The Wesleyan Church. Students who desire to be ordained youth pastors in other denominations should consider this degree as well. Although this major would equip persons to work with youth in a variety of ministry settings, it is primarily designed to train persons for youth ministry in a local church setting.

Requirements:
The Youth Ministries major consists of sixty-two (62) credit hours of required courses. Special general education requirements for all students in this major include BIL101, BIL102, PSY150 and SOC150.

Required Courses: 62 hours

Biblical Foundations
- BIL202 Inductive Bible Study 3
- BIL Advanced Old Testament elective 3
- BIL Advanced New Testament elective 3
- BIL Elective study in a single book 3

Theological/Historical Foundations
- REL233 Introduction to Theology 3
- REL241 History of the Christian Church 3
- REL424 Doctrine of Salvation 3

Professional Studies
- YTH220 Introduction to Youth Ministries 2
- YTH221 Youth Ministry Observation 1
- YTH270 Communication with Youth 3
- REL435 Worship 3
- REL435P Worship Practicum 1
- CED255 Local Church Education 3
- CED255P Church Education Practicum 1
- REL468 Church Leadership 3
- REL468P Church Leadership Practicum 1
- REL469 Pastoral Care and Counseling 3
- REL469P Pastoral Care Practicum 1
- YTH371 Youth Evangelism and Discipleship 3
- PSY252 Adolescent Growth and Development 3
- INT122 Short Term Missions (Orientation) 1
- INT222 Short Term Missions (Leadership) 2
- YTH355 Youth Programming and Management 3
- YTH355P Youth Programming Practicum 1
- YTH341 Youth Ministries Practicum 1
- YTH480 Youth World-Changing Strategies (Capstone) 2

In addition to the courses listed above, Wesleyan students are required to take REL431, Wesleyan Church History/Discipline (3 credit hours). Non-Wesleyan students may study their own denominational heritage through independent study or select an additional elective course in theology, church history or philosophy.
YOUTH MINISTRIES MINOR

A Youth Ministries minor consists of twenty-four (24) credit hours of courses specifically relating to professional ministry in parish or para-church settings.

**Required Courses:** 24 hours

- YTH220 Introduction to Youth Ministries 2
- YTH221 Youth Ministry Observation 1
- YTH371 Youth Evangelism and Discipleship 3
- YTH270 Communication with Youth 2
- YTH240 Camping and Retreat Ministries 3
- YTH555 Youth Programming and Management 3
- YTH555P Youth Programming Practicum 1
- REL469 Pastoral Care and Counseling 3
- REL469P Pastoral Care Practicum 1
  
  Courses listed in the catalog that are pertinent to youth ministry and which meet the approval of the student’s advisor 7

**Associate of Science:**

The Associate of Science degree is a two-year program which requires a twenty-four (24) hour concentration identical to the Youth Ministries minor listed above.

GENERAL STUDIES

**GENERAL STUDIES - A.S., B.S.**

**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.

“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. degree:**

1. Completion of the general education requirements--B.S. degree: 52 credits
   
   See degree requirements, pages 18-19.

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. degree:**

1. Completion of the general education requirements--A.S. degree: 20 credits
   
   See degree requirements, page 17.

2. Concentration in one subject area with GPA of 2.00
   
   (9 credits must be taken at IWU) 15 credits

3. Total credits for graduation 62 credits
WRITING CENTER

The Writing Center includes a writing tutoring center and two computer labs, containing a total of 43 IBM computers, which are available to the student body six days per week. The Writing Center seeks (1) to provide the student body with writing assistance through tutoring sessions with trained peer tutors, (2) to provide the student body with access to computer labs which house academic and word processing software as well as internet and email access, and (3) to provide computer labs and software curriculum for the developmental courses: ENG100, English Pre-Composition, and ENG101, Critical Reading and Study Skills.

The Writing Center supports IWU’s mission to develop students in scholarship, by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.

Dr. Andrew Hayes’ class gets a lesson–and a breath of fresh air.
GRADUATE STUDIES

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
   - Dual Major–Community Health/Primary Care
   - 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.)

Prof. Gwendolyn Battle-Lavert has written several children’s books.
GRADUATE NURSING

COMMUNITY HEALTH NURSING – M.S.

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: 14 hours
- 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: 13 hours
- CHN520 Contemporary Issues in Health Care 2
- CHN525 Cultural Implications 2
- CHN535 Advanced CHN I: CH Assessment Seminar 3
- CHN535P Advanced CHN I: CH Assessment Practicum 2

Electives: 9 hours

PRIMARY CARE NURSING – M.S.

The Master’s Degree Program in Primary Care Nursing prepares registered nurses as Adult, Family, or Gerontological Nurse Practitioners (NP). The focus of Primary Care is the interrelationship of theory, research, and practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body. The 40-hour curriculum consists of 14 credits of Core Courses taken by all graduate nursing students, 18 credits in the Primary Care Curriculum for all practitioner students, and 8 credits in the respective option.

PROGRAM OF STUDY

Core Courses: 14 hours
- CHN510 Theoretical Foundations 3
- CHN515 Research Methods 3
- CHN530 Epidemiology 3
- CHN544 Health Policy: Process and Analysis 2
- CHN590 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
- PYC552 Advanced Health Status Assessment 3

Options: 8 hours

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

Indiana Wesleyan University
Family Nurse Practitioner:
- PYC532  Primary Care of Children-Seminar  2
- PYC532P Primary Care of Children-Practicum  3
- PYC534  Primary Care of Women-Seminar  1
- PYC534P Primary Care of Women-Practicum  2

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

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:

- 53-56 hours
  - Core Courses  14
  - Community Health Nursing Courses  13
  - CHN Electives  3
  - Primary Care Curriculum  23-26

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

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

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

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

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

Family Nurse Practitioner:
- PYC532  Primary Care of Children-Seminar  2
- PYC532P Primary Care of Children-Practicum  3
- PYC534  Primary Care of Women-Seminar  1
- PYC534P Primary Care of Women-Practicum  2

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

Post Master’s Certificate in Gerontology for Nurse Practitioners:
- PYC536S PYC of Older Adults Seminar  3
- PYC536P PYC Care of Older Adults Practicum  5
- PYC554 PYC of Older Clients with Psychiatric Co-Morbidity  2
- PYC556 Concepts of Advanced Pharmacology in Geriatrics  2
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 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.
m. 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 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 Admissions. 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 GPA of 3.0 or higher to remain in the graduate nursing program or to graduate. Any student whose GPA falls below 3.0 will be placed on probation. Failure to raise the GPA to 3.0 or better during the following 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 3.0 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 graduate nursing faculty.

The graduate program is accredited by the Commission on Collegiate Nursing Education (CCNE). Courses are offered 11 months of the year to facilitate completion of degree requirements. Students may enroll either full time or part time. Evening and Saturday classes accommodate working professionals. Faculty and students collaborate in selection of clinical sites.
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 or 60 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. Nine semester hours in Bible, religion, or theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University.
6. A combined score of at least 1000 on the verbal and quantitative measures of the Graduate Record Exam (GRE) general test.
7. A typewritten autobiography (including a statement of faith and values) and a typewritten philosophy of counseling.
8. An official transcript from each institution attended.
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 concentrations:**

**Community Counseling:** 48 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>36</td>
</tr>
</tbody>
</table>

In **Including the following clinical instruction:**

- Practicum (100 hours; 40-50 direct contact; 3 credits)
- Internship (600 hours; 240-300 direct contact; 6 credits)
- Concentration Courses 6
- Elective Course 6

**Community Counseling:** 60 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>36</td>
</tr>
</tbody>
</table>

In **Including the following clinical instruction:**

- CNS512 Psychopharmacology 3
- CNS522 Foundations and Contextual Dimensions of Community Counseling 3
- CNS523 Theory and Techniques of Community Counseling 3
- CNS533 Psychopathology 3
- CNS554 Advanced Internship in Community Counseling (Addictions) 3

**Addictions Concentration:** 60 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS511 Issues in Addiction and Recovery 3</td>
<td></td>
</tr>
<tr>
<td>CNS545 Counseling Addicted Families 3</td>
<td></td>
</tr>
<tr>
<td>CNS512 Psychopharmacology 3</td>
<td></td>
</tr>
<tr>
<td>CNS522 Foundations and Contextual Dimensions of Community Counseling 3</td>
<td></td>
</tr>
</tbody>
</table>
CNS523  Theory and Techniques of Community Counseling 3
CNS554  Advanced Internship in Community (Addictions) 3

**Marriage and Family Counseling:** 60 hours

*Core Courses* 36

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

*Concentration Courses* 15

*Elective Courses* 9

**Master’s in Counseling—Core Curriculum: 36 hours**

- CNS501  Human Growth and Development 3
- 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
- CNS554  Advanced 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  Knowledge and Skills for the Practice 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

- CNS554  Graduate Capstone Project 3
- CNS553  Marriage and Family Internship 3

Dr. Todd Voss is an advocate for students.

**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
- CNS502  Multicultural Counseling 3
- CNS503  Theory and Techniques in the Helping Relationship 3
- CNS504  Theory and Techniques in Group Counseling 3
- CNS543  Theory and Techniques of Marriage and Family Counseling 3
- CNS545  Counseling Addicted Families 3
- CNS560  Graduate Counseling-Independent Study 3
Admissions Policy:

Admission to Graduate Studies in Ministry at Indiana Wesleyan University begins with completing the application packet (which includes three personal recommendation sheets) obtained from the Graduate Admissions Office. Once the application process has been completed the forms are sent to the Office of Graduate Studies in Religion. 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—(six) 6 hours from either church history or theology, (three) 3 hours in advanced Bible, and (15) 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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical</td>
<td>6</td>
</tr>
<tr>
<td>Doctrinal</td>
<td>3</td>
</tr>
<tr>
<td>Historical</td>
<td>3</td>
</tr>
<tr>
<td>Additional hours (Doctrinal or Historical)</td>
<td>3</td>
</tr>
<tr>
<td>Practical</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
</tr>
<tr>
<td>Thesis/Practicum/Project</td>
<td>5</td>
</tr>
<tr>
<td>Electives/Concentration</td>
<td>12</td>
</tr>
</tbody>
</table>

Students must receive a grade of “C” or better in each course in order to achieve academic credit.
COLLEGE OF ADULT AND PROFESSIONAL STUDIES

The College of Adult and Professional Studies was created to serve the adult population 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 college are designed for those working adults by combining theory with practical experience.

OBJECTIVES

The general objectives of the Indiana Wesleyan University College of Adult and Professional Studies (APS) programs are:

1. To provide educational opportunities to students who need a liberal arts background.
2. To provide the background that students need for a variety of professional careers and to extend the range and nature of available careers.
3. To provide students with opportunities to develop leadership abilities.
4. To challenge students to develop in character.
5. To provide students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
6. To provide training in the skills required for effective decision-making, formulating short- and long-range plans, and critical thinking.
7. To extend degree-oriented educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time “in residence” on campus.
8. To provide an understanding of the importance of the application of Christian principles in a professional environment.
9. To provide students with opportunities to cultivate their scholarship.

ADMISSION REQUIREMENTS

Indiana Wesleyan University accepts adult learners for APS programs on the basis of their qualifications. Decisions for admission are based on previous academic records, work experience, and recommendations of individuals qualified to judge the student’s potential in a university setting. Indiana Wesleyan seeks students who are mature and highly motivated. Students are required to complete the appropriate application and to submit a $25 application fee for acceptance into the university. Admission requirements for the various programs are listed with the program.

POLICIES AND PROCEDURES

The Academic Bulletin for the College of Adult and Professional Studies states governing policies and procedures for its programs.

UNDERGRADUATE PROGRAMS

The associate and bachelor degrees offered by APS are designed for working adults who may have acquired learning through college or university courses, career experiences, professional or military schools, and in-service training. For those with college credit at 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.

APS courses relate theory to practice. Instructional methods include lectures, class discussion, case studies, simulations, clinical practicums, and projects. Each course is a required component of the program (core) and is generally taken in sequence. No waivers are permitted for any core courses.
All program curricula are designed to provide preparation in the knowledge and skills required for leadership in one’s profession. The program also provides training in the personal skills needed for effective performance. These skills include:

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

All baccalaureate and associate programs consist of a core requirement. 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 (for Business degree) or documentation of two years of appropriate experience beyond high school (for General Studies degree).
4. Two letters of recommendation from persons qualified to judge the applicant's professional expertise, character, and capacity for university-level study.

GRADUATION REQUIREMENTS

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

1. Completion of the 62-credit hour core for the Associate in Business; completion of the 43 credit-hour core and the 19 elective credit hours for the Associate of Science in General Studies.
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 degree in Business (ASB) program consists of 62 credits of course work, which includes both business and liberal arts courses. The ASB design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option for this degree.

The major in Business at Indiana Wesleyan University is designed either to be a degree in general business, or to provide a foundation for completion of a baccalaureate degree in a business-related field.

The courses in the program relate theory to practice. Instructional methods include lectures, seminars, workshop activities, simulations, and business case studies. Each core group forms study groups to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

The curriculum will be completed in the order established by Indiana Wesleyan University. IWU 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>
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<tbody>
<tr>
<td>UNV111</td>
<td>Philosophy and Practice of Lifelong Learning I</td>
<td>2</td>
<td>4</td>
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<tr>
<td>ENGI40</td>
<td>Communications I</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ENGI41</td>
<td>Communications II</td>
<td>3</td>
<td>5</td>
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<tr>
<td>BUSI05</td>
<td>Introduction to American Business</td>
<td>3</td>
<td>5</td>
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<tr>
<td>PHEI40</td>
<td>Concepts of Wellness</td>
<td>2</td>
<td>4</td>
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<td>BILI02</td>
<td>New Testament Survey</td>
<td>3</td>
<td>5</td>
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<td>COMI15</td>
<td>Introduction to Human Communications</td>
<td>3</td>
<td>5</td>
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<td>MATH110</td>
<td>Business Mathematics</td>
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<td>Humanities World Civilization</td>
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<td>ECOI205</td>
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<td>PSYI155</td>
<td>Personal Adjustment</td>
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<td>Literature and Ideas</td>
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<td>BUSI215</td>
<td>Human Resource Management</td>
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<td>MUSI180</td>
<td>Humanities Fine Arts</td>
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<td>BUSI220</td>
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<td>Philosophy and Christian Thought</td>
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<td>Environmental Conservation</td>
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<td>5</td>
</tr>
<tr>
<td>BUSI225</td>
<td>Legal Environment of Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUSI230</td>
<td>Global Issues</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUSI274</td>
<td>Business Case Study</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
The Associate Degree in General Studies (ASGS) includes a 43-hour, lock-step core of liberal arts courses and an additional 19 credit hours of electives, for a total of 62 hours of course work for the degree. The ASGS degree program is designed to provide the communication and relational skills that many employers desire, and to be a foundation for completing a baccalaureate degree in a variety of majors.

Instructional methods include lectures, seminars, workshop activities, simulations, and case studies. Each core group forms study groups to assist in the learning process. Each course is a required component of the program (core). The core must be taken with Indiana Wesleyan University and should be taken in sequence. Electives can be taken before, during, or after the core. Elective credit may be earned through a variety of options, which an academic advisor can help students identify.

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

### Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Core Transfer Course</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>ENGI40</td>
<td>Communications I</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ENGI41</td>
<td>Communications II</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIL102</td>
<td>New Testament Survey</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOCI50</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>PHEI40</td>
<td>Concepts of Wellness</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MATI03</td>
<td>General Mathematics</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOCI52</td>
<td>Social Problems</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>PSYI55</td>
<td>Personal Adjustment</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>HSTI80</td>
<td>Humanities World Civilization</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOCI00</td>
<td>Marriage and Family</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MUSI80</td>
<td>Humanities Fine Arts</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOCI246</td>
<td>Criminology</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>UNV181</td>
<td>Leading Change in the World</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOCI225</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

IWU students and professors develop lifelong friendships.
BACCALAUREATE PROGRAMS

APS baccalaureate degree programs consist of a 40-52 credit hour core requirement. Successful completion of the core courses fulfills the minimum requirements for the major.

ADMISSION REQUIREMENTS

The admission requirements are as follows:

1. Proof of high school graduation or GED certification;
2. Original transcripts from all previous college/university study;
3. Prior completion of at least 60 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;
   [Note to Nursing Program Applicants: Applicants with a diploma from a state Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. Credit hours awarded may be counted toward the 60 required for admission to the core, up to a maximum of 40 credits.]
4. An overall grade-point average (GPA) of 2.0 from all previous study. If an applicant’s GPA is below 2.0, the student may be admitted on a probationary basis, as established by the guidelines of the college;
5. A minimum of two years of significant full-time work experience beyond high school. For the Nursing program, one year of the work experience is waived for clinical practicum experience during basic nursing education;
6. Two letters of recommendation from persons qualified to judge the applicant’s professional expertise, character, and capacity for university-level study.

Additional admission requirements for the Nursing Program:

7. Proof of current RN licensure;

Additional admission requirements for the Accounting program:

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

Additional admission requirements for the Business Information Systems program:

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

GRADUATION REQUIREMENTS

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

1. Completion of 124 semester hours;
2. Completion of the required core courses with a grade-point average of 2.25 (2.75 for the Nursing program) or higher;
3. Cumulative grade-point average of 2.0 or higher (2.75 for the Nursing program);
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 in a variety of business organizations are also addressed. In all, the accounting curriculum is designed to provide working business professionals with the skills and knowledge necessary to transition into or advance within the general field of accounting.

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

[Note: The BSA degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in the BSA program give broad coverage of all the major areas of competency needed to sit for the CPA exam. However, students will need to check with their state licensing board of accountancy for the specific requirements needed to make application to take the CPA examination. Different states require different application credentials and specifications, and IWU makes no promises, express or implied, that the BSA degree alone will qualify graduates to sit for the CPA examination in any state.

Additionally, students will likely need to take a CPA review course (at their own expense) once they have completed the BSA degree program at Indiana Wesleyan University. Students cannot realistically expect to complete the BSA degree at Indiana Wesleyan and immediately pass the CPA exam. It is up to each student to make arrangements to enroll in a CPA review course in their state if they plan to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the APS program.]

### Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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 Macroeconomics 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 I</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>ACC423</td>
<td>Auditing</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>ADM448</td>
<td>Strategic Planning</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ACC451</td>
<td>Advanced Accounting</td>
<td>3</td>
<td>7</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 mathematics 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 major in Business Administration program (BSBA) is an academic program designed for the working professional employed in a business or public organization. The curriculum is designed to enable graduates to deal effectively with an increasingly more complex business environment. The program stresses skill development in the areas of management, decision-making, business communication, managerial accounting and finance, economics and marketing.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>MGT205</td>
<td>Professional Communication</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM316</td>
<td>Computers and Information Processing</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM320</td>
<td>Business Statistics</td>
<td>3</td>
<td>5</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 Macroeconomics for Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
The major in Business Information Systems (BSBIS) program is an academic program designed for the working professional employed in a business or public organization. The curriculum is designed to enable graduates to assist and lead organizations in the planning, development, and operation of information systems. Such systems are used to streamline and automate processes, to solve problems, and to provide communication channels. The program stresses skill development in the areas of analytical thinking, communication, programming, and systems design. The emphasis in this program is in developing the quantitative skills necessary to be successful in implementing computers and information in the modern business world.

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

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

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

#### Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS215</td>
<td>3</td>
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</tr>
<tr>
<td>MGT205</td>
<td>3</td>
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<tr>
<td>BIS224</td>
<td>3</td>
<td>5</td>
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<tr>
<td>BIS220</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ADM320</td>
<td>3</td>
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<tr>
<td>BIS340</td>
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<td>5</td>
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<tr>
<td>BIS341</td>
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<td>5</td>
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<tr>
<td>BIS342</td>
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</tr>
<tr>
<td>BIS343</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS220P</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MGT412</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ECO330</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS320</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT421</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS350</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS352</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS360</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BIS450</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Students in the Business Information Systems 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 accounting taken within the last five years documented on an official transcript.
2. The Indiana Wesleyan University course BUS220 within the past five years.
3. The Indiana Wesleyan University course BUS220P as scheduled within the curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.
The major in Management (BSM) program is an academic program designed for the working professional employed in a business or public organization.

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

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

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

### Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>ADM316</td>
<td>Computers and Information Processing</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT205</td>
<td>Professional Communication</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT432</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT435</td>
<td>Personnel Management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BUS220P</td>
<td>Managerial Accounting</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MGT412</td>
<td>Financial Planning and Control Systems</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT421</td>
<td>Strategies in Marketing Management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT450</td>
<td>Negotiation/Conflict Resolution</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT441</td>
<td>Philosophy of Corporate Culture</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT460</td>
<td>International Issues in Business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MGT490</td>
<td>Human Resources Development</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ADM495</td>
<td>Seminar in Business</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

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

### MAJOR IN NURSING – B.S.

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.

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 Title</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR205</td>
<td>Nursing’s Role in the Health Care System</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NUR224</td>
<td>Nursing Informatics</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NUR332</td>
<td>Nursing Theory for the Clinician</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NUR365</td>
<td>Ethics</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NUR370</td>
<td>Gerontology</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NUR334</td>
<td>Comprehensive Physical Assessment of the Well Adult Research</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>NUR436</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>SOC225</td>
<td>Intercultural Nursing</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NUR401</td>
<td>Community Health Nursing</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>NUR437</td>
<td>Pathophysiology</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>NUR478</td>
<td>Critical Care Nursing</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>NUR490</td>
<td>Management in Nursing</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
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 college;
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 Master of Business Administration 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 Master of Education 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
     – Communications (minimum 653)
     – General Knowledge (minimum 647)
     – Professional Knowledge (minimum 646)
     (NTE does not keep scores after 5 years. If you received your original Indiana license after July 1, 1985, a copy of the license will serve as proof of acceptable NTE scores.)
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 (MSM) program is a 36-hour graduate program designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

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

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

### Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT510</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT525</td>
<td>Managerial Ethics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT513</td>
<td>Managerial Economics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT532</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT544</td>
<td>Analysis and Decision-Making</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT550</td>
<td>Seminar on Quality</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT517</td>
<td>Managerial Finance</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>MGT541</td>
<td>Advanced Marketing Management</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT530</td>
<td>Strategy Formulation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT518</td>
<td>Communication in Organizational Settings</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT540</td>
<td>Motivation, Development, and Change</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MGT557</td>
<td>Applied Management Project</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

The Master of Business Administration (MBA) is a 41-semester credit hour program designed to meet the worldwide need for knowledgeable, principle-centered leadership of organizations. Intended to prepare managers as both economic and ethical leaders, the MBA program emphasizes the integration and application of knowledge.

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

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

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

#### Online Master of Business Administration Degree:

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

### Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM511</td>
<td>Introduction to Research and Technology</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ADM519</td>
<td>Methods of Executive Management</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>ADM471P</td>
<td>Managerial Accounting Prerequisite</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ADM514</td>
<td>Advanced Managerial Accounting</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>ADM518</td>
<td>The Ethical and Legal Environment of Business</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>ADM474P</td>
<td>Managerial Finance Prerequisite</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
The conceptual framework guiding the teacher preparation is “The Teacher As Decision Maker.” The advanced studies program has developed five domains in preparing the adult professional educator as “The Teacher As Agent of Change.”

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary. There are two components in the traditional program:

1. The core of thirty (30) semester hours which is offered in two delivery formats:  
   – Eight courses are taught in five 8:00 a.m. to 5:00 p.m. Saturday sessions over a period of 8 to 10 weeks for each course.  
   – Two extended courses are taught online. Details are available at http://www.IWUonline.com.

2. Six semester hours of 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.

Online Master of Education Degree:

This program offers the same courses and conceptual framework as the traditional framework, but is taken via the Internet. See http://www.IWUonline.com for details.

MISSION

The mission of the M.Ed. program is to provide an accessible career enriching academic experience for practicing teachers. Candidates, working in a dynamic cohort learning community, will become more effective as they increase knowledge and skills, with major emphasis on practical classroom projects. Teachers will develop the mindset and skills as “Agents of Change” in their classrooms and schools through a Christ-centered climate for lifelong learning and service.

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. Leading curricular change. Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
2. **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.

3. **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.

4. **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.

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

### Courses: Credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU545</td>
<td>Contemporary Issues in American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU559A</td>
<td>Applied Masters Portfolio Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDU554</td>
<td>Computers in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU550</td>
<td>Curriculum: Development and Design</td>
<td>3</td>
</tr>
<tr>
<td>EDU558A</td>
<td>Integrating Educational Technology Across the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>EDU553</td>
<td>Individual Assessment for Student Performance</td>
<td>3</td>
</tr>
<tr>
<td>EDU551</td>
<td>Instructional Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>EDU558B</td>
<td>Integrating Educational Technology Across the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>EDU559B</td>
<td>Applied Masters Portfolio Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDU555</td>
<td>Classroom Materials: Development and Design</td>
<td>3</td>
</tr>
<tr>
<td>EDU556</td>
<td>Applied Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU558C</td>
<td>Integrating Educational Technology Across the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>EDU559C</td>
<td>Applied Masters Portfolio Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDL557</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

### EDUCATIONAL LEADERSHIP ELECTIVES

#### Requirements:

1. Master’s degree from an accredited university.
2. Teaching license in elementary, SH-JH/MS, Secondary, Junior High/Middle School, or All grade Education is required.
3. Demonstrate 3 or more years of successful teaching experience at the K-12 level.
4. Complete at least 18 hours of professional studies courses.
5. Complete the ISLLC Standards-based Applied Principal’s Portfolio.
6. Complete a year-long School Principal Internship/Practicum (EDL612 and EDL625).
7. A minimum of 45 hours of graduate credit, including the Master’s degree course work. At least 15 hours of professional studies work must be from IWU.

### Courses: Credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL610</td>
<td>Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDL612</td>
<td>Principal Internship and Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>EDL616</td>
<td>School-Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDL618</td>
<td>Legal Aspects of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL625</td>
<td>Applied Principal’s Portfolio Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Student teachers get practical experience in area schools.
**APS CERTIFICATE PROGRAM**

In order to provide APS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in four broad career areas.

To be awarded the Certificate, a student will need to take 15 credit hours from the selected courses in the specific Certificate area. At least nine of the fifteen credit hours must be taken at IWU. (Six of the credits may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Prior Learning Assessment.) A grade of “C” or better must be earned in each course. The Certificate area will be noted on the transcript.

**Both baccalaureate and associate degree seeking students may earn Certificates.**

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

Certificates may be earned in the following areas by completing 15 credit hours in that area:

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

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

**Communications**
- COM110  Speech Communications
- COM115  Introduction to Human Communications
- WRI235  Creative Writing
- ENGI21  English Composition II
- COM211  Introduction to Mass Communication

**Religious Studies**
- BIL101  Old Testament Survey
- BIL102  New Testament Survey
- BIL120  Themes in Biblical Literature
- BIL201  Methods in Bible Study
- PHL282  Ethics
- PHL283  Philosophy and Christian Thought
- REL225  American Religious Issues
ACC201  Accounting Principles I  3
Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization. Prerequisite: BUS103. May be taken concurrently with BUS103.

ACC202  Accounting Principles II  3
Emphasizes the process of producing accounting information for the internal use of a company’s management. Prerequisites: ACC201 and BUS103.

ACC311  Intermediate Financial Accounting I  3
A study of financial accounting concepts and reporting standards for cash, receivables, inventories, plant assets, intangibles, investments, long-term liabilities, and the statement of cash flows. Prerequisites: ACC201, ACC202, BUS100, ECO211, and ECO212.

ACC312  Intermediate Financial Accounting II  3

ACC341  Managerial Cost Accounting I  3
An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on cost behavior and the determination of an organization’s long-term, total product costs and total service costs for strategic decisions. Prerequisites: ACC201, ACC202, ACC311, BUS100, ECO211, and ECO212.

ACC342  Managerial Cost Accounting II  3
An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on control systems and the motivation, measurement, and evaluation of short-term and long-term performance. Prerequisites: ACC201, ACC202, ACC341, BUS100, ECO211, and ECO212.

ACC371  Federal Income Tax I  3
A comprehensive study of the federal income tax structure as primarily related to individuals. Prerequisites: ACC201, ACC202, BUS100, ECO211, and ECO212.

ACC372  Federal Income Tax II  3
A comprehensive study of the federal income tax structure as related primarily to businesses, non-profit organizations, and related topics, including payroll taxes, estates, and trusts. Prerequisites: ACC201, ACC202, ACC371, BUS100, ECO211, and ECO212.

ACC410  Accounting Information Systems  3
This course is designed to provide a broad awareness of the concepts of accounting information systems. Topics considered include data integrity, data-flow, information-flow, information technology, and how these items impact managerial decision-making. Prerequisites: ACC201, ACC202, ACC311, BUS100, ECO211, and ECO212.

ACC423  Auditing  3
Auditing principles and procedures used in the examination of financial statements and the underlying accounting records to express an opinion as to their fairness and consistency. Prerequisites: ACC201, ACC202, ACC311, ACC312, BUS100, ECO212, and ECO212.

ACC451  Advanced Accounting  3
Advanced topics in accounting, stressing accounting for consolidations, partnerships, and not-for-profit organizations. Prerequisites: ACC201, ACC202, ACC311, ACC312, BUS100, ECO211, and ECO212.

ACC471  Independent Study in Accounting  1 - 3
An opportunity for advanced students to pursue further study in an accounting field of interest in which they have exhausted catalog offerings. Prerequisites: ACC201, ACC202, ACC311, ACC312, ACC423, BUS100, BUS362, ECO211, and ECO212. Requires admission to the Accounting major, 2.0 overall GPA, and 2.5 Accounting GPA. No more than 3 total hours may be applied toward the Accounting major.

ACC481  Accounting 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. Prerequisites: ACC312 and BUS480. Requires admission to Accounting major, 2.0 overall GPA, and 2.5 Accounting GPA. No more than 3 total hours may be applied toward an Accounting major.

ACC491  Accounting Seminar  3
A seminar for senior accounting students focusing on current issues and special accounting 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.
Undergraduate Course Descriptions

ACC498 Accounting Seminar – Research 2
A seminar course intended to develop the senior accounting major’s research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC201, ACC202, ACC311, ACC312, ACC423, BUS100, BUS362, ECO211, ECO212, and either senior classification or written permission of the Business Division.

ACC499 Accounting Seminar – Presentation 1
A seminar course intended to develop the senior accounting major’s professional presentation skills as he/she prepares and delivers the results of the research in ACC498 from the previous semester. Prerequisite: ACC498.

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.

ADC291 Urban Encounter for the Helping Profession 1
All Addictions Counseling majors are expected to participate in a field trip to Olive Branch Mission, Chicago, Illinois. The purpose of the trip is to provide students an urban, cross-cultural experience as well as exposure to the diversity and universality of human experience and behavior. Students will be encouraged to live out the love of Jesus in connecting with the people of the Olive Branch community. Students will interview ministerial staff and seek out opportunities to dialogue with those served by the mission. These interactions will provide the basis for a four- to five-page reaction paper upon returning to IWU. Students will reflect on the impact of this experience in terms of their personal development, faith, and sense of life calling.

ADC310 Addictions Counseling Skills 3
This course is intended to familiarize the student with the twelve core counseling functions necessary in the addictions field. Students will 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 therapists. 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 familiarize the student with a systems view of chemical dependency and family life. Students will compare and contrast individual and systemic orientations to assessments, case conceptualization, and intervention. Students will learn the essential characteristics of working systemically, as well as the advantages of this approach. Students will master five general goals associated with the treatment of chemically dependent families. This course will address common patterns within chemically dependent families and various clinical techniques aimed at facilitating change. Students will be introduced to the various schools of family therapy (i.e., psychodynamic, communications/interaction, strategic, structural, Bowenian).

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 compulsivity, eating disorders, 12-step recovery, substance abuse prevention, or other areas. Addictions Seminar may be repeated to earn up to four (4) credit hours. This course may be taken by non ADC majors with the consent of the Addictions Studies Department.

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 competency. 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 also examine practice considerations and guidelines associated with the treatment of diverse populations. The course will provide the student opportunities for service-learning.

ADC459 Survey of Community Addiction Services 1
NEED DESCRIPTION

Indiana Wesleyan University

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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 expected to achieve a total of 350 practicum hours. Students are encouraged to complete the sequence over the course of two semesters: semester one, ADC461-462 - observation; semester, ADC463-464 – further development and experience.

ADC462 Addictions Counseling Practicum II 2
See ADC461.

ADC463 Addictions Counseling Practicum III 2
See ADC461.

ADC464 Addictions Counseling Practicum IV 2
See ADC461; this course is only available to students in the baccalaureate program.

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

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

ADM320 Business Statistics 3
This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.

ADM370 Economics for Business 3
An introductory course designed to relate economic theory and current economic events to the problem of effective managerial decision-making.

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

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

ADM471 Managerial Accounting 4
The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision-making with special emphasis on the planning and control responsibilities of practicing managers.

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

ADM495 Seminar in Business 3
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.

ART112 Art Practicum 1 - 3
Specialized studies in various areas including madrigal, set designing, photojournalism, graphics, and studio techniques.

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

ART134 Introduction to Photography 3
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.

ART170 Art Appreciation 2 - 3
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.)

ART221 Drawing II 3
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: ART121.
### 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>ART224</td>
<td>Design I: Two-Dimensional Design</td>
<td>3</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>
</tr>
<tr>
<td>ART228</td>
<td>Metalsmithing I</td>
<td>3</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 ART324.</td>
</tr>
<tr>
<td>ART230</td>
<td>Stained Glass I</td>
<td>3</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 ART324 or permission of the professor.</td>
</tr>
<tr>
<td>ART232</td>
<td>Airbrush I</td>
<td>3</td>
<td>Students are taught to apply airbrushed 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.</td>
</tr>
<tr>
<td>ART234</td>
<td>Photography I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART241</td>
<td>Ceramics I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART251</td>
<td>Sculpture I</td>
<td>3</td>
<td>An introduction to sculpture including basic techniques, skills, and concepts associated with materials used to create contemporary three dimensional forms. Prerequisites: ART221 and ART324.</td>
</tr>
<tr>
<td>ART255</td>
<td>Batik</td>
<td>3</td>
<td>A study in various techniques of surface designing, including dyeing and printing on fabrics. Prerequisites: ART221 and ART324.</td>
</tr>
<tr>
<td>ART256</td>
<td>Weaving</td>
<td>3</td>
<td>A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending.</td>
</tr>
<tr>
<td>ART266</td>
<td>Printmaking I</td>
<td>3</td>
<td>An introduction to basic skills of printmaking methods, including woodcut, engraving, intaglio, and lithography. Prerequisites: ART221 and ART324.</td>
</tr>
<tr>
<td>ART270</td>
<td>Visual Communications—Graphic Design</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART281</td>
<td>Commercial Layout and Design</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART280</td>
<td>Introduction to Cartoons</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART284</td>
<td>Design II: Three-Dimensional Design</td>
<td>3</td>
<td>A series of problems exploring the various elements of design. Problems are introduced to challenge individual interpretation in three-dimensional space. Prerequisite: ART224.</td>
</tr>
<tr>
<td>ART288</td>
<td>Metalsmithing II</td>
<td>3</td>
<td>Advanced metal-forming techniques will be one of the major focuses within this course. Studio assignments will help lead students to an understanding of the ideas which have formed the basis of the new metals movement. Prerequisite: ART228.</td>
</tr>
<tr>
<td>ART289</td>
<td>Stained Glass Making II</td>
<td>3</td>
<td>An advanced course further developing the techniques of glass assemblage in various forms. Specific techniques covered in a given semester will vary. Prerequisite: ART230.</td>
</tr>
<tr>
<td>ART291</td>
<td>Painting I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART292</td>
<td>Painting II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ART293</td>
<td>Airbrush II</td>
<td>3</td>
<td>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: ART232.</td>
</tr>
<tr>
<td>ART306</td>
<td>Contemporary Photo Techniques</td>
<td>3</td>
<td>Emphases are 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.</td>
</tr>
</tbody>
</table>
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.

ART366 Printmaking II 3
A continuation and specialization of skills in a specific area of printmaking. Prerequisites: ART221 and ART266.

ART371 Art for Elementary Teachers 3
A course designed to acquaint the elementary major with many methods of teaching art in the public school. It includes teaching techniques and skills in handling the various art materials suitable for the elementary school classroom. A strong emphasis is placed on correlating art into the other elementary subjects.

ART373 Introduction to Computer Graphics 3
This course is designed to introduce students to graphics-oriented computer hardware and software. Emphasis will be on developing competence and familiarity with Macintosh Systems operation, terminologies and components of computerized graphics, and procedures in the creation of typography and illustration. Black-and-white and color systems are used. Prerequisite: ART221, ART280, and ART324.

ART374 Illustration I 3
This course is an exploration of the concepts and techniques involved in producing illustration as a means of mass communication. Students will gain experience with a wide range of materials and learn to interpret subject matter using both traditional and contemporary approaches. A secondary emphasis is preparation for a smooth transition into the professional world and its eventual demands on the aspiring illustrator or designer. Prerequisites: ART221 and ART234.

ART375 Computer Typography 3
This course emphasizes the importance of typography in the design process and focuses on providing the student with the digital tools and techniques necessary to achieve professional typographic solutions. Students will learn to incorporate the basic principles of typography with the essential technical skills necessary to achieve success in graphic design and advertising. Prerequisite: ART373.

ART379 Color Theory 3
Designed to develop an advanced understanding of color in terms of light and pigment; and subtractive and additive processes. Prerequisites: ART221 and ART324.

ART381 Art History I 3
Prehistory and the Ancient World through the Middle Ages. This course uses lecture, slides, and field trips to thoroughly understand the development of art during these periods. Prerequisite: MUS180.

ART382 Art History II 3
The Renaissance and the Baroque through the Modern World. This course uses lectures, slides, and field trips to better understand the continuing development of art to our present time. Prerequisite: MUS180.

ART383 Early Renaissance 3
Painting, sculpture, and architecture from the 13th century to the 16th century with special emphasis on the Early Renaissance in Italy. Prerequisite: MUS180.

ART384 High Renaissance 3
An in-depth study of the climax of art in Italy (1495-1520) and its influence in other countries of Europe. Prerequisite: MUS180.

ART385 Baroque Art 3
Study of the impact of the Reformation and Baroque influence on European art during 1580 to 1720. Prerequisite: MUS180.

ART386 Impressionism 3
Painting and sculpture of the Nineteenth Century with special emphasis on French Impressionism. Prerequisite: MUS180.

ART387 Modern Art 3
Survey of international art from post-Impressionism to the present time, including architecture, sculpture, and painting. Prerequisite: MUS180.

ART420 Three Dimensional Computer Design 3
This course explores the development of three-dimensional designs using the aid of the computer and 3-D design software. A basic study of object creating, mapping, animation, wrapping, lighting and rendering will be explored in order to develop the computer illustration. A thorough knowledge of the Macintosh platform, PhotoShop and Illustrator will be needed before taking this course. Prerequisites: ART373, ART434 and ART436.

ART424 Product Photography 3
This course offers an advanced examination into the use of large format cameras and product photography. Students will learn how to visually analyze light; and photograph commercial products and three-dimensional objects as a primary reference. Prerequisite: ART234.

ART430 Stained Glass Making III 3
An exploration in techniques dealing with flashing, slump, multilayering, and assembling will be explored in this advanced class. Prerequisite: ART330.
ART431 Contemporary Painting Techniques 3
Continued development of various painting techniques. The student is encouraged to develop a personal statement by means of specific projects. Prerequisites: ART331 and ART332.

ART434 Digital Photography 3
A course designed to introduce digital photography to the traditional photography and graphic design student. This course will instruct students in the manipulation, retouching, and enhancing capabilities of powerful software programs. Students will be capable of bringing images in through film and flatbed scanners as well as state-of-the-art digital cameras. Prerequisite: ART234.

ART435 Photo Illustration and Lighting Techniques 3
An advanced photography studio course that will focus on portrait, product, and studio illustration lighting techniques. Students will learn how to professionally photograph using studio lights with small- and medium- and large-format equipment for commercial and fine art applications. Emphasis will be placed on preparing students and their portfolios for presentation into the competitive art field. The computer graphics lab will be available to students who have met the proper prerequisites. Prerequisites: ART234 and ART336.

ART436 Computer Illustration 3
This course covers illustration techniques using the computer. Students will learn how to explore, adapt, and create new techniques using the industry most used and current software. Prerequisite: ART434.

ART437 Web Design 3
This is a course that will give the art students the ability to apply their talents to web design. Students will become proficient in the use of HTML coding and the use of industry standard and professional software authoring programs. The primary focus of this course will be to prepare fine art students for web based graphic design for Internet or Intranet. Prerequisite: ART434.

ART441 Ceramics III 3
A continued development, exploration, and practical application of technologic and aesthetic concepts that relate to a personal direction and a focusing area of concentration. Prerequisites: ART241 and ART343 or permission of the professor. May be repeated two times.

ART442 Ceramics IV 3
This is a flexible, self-directed seminar/portfolio course designed for the advanced ceramics major who intends to further his/her studies in clay. The course work allows the student to develop a style and body of work focused on his/her personal direction in clay. This course allows the student maximum freedom to define and develop directions in personal artistic growth and evolution while receiving guidance and criticism from the faculty member. Prerequisite: ART441.

ART456 Weaving III 3
This course is for the advanced weaver to develop skills in patterns, double-layer weaving, and yardage for wearables. Prerequisite: ART356.

ART458 Fine Art Photography 3
This course will introduce students to traditional and contemporary approaches to fine art photography. This is a logical and sequential course for students coming out of the Introduction to Photography and Introduction to Computer Graphics courses. This course is based on the premise that photography is a fine art form that may have finality in both the traditional silver and digital print. Prerequisites: ART234 and ART373.

ART466 Printmaking III 3
Advanced processes in stone and metal plate lithography are introduced and explored in depth. Silk-screen printing covers direct and indirect stencil techniques, with emphasis on large-scale color work. A high level of technical competence will be expected and should be demonstrated throughout this course. Prerequisite: ART366.

ART473 Advanced Computer Graphics 3
An advanced course that will build upon the student’s initial experience with computers in computer graphics and digital photography. Students will use and integrate several computer graphic programs currently used in the computer design field. Emphasis will be placed on preparing students and their portfolios for entrance into the computer design field. Prerequisites: ART373 and ART434.

ART474 Illustration II 3
An advanced course that will challenge technical proficiency, enhance conceptual abilities, and strengthen visual communication skills. This course will endeavor to strengthen a signature style and incorporate a technique that will survive in the marketplace of commercial illustration. The final result of the course and the student’s efforts will ideally produce a portfolio of work that communicates a high level of professional skill. Prerequisites: ART221 and ART374 or permission of the professor.

ART475 Independent Studies in Art 1 - 3
Individually arranged studio work and research for upper-class majors. Prerequisite: Satisfactory completion of required courses listed in the catalog.

ART476 Art Enrichment 3
Includes trips to surrounding cities and states and to foreign countries to see spectacular pieces of art, sculpture, and architecture. An in-depth study of museums, churches, and cultural atmosphere of the country. May be repeated.

ART477 Thematic Illustration III 3
This course is developed for the student who aspires to apply the sequential process of story-telling through the format of children’s literature and film. This class will expose the aspiring illustrator to the pattern and rhythm of communicating a central theme throughout the course of the semester. Thematic illustration is a research-based class which will immerse the student into the process of developing an image and concept from the primitive sketch to the final image. Arranged museum visits, lecture and the demonstration of painting techniques will reaffirm drawing, painting and design skills. Prerequisites: ART374 and ART474.
ART480  Studio Administration  3
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.

ART481  Studio Practicum  1 - 3
A course in which the student produces, with faculty supervision, sellable work in his or her area of expertise, working under individual studio conditions. Prerequisites: ART480 and permission of the professor.

ART490  Senior Exhibit - Art  0 - 2
During the senior year, each student is required to schedule an exhibit of the best of his work of his four years of university study. Art education majors may not schedule senior exhibits during the semester when student teaching occurs.

ART491  Senior Seminar and Portfolio  3
This is a capstone course for exiting seniors. The course will address portfolio, promotional and business. Responsibilities in preparation for students entering the field. Students will develop CVs, resumes, and cover letters in addition to their traditional portfolio. Internships, field trips, guest lecturers and making potential employee contacts will be a significant part of the class experience. Requirement: to be taken during senior semester.

ATR195  Introduction to Athletic Training  2
Introduction to the field of athletic training including types of programs, personnel, basic anatomy, risk management, injury prevention, and acute care of injuries and illnesses. Instructor permission only.

ATR196  Athletic Training Clinical Education Experience I  1
Provides the rationale for the use of taping and wrapping in athletics, as well as practical experience in applying commonly used taping and wrapping techniques. To be taken in conjunction with ATR195. Fee assessed for taping materials. Instructor permission only.

ATR197  Athletic Training Clinical Education Experience II  1
American Red Cross First Aid & Community CPR provides instruction into the development of an Emergency Action Plan and process, universal precautions, and immediate care of athletic injuries. To be taken in conjunction with ATR231. Prerequisite: Instructor permission only.

ATR199  Athletic Training Practicum I  1
Overview of the history of the National Athletic Trainer’s Association, the qualifications of a certified athletic trainer, the general job responsibilities of a certified athletic trainer, different employment settings, exam requirements, maintaining professional certification and credentials, etc. Practicum requires 100 clinical hours. Prerequisite: Instructor permission only.

ATR220  Therapeutic Modalities  3
Familiarizes the athletic training student with contemporary physical modalities, of acute care of injuries, appropriate physiology, indications, contraindications, uses, and methods of applications. Prerequisite: Instructor permission only.

ATR225  Lower Extremity Evaluation and Assessment  2
An in-depth study of the lower extremity, focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.

ATR226  Upper Extremity Evaluation and Assessment  2
An in-depth study of the upper extremity, focuses on the development of evaluation and assessment techniques. Prerequisite: Instructor permission only.

ATR231  Advanced Athletic Training  2
Advanced issues in athletic training, including conditioning programs, basic modality usage, basic rehabilitation principles, and an introduction to the assessment and evaluation of athletic injuries. Prerequisite: Instructor permission only.

ATR296  Athletic Training Clinical Education Experience III  1
Provides the student the opportunity to put into practice the theory and practical skills of upper extremity evaluation and assessment. Prerequisite: Instructor permission only.

ATR297  Athletic Training Clinical Education Experience IV  1
Provides the student the opportunity to put into practice the theory and practical skills of upper extremity evaluation and assessment. Prerequisite: Instructor permission only.

ATR299  Athletic Training Practicum II  1
Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athlete’s ability to participate in activity. Topics will include, but not be limited to, epilepsy, asthma, loss of extremities, preadolescents and senior athletes, diabetes, skin conditions, etc. Practicum requires 100 clinical hours. Prerequisite: Instructor permission only.

ATR320  Special Topics Seminar in Athletic Training  1
This special topics seminar is designed to discuss and research professionally-related issues and concepts of athletic training along with medical conditions and disabilities. Prerequisite: Instructor permission only.

ATR331  Therapeutic Exercise and Rehabilitation  3
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: Instructor permission only.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>ATR396</td>
<td>Athletic Training Clinical Education Experience V</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills of therapeutic modality, and application and design of protocols learned in the classroom. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR397</td>
<td>Athletic Training Clinical Education Experience VI</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills of rehabilitation protocols; and design of strength and conditioning programs. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR399</td>
<td>Athletic Training Practicum III</td>
<td>1</td>
<td>Focuses on all aspects of prevention as it relates, but not limited, to athletic injuries and conditions, liability/legal issues, and facility/equipment issues. Practicum requires 100 clinical hours. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR431</td>
<td>Evaluation and Recognition of Athletic Injuries</td>
<td>2</td>
<td>An in-depth study of recognition, assessment, and evaluation techniques from a physician’s perspective used in the field of athletic training for internal, systemic, and environmental injuries and conditions. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR440</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 will be presented including effects on exercise and other physiological effects of various types of medications. Use of nutritional supplementation and ergogenic aids, including current NCAA and USOC status, is also addressed. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR450</td>
<td>Senior Seminar in Sports Medicine</td>
<td>2</td>
<td>This course is designed to prepare the student athletic trainer for the oral, written, and written simulation parts of the National Athletic Trainer’s Association Board of Certification Examination. The student will be advised on current test taking strategies and job placement preparation. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR492</td>
<td>Administration of Athletic Training</td>
<td>2</td>
<td>In-depth study of administrative issues affecting the athletic trainer such as budget designs, facility planning, legal aspects of sports medicine, drug testing/drug evaluation, health care administration, and professional development and responsibility. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR495</td>
<td>Athletic Training Practicum IV</td>
<td>1</td>
<td>Introduction to various areas of athletic training research, the development of a research proposal and project, and case study/published journal critiques. Practicum requires 100 clinical hours. Prerequisite: Instructor permission only.</td>
</tr>
<tr>
<td>ATR496</td>
<td>Athletic Training Clinical Education Experience VII</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills of fitting, fabricating and using protective equipment and devices. Prerequisite: Permission of instructor.</td>
</tr>
<tr>
<td>ATR497</td>
<td>Athletic Training Clinical Education Experience VIII</td>
<td>1</td>
<td>Provides the student the opportunity to put into practice the theory and practical skills relating to counseling and ethical considerations in athletic training. Prerequisite: Permission of instructor.</td>
</tr>
<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>BIL105</td>
<td>Bible Lands Geography</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. Prerequisites: BIL101 and BIL102.</td>
</tr>
<tr>
<td>BIL120</td>
<td>Themes in Biblical Literature</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>BIL201</td>
<td>Methods in Bible Study</td>
<td>3</td>
<td>A study of assumptions, procedures, and guidelines to be used in understanding the Bible. Emphasis is upon refinement of the student’s skills in observation and interpretation. The course is designed to develop the student’s ability to study the Scriptures accurately, systematically, and independently as a basis for all further personal and professional use of the Bible. Prerequisites: BIL101, BIL102, BIL120 or department permission.</td>
</tr>
</tbody>
</table>
BIL202 Inductive Bible Study 3
This course studies the basic principles involved in the study of the Bible. Assumptions concerning scriptural authority are presented as well as procedures for careful observation, analysis and interpretation of the text. Particular attention is given to the use of scriptures as a foundation for expository preaching and theological reflection. This course is the prerequisite for all upper-level Bible courses offered in the Division of Religion and Philosophy. It is also available as an elective course for any student of the University. Pre-requisites: BIL101 and BIL102 or permission of the department. Not available to students with credit in BIL201.

BIL231 Biblical Archaeology 3
An investigation into the methods and details of the science of archaeology. Special interest will be expressed in explorations of the last hundred years in the Near East with special attention given to how these findings relate to Scripture. Chronologically, the time covered will be from about 10,000 BC to 200 AD. Prerequisite: BIL101 or permission of instructor.

BIL301 Pentateuch 3
The first five books of the Bible are studied as organized wholes. The origin of the world, the creation of man, the calling of Israel, and her place in the plan of redemption are noted throughout. Prerequisite: BIL 202 or permission of instructor. Offered alternate years.

BIL302 Historical Books 3
A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile and return. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL303 Synoptic Gospels 3
An intensive study of the Gospel of Mark, with attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL304 Johannine Literature 3
A study of the Gospel of John and the three Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL202 or permission of instructor.

BIL306 Inter-Testament Literature 3
A study of the history and literature of the period between Malachi and the New Testament. Special emphasis will be on the background from which New Testament movements came. Offered alternate years. This course satisfies either Old or New Testament requirements.

BIL401 Poetic Literature 3
A study of the poetic books of the Old Testament including the nature of Hebrew poetry. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL402 Major Prophets 3
The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL403 Minor Prophets 3
The twelve books designated as minor is studied in similar manner as the Major Prophets. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL404 The New Testament Church 3
Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL405 Paul’s Earlier Epistles 3
This course covers the letters to the Romans, Corinthians, the Galatians, and the Thessalonians. A detailed and analytic study of these books. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL406 Paul’s Later Epistles 3
This course covers the letters to the Philippians, the Ephesians, the Colossians, Timothy, Titus, and Philemon. Similar to the course on Earlier Epistles. Prerequisite: BIL202 or permission of instructors. Offered alternate years.

BIL407 The General Epistles 3
This is a study of the letters of Hebrews, James, Peter, and Jude. A comparative and analytic treatment. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL408 The Apocalyptic Literature 3
A careful study of the Revelation and its relationship to the book of Daniel and to other apocalyptic writings. Prerequisite: BIL202 or permission of instructor. Offered alternate years.

BIL475 Independent Study in Biblical Literature 1 - 3
Individually arranged research into biblical problems, languages, and/or doctrines. Prerequisite: Permission of instructor.

BIO100 Introductory Biology 4
A survey of the biology of man and his relationship to other living organisms. Man’s environmental and ecological responsibilities will be considered. Three class periods. Does not count toward a biology major.

BIO100L Introductory Biology Lab 0

BIO111 Anatomy and Physiology I 4
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. This course does not count toward a biology major.
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO111L</td>
<td>Anatomy and Physiology I Lab</td>
<td>0</td>
<td>This lab is taken as a co-requisite to BIO111.</td>
</tr>
<tr>
<td>BIO112</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td>A continuation of Anatomy and Physiology I. Functions of the cardiovascular, respiratory, digestive, and urogenital systems will be covered. The cat will be used as a dissection specimen for the lab. Three lectures/two labs. Prerequisite: BIO111, passed with a grade of “C-” or above. This course does not count toward a biology major.</td>
</tr>
<tr>
<td>BIO112L</td>
<td>Anatomy and Physiology II Lab</td>
<td>0</td>
<td>Lab taken as a co-requisite to BIO112.</td>
</tr>
<tr>
<td>BIO113</td>
<td>Introductory Microbiology</td>
<td>4</td>
<td>Basic principles describing the characteristic of micro-organisms with an emphasis on structure, metabolism, and genetics. Microbial diseases and infectious cycles will include bacteria, viruses, fungi, protozoa and helminths. An emphasis will be given to the communicable diseases and the routes of entry for infectious diseases. Antibiotic resistance, immunology, and pathogenesis will be discussed. Important diseases caused by the major microbial groups will be related to the rationale for vaccinations. Two lectures/two labs. Pre-requisite or co-requisite: BIO111 and/or CHE120. This course does not count toward biology major.</td>
</tr>
<tr>
<td>BIO115</td>
<td>Human Genetics</td>
<td>3</td>
<td>This course will introduce the student to current human genetic knowledge about the chemistry of the gene, human biochemical and molecular level inheritance, and somatic/germ cell genetics. This study will relate the course content with previous classical approaches and build toward an understanding of newer cytogenetic approaches. The discussions will emphasize the molecular characterization of genotype and its relationship to phenotypic expression in birth defects and human molecular disease. This course meets science general education requirements. No prerequisites.</td>
</tr>
<tr>
<td>BIO116</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 480 or above; ACT 20 or above; or CHE110 with a grade of “C” or better.</td>
</tr>
<tr>
<td>BIO116L</td>
<td>Principles of Biology I Lab</td>
<td>0</td>
<td>Lab to be taken as a co-requisite to BIO116.</td>
</tr>
<tr>
<td>BIO126</td>
<td>Principles of Biology II</td>
<td>4</td>
<td>A follow-up to BIO125 with an introductory study of selected topics in human anatomy and physiology. Preliminary surveys of the plant and animal kingdoms are also conducted. These include an emphasis on the taxonomy and ecological importance of the various taxa. 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>BIO201</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>BIO202</td>
<td>Plant Biology</td>
<td>4</td>
<td>A study of the classification, morphology, and physiology of plants, including their importance to man. A significant part of the course involves learning to recognize plant families and major tree species found in the Midwest. 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: BIO126.</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>BIO205</td>
<td>Plant Biology</td>
<td>4</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 Saturday for field trips. Prerequisites: BIO125 and BIO126.</td>
</tr>
</tbody>
</table>

Indiana Wesleyan University
BIO295  Natural History in Spring  4
Springtime plants and animals, their field identification, field biology, behavior, and landscape context with a focus on spring flora, amphibia, and birds. (At Au Sable)

BIO301  Ecology  3
An introduction to the principles and methods of plant and animal ecology in the physical environment. Prerequisite: BIO202 or BIO203.

BIO302  Entomology  3
A study of the anatomy, physiology, identification, classification, life cycles, habits, and adaptations of insects. Two class periods/one laboratory period. Prerequisites: BIO125 and BIO126.

BIO303  Marine Ecology  4
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: BIO301, SCUBA certification, and permission of instructor.

BIO304  Natural Resources Practicum: Groundwater Stewardship  4
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)

BIO305  Ornithology  4
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: BIO126. (At Au Sable)

BIO306  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 imagery. Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Prerequisites: BIO201 and BIO202. Not open to the student who has credit in EAR301. (At Au Sable)

BIO307  Water Resources  4
Field study of lakes and streams with applications to planning and management. Includes an introduction to limnology. Prerequisites: BIO201, BIO202, CHE125, and CHE126. (At Au Sable)

BIO310  Winter Biology  0 - 3
Study of the biology and environment of northern Michigan plants and animals in winter condition. Lecture, films, and field experience. Prerequisite: BIO125. (At Au Sable)

BIO311  Mammalian Anatomy  4
A study of the anatomy of mammals with emphasis on the anatomy of man. The laboratory work includes the dissection of a mammal. Two class periods/two laboratory periods. Prerequisites: BIO125 and BIO126.

BIO312  General Physiology  4
A study of the basic physiological processes. Consideration is given to all the organ systems of man with special emphasis in the laboratory on the neuromuscular, respiratory, and cardiovascular systems. Three class periods/one laboratory period. Prerequisites: BIO125 and BIO126.

BIO314  Field Botany  4
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: BIO126 and BIO202. (At Au Sable)

BIO315  Insect Biology and Ecology  4
A study of insect taxonomy, ecology, life histories, and economic importance. Special attention will be given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed. Prerequisite: BIO201. (At Au Sable)

BIO316  Woody Plants  4
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)

BIO321  Animal Ecology  4
The interrelationships between animals and their biotic and physical environments, including behavioral aspects. A field course which centers on the autecology of northern Michigan fauna from a stewardship perspective. Prerequisites: BIO201 and BIO202. (At Au Sable)

BIO322  Aquatic Biology  3 - 4
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)

BIO330  Histology  3
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.

BIO342  Fish Biology and Ecology  4
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)
### BIO345 Biological Instrumentation  
3  
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)

### BIO346 Winter Stream Ecology  
3  
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 BIO340.  
(At Au Sable)

### BIO350 Environmental Ethics  
3  
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)

### BIO390 Directed Individual Study  
1 - 4  
Prerequisite: Permission of instructor.  
(At Au Sable)

### BIO395 Professional Observation  
1  
Observation by the pre-professional student of the professional practice of a medical doctor, dentist, optometrist, or related medical professional. Prerequisites: Junior classification and permission of pre-professional advisor.

### BIO396 Advanced Studies in Biology  
1 - 3  
A course in advanced topics in biology of current interest. See schedule for specific content. Prerequisite: Permission of instructor.

### BIO403 Cellular Biology  
3  
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.

### BIO411 Vertebrate Development  
4  
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.

### BIO412 Genetics  
3  
An introduction to the factors governing the inheritance of character in plant and animal life. Prerequisite: BIO125.

### BIO432 Molecular Biology  
4  
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 CHE430L.

### BIO436 Laboratory Techniques for Developing Areas  
1 - 2  
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 CHE120 or CHE125. Does not count toward a biology major.

### BIO440 Immunology  
3  
A one-semester course which addresses the chemical and structural relationship of antigens and antibodies, the basis for immunological tolerance, T-cell development, B-cell development, autoimmune disease, cancer, and AIDS. Prerequisites: BIO125 and either BIO312 or BIO403.

### BIO475 Independent Study in Biology  
1 - 3  
Individually arranged reading, problem solving, or research in biology.  
Prerequisite: Permission of instructor.

### BIO482 Restoration Ecology  
4  
Ecological foundations and techniques for ecosystem and biotic community restoration. Application of ecological principles and environmental ethics to redeeming and restoring damaged ecosystems and endangered species. A field laboratory practicum is included.  
(At Au Sable)

### BIO490 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.

### BIO495 Research in Biology  
1 - 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.

### BIS215 Introduction to Business Information Systems  
3  
An introduction to fundamental concepts of management information systems in the information age. Addresses the impact of information systems in each of the functional areas of business to improve organizational effectiveness. Ethical considerations related to information and technology will be discussed.

### BIS220 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIS222</td>
<td>Business Software Tools</td>
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<tr>
<td></td>
<td>This course covers a suite of productivity software tools</td>
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<td>including word processing, spreadsheet, and presentation</td>
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<td>graphics. An emphasis will be placed on spreadsheet</td>
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<td>software and how it can be used</td>
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<td>effectively as a productivity tool in business.</td>
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<tr>
<td>BIS224</td>
<td>Business Information Systems Technology</td>
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<td>This course examines the hardware and technology used to</td>
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<td>build the infrastructure of an information system. It</td>
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<td>provides an in-depth look at networking, data</td>
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<td>communications, computer hardware components, I/O devices,</td>
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<td>storage, and Internet/Intranet technology. By learning</td>
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<td>the architecture of computing technology, students will</td>
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<td>be able to more effectively apply information technology</td>
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<td>to information systems in a business environment.</td>
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<tr>
<td>BIS225</td>
<td>Software Tools</td>
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<tr>
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<td>Provides a detailed introduction to hardware and software</td>
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<td>tools with special emphasis on the Windows Operating</td>
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<td>System, word processing, spreadsheets, presentation</td>
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<td>graphics, and databases. Through guided practice, students</td>
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<td>are taught practical applications of these programs for</td>
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<td>both personal and on-the-job use. The impact of</td>
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<td>computers and information technology on the workplace is</td>
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<td>also explored. (Not open to students with credit in CIS110;</td>
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<td>does not fulfill general education requirements in the CAS</td>
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<td>Division of Natural Science.)</td>
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<tr>
<td>BIS320</td>
<td>Managerial Relational Database Systems</td>
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<td>This course develops skills in the design and</td>
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<td></td>
<td>implementation of business database systems using modern</td>
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<td>database tools. It covers data structures, file</td>
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<td>management, and the conceptual, logical, and physical</td>
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<td>design of databases.</td>
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<tr>
<td>BIS340</td>
<td>Business Programming I</td>
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<td>This course provides a general introduction to</td>
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<td>programming paradigms including procedural and object-</td>
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<td>oriented approaches. Students will learn the basics of a</td>
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<td>programming language that is widely used in the</td>
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<td>business environment.</td>
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<tr>
<td>BIS341</td>
<td>Business Programming II</td>
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<tr>
<td></td>
<td>This course extends the knowledge base of the</td>
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<td></td>
<td>programming language used in Business Programming I.</td>
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<td></td>
<td>Coding and applications development will be emphasized.</td>
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<td>Prerequisite: BIS340.</td>
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<td>BIS342</td>
<td>Business Programming III</td>
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<td>This course provides an introduction to object-based</td>
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<td>programming concepts. Students will learn the basics of</td>
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<td>an object-oriented programming language that is widely</td>
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<td>used in the business environment.</td>
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<tr>
<td>BIS343</td>
<td>Business Programming IV</td>
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<td>This course extends the knowledge base of the</td>
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<td>programming language used in Business Programming III.</td>
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<td></td>
<td>Coding and applications development will be emphasized.</td>
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<td>Prerequisite: BIS342.</td>
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<tr>
<td>BIS350</td>
<td>Web Application Development in a Business Environment</td>
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<tr>
<td></td>
<td>This course will introduce the principles of JavaScript</td>
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<td></td>
<td>control structures, various markup languages, and</td>
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<td>scripting languages. Students will develop fundamental</td>
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<td>skills in programming using the client-side Internet</td>
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<td>model. In addition, students will utilize multimedia</td>
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<td>technology to design and develop web-based applications.</td>
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<td>Hands-on skill development is emphasized.</td>
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<tr>
<td>BIS352</td>
<td>Advanced Web Application Development in a Business</td>
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<td></td>
<td>Environment</td>
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<td>Students will learn multi-tiered, database-intensive,</td>
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<td>Intranet/Internet applications by using ADO (Active X</td>
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<td>Data Objects) and SQL (Structured Query Language). Topics</td>
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<td></td>
<td>covered include server-side Internet and</td>
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<td>web-programming techniques. Prerequisite: BIS350.</td>
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<tr>
<td>BIS355</td>
<td>Contemporary Issues and Ethics in the World of Technology</td>
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<td>This course will give students an introduction to the</td>
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<td>impact of information and technology in our world and</td>
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<td>related ethical issues. The social, political,</td>
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<td>environmental, cultural, and economic impact of</td>
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<td>emerging technology. Control issues and ethical</td>
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<td>considerations in the use of technology. The Christian</td>
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<td></td>
<td>worldview will be highlighted.</td>
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<tr>
<td>BIS360</td>
<td>Business System Analysis and Design</td>
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<tr>
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<td>This course will emphasize the analysis of business</td>
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<td></td>
<td>problems in an organization and the subsequent design</td>
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<td>of computer systems to meet the organization’s needs.</td>
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<td>Students will study the stages of system development</td>
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<td>including problem definition, consideration of</td>
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<td>alternative solutions, selection of a solution,</td>
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<td>implementation, control, and management of the system. A</td>
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<td></td>
<td>special emphasis is placed in the role of end users in</td>
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<td></td>
<td>this process.</td>
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<td>BIS370</td>
<td>Project Management and Team Leadership</td>
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<td>Through project management, students will learn how to</td>
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<td>break down a project, manage the scope and sequence of</td>
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<td>milestones, and develop cost estimates. Team leadership</td>
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<td></td>
<td>emphasizes the formation and effective utilization of</td>
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<td></td>
<td>teams in a business environment. It emphasizes group</td>
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<td>dynamics, personality styles, and leadership styles.</td>
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<tr>
<td>BIS410</td>
<td>Management of Business Information Systems</td>
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<tr>
<td></td>
<td>In this capstone course, an emphasis will be placed on</td>
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<td></td>
<td>the application of information systems in each of the</td>
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<td>functional areas of business. Discussion of the</td>
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<td>information needs of management and how special tools,</td>
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<td></td>
<td>such as Decision Support Systems, can help meet those</td>
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<td>needs. Current topics of interest to the IS professional</td>
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<td>and society.</td>
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<tr>
<td>BIS420</td>
<td>Business Information Systems Project I</td>
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<td>During this course a facilitator will be assigned to a</td>
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<td>cohort group, and a group project will be selected. The</td>
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<td>facilitator will assist in determining the scope of the</td>
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<td>project and the actions required fulfilling the</td>
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<td>course objectives. A group will investigate, analyze,</td>
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<td>develop, implement, and document an information system</td>
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<td>for a real-world business problem. Milestones and a</td>
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<td>timetable will be established for the completion of the</td>
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<td>project. A mentoring relationship between the</td>
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<td>facilitator and cohort group will be maintained until the</td>
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<td>completion of the project in BIS421 Business Information</td>
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<td>Systems Project II.</td>
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Indiana Wesleyan University
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS110</td>
<td>Business Assessment</td>
<td>1</td>
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<tr>
<td>BUS120</td>
<td>Personal Income Tax Preparation</td>
<td>3</td>
</tr>
<tr>
<td>BUS125</td>
<td>International Business</td>
<td>2</td>
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<tr>
<td>BUS150</td>
<td>Personal Finance</td>
<td>3</td>
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<tr>
<td>BUS157</td>
<td>Introduction to Personnel Supervision</td>
<td>3</td>
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<tr>
<td>BUS203</td>
<td>Software Tools II</td>
<td>1</td>
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<tr>
<td>BUS206</td>
<td>Business Decisions Using Software Tools</td>
<td>3</td>
</tr>
<tr>
<td>BUS215</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>BUS220</td>
<td>Accounting for Business</td>
<td>3</td>
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<tr>
<td>BUS222</td>
<td>Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>BUS224</td>
<td>Business Case Study</td>
<td>3</td>
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<tr>
<td>BUS225</td>
<td>Your Work Matters to God</td>
<td>3</td>
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<tr>
<td>BUS229</td>
<td>International Business</td>
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<tr>
<td>BUS290</td>
<td>International Business -- Lab</td>
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<td>BUS291</td>
<td>International Business -- Lab</td>
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<tr>
<td>BUS290L</td>
<td>International Business -- Lab</td>
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</table>

This travel experience is designed for students who have completed or are currently enrolled in BUS290. This will apply to the general education requirement for an Intercultural Experience.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS303</td>
<td>Software Tools III</td>
<td>1</td>
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<tr>
<td></td>
<td>A course focusing on business</td>
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<td>applications of database micro-</td>
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<td>computer software tools. Topics</td>
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<td>include learning to divide data</td>
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<td>into tables, creating user-made</td>
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<td></td>
<td>reports to display data, using</td>
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<td></td>
<td>calculations and macros, and doing</td>
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<td></td>
<td>database queries. No prerequisite.</td>
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<tr>
<td>BUS304</td>
<td>Current Topics in Business</td>
<td>1</td>
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<tr>
<td></td>
<td>A seminar class with the objective</td>
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<td></td>
<td>of using a popular current</td>
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<td></td>
<td>business book or periodical as the</td>
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<td></td>
<td>basis of discussion of new ideas in</td>
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<td></td>
<td>business. In addition to raising</td>
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<td></td>
<td>awareness of new ideas, the course</td>
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<td></td>
<td>requires each student to evaluate</td>
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<td></td>
<td>the practical application of these</td>
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<td></td>
<td>ideas and their potential</td>
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<td></td>
<td>effectiveness. May be repeated twice.</td>
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<td></td>
<td>Prerequisites: ACC201, ACC202, BUS100,</td>
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<td></td>
<td>ECO211, ECO212, and the appropriate</td>
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<td></td>
<td>major area gateway course(s).</td>
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<tr>
<td>BUS310</td>
<td>Business Communications</td>
<td>3</td>
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<tr>
<td></td>
<td>Develop skills in all aspects of</td>
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<tr>
<td></td>
<td>business communications. Includes</td>
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<td></td>
<td>writing business letters and reports,</td>
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<td></td>
<td>communications about employment and</td>
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<td></td>
<td>meetings, oral communications, nonverbal and visual</td>
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<td>communications. Prerequisite: MNG280.</td>
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<td>Requires admission to a Business</td>
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<td></td>
<td>Department major or consent of</td>
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<td></td>
<td>professor.</td>
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<tr>
<td>BUS320</td>
<td>Business Statistics</td>
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<tr>
<td></td>
<td>This course helps students analyze</td>
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<td></td>
<td>and interpret statistical data.</td>
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<td></td>
<td>Quantitative concepts and basic</td>
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<td></td>
<td>techniques in research are stressed.</td>
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<td>Prerequisites: ACC201, ACC202, BUS100,</td>
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<td>ECO211, ECO212, the appropriate</td>
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<td>major area gateway course(s), and</td>
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<td>completion of the Math Competency</td>
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<td>requirement.</td>
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<tr>
<td>BUS326</td>
<td>Administrative Office Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of human relations and</td>
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<td></td>
<td>adjustments in business organizations.</td>
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<td></td>
<td>Deals with such problems as proper</td>
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<td>placement of individuals on the job,</td>
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<tr>
<td></td>
<td>methods of motivation, supervision, discipline, promotion, and office environment.</td>
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<tr>
<td>BUS362</td>
<td>Business Law</td>
<td>3</td>
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<td>Designed to give a basic understanding of the law and its effects upon the world of business. Topics considered include contracts, agency, employment law, sales, commercial paper, security devices, business organizations, property, estates, bankruptcy, and the Uniform Commercial Code. Also gives credit for POL majors. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s). In order to waive these prerequisites, majors from other Divisions may submit a written request to the Business Division for consideration.</td>
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<td>BUS385</td>
<td>Risk Management</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduces the student to the</td>
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<td>importance of risk in personal and</td>
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<td>business affairs and to the different</td>
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<td>methods of meeting risk. Coverage</td>
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<td></td>
<td>includes risk management and life,</td>
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<td></td>
<td>health, property, and casualty</td>
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<td></td>
<td>insurance. Prerequisites: ACC201,</td>
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<td>ACC202, BUS100, ECO211, ECO212, and</td>
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<td></td>
<td>the appropriate major area gateway</td>
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<td></td>
<td>course(s).</td>
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<td>BUS398</td>
<td>Business Research</td>
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<tr>
<td></td>
<td>An in-depth study of the various</td>
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<td>methods of business research. Both</td>
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<td></td>
<td>quantitative and qualitative methods</td>
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<td></td>
<td>are taught in the course. Students</td>
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<td></td>
<td>are involved in the development of an</td>
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<td></td>
<td>actual business research project.</td>
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<td></td>
<td>Prerequisites: ACC201, ACC202, BUS100,</td>
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<td>ECO211, ECO212, and the appropriate</td>
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<td>major area gateway course(s).</td>
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<td>In order to waive these prerequisites,</td>
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<td>majors from other Divisions who have</td>
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<td>successfully completed a statistics</td>
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<td>course may submit a written request</td>
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<td>to the Business Division for</td>
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<td>consideration.</td>
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<td>BUS400</td>
<td>Business Ethics</td>
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<td>This course is designed to enable the</td>
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<td>student to understand the importance of ethics in business. Time is spent helping students further develop their own personal value systems and subsequently to see how their worldview impacts organizational values. Special emphasis is placed on application of Biblical principles. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).</td>
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<td>BUS452</td>
<td>Strategic Management</td>
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<td></td>
<td>An integration of the management,</td>
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<td></td>
<td>marketing, finance, economics, and</td>
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<td>accounting aspects of 1) analyzing</td>
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<td>the internal and external environ-</td>
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<td>ment of the firm; 2) developing the</td>
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<td>mission, long-range objectives, and</td>
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<td>the strategy to achieve the objectives; and 3) evaluating the firm’s performance for efficiency and effectiveness. Oral and written presentations of case analyses are used extensively. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s), and senior classification.</td>
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<tr>
<td>BUS472</td>
<td>Independent Study in Business</td>
<td>1 - 3</td>
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<tr>
<td></td>
<td>Administration</td>
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<td>An opportunity for advanced students</td>
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<td></td>
<td>to pursue further study in a</td>
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<td></td>
<td>business administration field of</td>
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<td>interest in which they have exhausted</td>
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<td>catalog offerings. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Business Administration major, 2.0 overall GPA, and 2.5 Business Administration GPA. No more than 3 total hours may be applied toward the Business Administration major.</td>
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<td>BUS480</td>
<td>Business Practicum Transition</td>
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<td>This course is designed to help students transition to the world of business. The intent is two fold; prepare students so they will be successful in their practicum experience; and in similar fashion, prepare students to be successful in their first professional assignment after college. Business etiquette, business protocol, professional growth, and the “keys for success” in the first professional assignment are examples of topics that will be studied. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).</td>
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<td>BUS482</td>
<td>Business Administration Practicum</td>
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<td>An opportunity for advanced students</td>
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<td>to obtain valuable work experience</td>
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<td></td>
<td>and gain expertise in relating</td>
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<td>classroom material to actual business</td>
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<td>endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: ACC201, ACC202, BUS100, BUS362, BUS480, ECO211, ECO212, FIN340, MNG280, and MKG298.</td>
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Requires admission to the Business Administration major, 2.0 overall GPA, and 2.5 Business Administration GPA. No more than 3 total hours may be applied toward the Business Administration major.

**BUS492 Business Seminar** 3
A seminar for senior business students focusing on current issues and special business 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.

**BUS498 Business Administration Seminar- Research** 2
A seminar course intended to develop the senior business administration major’s research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO2112, FIN340 MKG298, MNG280, and either senior classification or written permission of the Business Division.

**BUS499 Business Administration Seminar- Presentation** 1
A seminar course intended to develop the senior business administration major’s professional presentation skills as he/she prepares and delivers the results of the research in BUS498 from the previous semester. Prerequisite: BUS498.

**CCU300 Coalition for Christian Colleges and Universities Study Program** 1 - 16

**CED252 Introduction to Christian Education** 3
An introduction to the history, philosophy, and psychology of Christian Education and an examination of methodology, equipment, and materials needed for effective implementation in the local church (or similar setting). The course addresses the changing role of the Christian education worker in the church today, introduces the student to career options in this field, and provides a foundation for other courses in the Christian Education major.

**CED255 Local Church Education** 3
An investigation of the history, philosophy, and psychology of Christian Education and an examination of the methodology, equipment, and materials needed for effective implementation in the local church. The course addresses the role of the pastor in enhancing education in the local church, administering a program of Christian Education, and recruiting and training volunteers. Various models of Christian education in the contemporary church are also considered. Co-requisite: CED255P.

**CED255P Local Church Education Practicum** 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for the application of Christian education principles taught in the co-requisite course. Co-requisite: CED255.

**CED354 Working with Children** 3
A study of the characteristics of various age levels of children and some of the methods, materials, and programs for ministering to them through the local church. Prerequisite: Open to juniors or seniors who have been admitted to the CED major.

**CED356 Adult Education in the Church** 3
A study of the various stages of adulthood and some of the methods, materials, and programs for ministering to these in the local church. Prerequisite: Open to juniors or seniors who have been admitted to the CED major, or permission of instructor.

**CED357 Christian Education Practicum** 1
The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. Prerequisite: CED252 or permission of the professor.

**CED358 Christian Education Practicum** 1
The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) throughout the course of this practicum. Prerequisite: CED357.

**CED359 Christian Education Practicum** 1
The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) and to gain experience in additional areas of leadership which were not included in CED357 and CED358. Prerequisite: CED358.

**CED360 Curriculum Theory and Development** 3
This course explores the curriculum design process for Christian education of children, youth, and adults. We consider methods for assessing needs, developing a scope and sequence, projecting outcomes, and objectives. Writing of actual curriculum sessions is included as well.

**CED455 Christian Education in the Family** 3
A study of the relationship of church and home and the task of helping all family members come to fuller Christian maturity.

**CHE110 Introduction to Chemistry** 4
An introduction to the principles of chemistry including some applications in our modern society. A beginning course for students with weak or no previous chemistry who expect to take Chemistry 120 or 125. Also suitable for general education requirement. Prerequisite: Math SAT 400 or above; SAT I 440 or above; or ACT 19 or above.
CHE110L  Introduction to Chemistry Lab  0
Relatively simple laboratory experiments are used to aid in the learn-
ing of chemical principles. Co-requisite: CHE110.

CHE120  Introduction to Organic and
Biological Chemistry  4
An introduction to the structure and reactions of organic compounds. The function and metabolism of compounds of importance to bio-
logical systems will be emphasized. Prerequisite: CHE110 with a grade of “C” or better; Math SAT 440 or above, SAT I 480 or above, ACT 21 or above AND high school chemistry (1 year).

CHE120L  Introduction to Organic and
Biological Chemistry Lab  0
Lab taken as a co-requisite to CHE120.

CHE125  General Chemistry I  5
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. Prerequisites: CHE110 with grade of “C” or better; Math SAT 440 or above, SAT I 480 or above, ACT 21 or above, AND high school chemistry (1 year).

CHE125L  General Chemistry I Lab  0
Lab taken as a co-requisite to CHE125.

CHE126  General Chemistry II  5
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. Prerequisite: CHE125.

CHE126L  General Chemistry II Lab  0
Lab taken as a co-requisite to CHE126.

CHE235  Organic Chemistry I  4
A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Prerequisites: CHE125 and CHE126.

CHE235L  Organic Chemistry I Lab  0
Lab taken as a co-requisite to CHE235.

CHE236  Organic Chemistry II  4
A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Prerequisite: CHE235.

CHE236L  Organic Chemistry II Lab  0
Lab taken as a co-requisite to CHE236.

CHE330  Inorganic Chemistry  3
A more advanced course which explores the properties of the transition elements. Topics will include the Schrödinger wave equation, states of atoms, crystal field/molecular orbital theory, coordination chemistry, and organometallic chemistry. Prerequisite: CHE236.

CHE332  Environmental Chemistry  4
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 Au Sable Institute which is described in the Biology Department course listings.)

CHE350  Analytical Chemistry  4
An introduction to the theory and methods of chemical separations and quantitative determinations. An emphasis is placed on understand-
ing chemical equilibria of all forms. The laboratory includes gravimetric, volumetric, and instrumental techniques. Prerequisites: CHE125 and CHE126.

CHE350L  Analytical Chemistry Lab  0
Lab taken as a co-requisite to 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. Prerequisites: BIO125 and CHE235.

CHE430L  Biological Chemistry Laboratory  0
Lab 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. Prerequisites: PHY222, MAT254, and CHE126.

CHE450  Physical Chemistry II  3
An introduction to quantum mechanics, atomic and molecular struc-
ture, and the properties of liquids and solids. Three hours lecture. Prerequisite: CHE440.

CHE461  Physical Chemistry Lab  1
Laboratory experience in methods of instrumental chemical analysis and the techniques used in thermochemistry, electrochemistry, chemical kinetics, and the determination of physical properties. Prerequisite: CHE440 or concurrent enrollment.

CHE475  Independent Studies in
Chemistry  1 - 3
Individually arranged reading, problem solving, or research in ad-
vanced 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.

**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. Does not apply toward a CIS/CSC major; does not count toward science general education requirements.

**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 apply toward a CIS/CSC major; does not count toward science general education requirements.

**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 is 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 system 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.

**CIS116  Programming for Business Data Processing  3**  
An introduction to DP programming to support business applications. Includes a first course in the COBOL programming language, stressing algorithm development. Also provides an introduction to contemporary business database management tools, such as Microsoft Access. Prerequisite: CIS114.

**CIS150  Data Structures  4**  
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.

**CIS175  Independent Study in Computer Languages  1 - 2**  
A course designed to allow individualized study of a specific programming language. An application project is required that demonstrates proficiency in the major features of the selected language. Prerequisite: Permission of instructor.

**CIS210  Topics in Business Programming  3**  
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.

**CIS218  Introduction to Object-Oriented Programming  4**  
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.

**CIS225  Systems Analysis  3**  
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.

**CIS236  Machine Structures and Programming  3**  
An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisite: CIS114.

**CIS241  Topics in Scientific Programming  1 - 4**  
A course in techniques and concepts used in scientific applications of computers. Topics may include computer hardware, machine language, numerical and statistical techniques, computer simulation, and graphics. Prerequisites: CIS218, CIS236, and MAT253.
CIS296  Studies in Computer Information Systems  1 - 3  
A course in topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

CIS325  Analysis of Algorithms  3  
Topics include analyzing the time and space requirements of algorithms; the design techniques for efficient algorithms; induction, recursion, and divide-and-conquer; greedy algorithms; graph algorithms; network problems; and an introduction to intractable (NP-hard) problems. Prerequisite: CIS218.

CIS336  Programming Languages  3  
A course designed to analyze and evaluate the important concepts in current programming languages. Emphasis is placed on the functional constructs which define all languages. 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 CIS218.

CIS350  Computer Applications-Business  3  
A computer emphasizing computer applications in a business environment. Includes case studies, field trips, and programming projects. Prerequisites: CIS116 and CIS225. Prerequisite or concurrent enrollment: ACC202.

CIS373  Numerical Analysis  3  
See MAT373 for course description.

CIS382  Database Programming Development  3  
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.

CIS385  Theory of Computation  3  
An introduction to the classical and contemporary theory of computation. Topics include theory of automatata and formal language, computing by Turing machines, Church’s thesis, and decision problems. Prerequisites: CIS150 and MAT343.

CIS386  Modeling and Simulation  3  
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.

CIS390  Distributed Systems  3  
An examination of the features and impact of distributed data processing systems in the business enterprise. Prerequisites: CIS150, CIS225, and CIS236.

CIS396  Advanced Studies in Computer Information Systems  1 - 3  
A course in advanced topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

CIS420  Software Engineering  3  
An introduction to the process of developing software systems, including study of the procedures and tools of large system software engineering are introduced: software life-cycle models, quality factors, requirements analysis and specification, software design (functional design and object-oriented design), implementation and testing. Prerequisite: CIS225.

CIS425  Operating Systems  3  
An introduction to computer operating systems and analysis of operating system architectures. Included are consideration of the topics of processes, inter-process communication and synchronization; CPU job scheduling, memory and input/output device management; file system management; virtual memory; and mutual exclusion and deadlocks. Prerequisites: CIS150 and CIS236; prerequisite or co-requisite: CIS336.

CIS450  Ethics in the Computer Society  3  
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.

CIS475  Independent Studies in Computer Information Systems  1 - 4  
A course designed to allow individualized research or problem solving in Computer Information Systems. Prerequisite: Permission of instructor.

CIS480  Applied Software Development Project  3  
A capstone course in which the student will design, program, verify, and document a special project assignment selected in consultation with the instructor. The student will work independently under the guidance of a supervisor familiar with the needs of the project. Prerequisite: Senior academic standing and completion of all CIS/CSC major core course and cognate track requirements.

CIS490  Senior Seminar  1  
A course to foster independent study and research skills and pursue topics of current interest in the field of Computer Science. Each student will be required to make at least one oral presentation. Prerequisites: COM110 or permission of instructor, plus senior academic standing and completion of all CIS/CSC major core course and cognate track requirements.

CIS497  Practicum in Computer Information Systems  1 - 3  
Individually arranged work assignments designed to give practical work experience in the use of computer systems. CR/NC only. Prerequisite: Permission of instructor.

COM110  Speech Communications  3  
Basic introduction to theory and practice of public speaking: listening, analyzing, organizing, adapting, and delivering ideas effectively. Special attention to skill development.
COM115  Introduction to Human Communications  3
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.

COM116  Communication Lab  0 - 1
The student will work in one of several campus-based communication lab experiences (i.e., TV Station, Radio Station, University Players, Sports Information, etc.). The student must participate in a minimum of three lab experiences in two different areas of communication. These labs may be taken for zero or one credit. The student may take more than three labs, but only three hours credit. [This will change the requirements for the major, but does not increase the number of required hours.]

COM120  Introduction to Theater  3
This course offers an overview and introduction to the understanding and appreciation of dramatic arts by examining foundations of drama, dramatic terminology, and dramatic works, as well as basic techniques. Thus, students will gain insight into the imaginative and creative process that makes up the art of theater.

COM200  Journalism Practicum  1
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.

COM201  Journalism Practicum  1
See COM200.

COM202  Journalism Practicum  1
See COM200.

COM210  Advanced Public Speaking  3
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: COM 110.

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

COM214  Audio Production  3
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.

COM215  Television Production  3
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.

COM220  Radio Practicum  1
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.

COM221  Radio Practicum  1
See COM220.

COM222  Radio Practicum  1
See COM220.

COM223  Desktop Publishing  3
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.

COM224  Introduction to Journalism  3
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.

COM226  Voice and Interpretation  3
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, oral and visual presentation of literature and other appropriate forms. Prerequisite: COM110.

COM235  Communication Career Seminar I  1
A course that introduces students to the various careers available in communication. It examines the meaning of vocation, and the role it can play in our calling to be “world changers.” The course also introduces students to professional tools that will later assist them in their pursuit of a meaningful communications career.

COM240  Television Practicum  1
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.

COM241  Television Practicum  1
See COM240.

COM242  Television Practicum  1
See COM240.
Undergraduate Course Descriptions

COM252 Acting and Scene Study 3
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: COM120.

COM272 Scene Design and Technical Theatre Practices 3
Introduction to scenery, lighting, costume design, technical theater practices, and production management. A workshop course requiring practical production involvement.

COM315 Principles of Stage Directing 3
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. Prerequisite: COM120.

COM317 Theater History and Dramatic Literature I 3
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.

COM318 Theater History and Dramatic Literature II 3
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.

COM320 Argumentation and Persuasion 3
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.

COM322 Broadcast Journalism 3
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: COM215.

COM330 Principles of Public Relations 3
A survey course that examines the functions of modern public relations in various for-profit and nonprofit organizations. It focuses on how organizations effectively communicate with various publics in order to achieve specific public relations objectives. It looks at the development of public relations as a profession and also gives strong consideration to the ethical issues it faces.

Indiana Wesleyan University
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 stage 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. Prerequisite: ENG120.

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. Prerequisites: COM330 and COM340.

COM399H Honors Thesis/Project 3
Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

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.

COM431 Public Relations Campaigns and Cases 3
An advanced course that focuses on public relations as a management function in organizations. Students analyze case studies that exemplify how real organizations successfully apply communication principles to solve public relations problems. Students also have the opportunity to prepare and implement a live public relations campaign for a client.

COM432 Advanced Television Production 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.

COM435 Communication Career Seminar II 1
An advanced workshop that builds on the career concepts, strategies and tools developed in COM235. It helps upperclassmen finalize their resumes, portfolios and demo tapes. It also helps them formalize their professional network and prepare for job interviews.

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 6 credit hours. Given only on a CR/NC basis. Prerequisites: COM235 and the gateway course for the appropriate emphasis.

COM475 Communications-Independent Study 1 - 3
Independent study in communication.

COM480 Senior Project – Communications 3
Communication Arts majors in the seventh or eighth semester are required to produce a major work of communication: produce and write a series of brochures, produce a video promotion, write a play or television script, produce and edit the university Journal or newspaper, conduct an extended advertising project, produce a radio broadcast series, or other approved project. Prerequisites: A minimum of three courses in the chosen emphasis and permission of the instructor.

COM481 Advanced Journalism Practicum 1
A course designed to allow advanced students to engage in practical journalistic experience, either on or off campus. May be repeated for a maximum of 3 hours. Prerequisite: COM224. Junior or senior standing is required, unless special permission is granted by the program director.

COM483 Advanced Journalism 3
A continuation of Introduction to Journalism, with greater emphasis on practical experience and in-depth development of stories. Prerequisite: COM224 or instructor’s permission. Offered alternate years.

COM485 Editorial Operation 3
The various aspects of writing and editing newspapers and magazines will be considered. Practical experience will be provided. Prerequisite: COM224.

CON251 Contemporary Modern Problems: How Should We Then Live? 2 - 3
A penetrating interdisciplinary analysis of the rise and decline of Western thought and culture. Features a sequential viewing of the widely acclaimed first Francis Schaeffer film series “How Should We Then Live?” with informative and stimulating discussion following

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the viewing of each film. Gives elective credit or credit toward a major in History, Philosophy, or Political Science. May be taken for two or three credits.

**CON252**  **Contemporary Social Problems: Whatever Happened to the Human Race?**  2 - 3  
A penetrating interdisciplinary analysis of the loss of humanness in Western-American civilization. Features a sequential viewing of the provocative Francis Schaeffer film series “Whatever Happened to the Human Race?” in which Dr. Schaeffer and C. Everett Koop, M.D., focus on the issues of abortion, infanticide, and euthanasia. Informative and stimulating discussion follows the viewing of each film. Gives elective credit or credit toward a major in Sociology, Political Science, or History. May be taken for two or three credits.

**CON253**  **Contemporary Economic Problems: Free to Choose**  2 - 3  
A penetrating interdisciplinary analysis of critical current economic issues including government and the economy, money and inflation, worker and consumer protection, tax reform, the welfare system, medical care, education in America, and America’s future. Features a sequential viewing of the award-winning Milton Friedman film series “Free to Choose,” with informative and stimulating discussion following the viewing of each film. Gives elective credit or credit toward a major in Business Administration, Economics, History, or Political Science. May be taken for two or three credits.

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

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

**CRJ242**  **Modern Police Problems**  3  
Problems and issues in the relationship between police agencies and the total community, including a study of internal police problems such as attitude, deadly force, morale, and the media.

**CRJ246**  **Criminology**  3  
A study of crime and delinquency. Theories of causation, methods of correction, and prevention of crime are discussed. Different categories of crimes and their elements are also included.

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

**CRJ275**  **Police Administration**  3  
A study of various organizational structures and issues affecting the operation of police agencies. Practical problems and issues including police deviance, administration, patrol operations, and others are discussed.

**CRJ309**  **Youth and Crime**  3  
The development of delinquent and criminal behavior, initial handling and proper referrals, presenting police technique and special problems with juveniles. Also covers laws and agencies concerned with juveniles.

**CRJ318**  **Criminal Procedures**  3  
A comprehensive study of the legal procedures affecting criminal investigations. Beginning with an introduction to individual rights under the United States Constitution and the Bill of Rights, the course will thoroughly cover the law of arrest, search and seizure, interrogation, and identification. Basic concepts relating to procedure such as probable cause, the warrant requirement, and exclusion of evidence will be studied. Criminal procedure laws will be examined from the perspective of the investigator, courts, and the accused.

**CRJ352**  **Criminal Investigation and Evidence**  3  
Fundamentals of criminal investigation, crime scene search and recording, collection and preservation of physical evidence. Investigation techniques of specific criminal acts such as homicide, rape, child molestation, burglary, and sexual crimes are presented.

**CRJ358**  **Criminal Law**  3  
Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of officers and citizens, and elements necessary to establish crime and criminal intent.

**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 child molesters 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, presentations, and brief research papers will be used in the seminar.
Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO212</td>
<td>Microeconomics</td>
<td>3</td>
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<tr>
<td></td>
<td>Provides a background for advanced economics courses. A special emphasis is placed upon microeconomics topics including scarcity, division of labor, the economics of the firm, demand and price elasticity, and profits and competition. Prerequisite: ECO211.</td>
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</tr>
<tr>
<td>ECO263</td>
<td>Contemporary Economic Problems</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>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 in America, and America’s future. Features a sequential viewing of the award-winning Milton Friedman film series, “Free to Choose,” with informative and stimulating discussion following the viewing of each film. May be taken for two or three credits. Gives credit for majors in Economics or Political Science.</td>
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<tr>
<td>ECO270</td>
<td>Comparative Economic Systems</td>
<td>3</td>
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<td>An analysis of the past and present of various political-economic systems and their implications for the present economy. Systems examined include feudalism, mercantilism, socialism, communism, capitalism, welfarism, and interventionism. Prerequisite: ECO211.</td>
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<tr>
<td>ECO275</td>
<td>Economics of Poverty</td>
<td>3</td>
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<td>An interdisciplinary analysis of one of the most publicized issues in America. Discussed are the roots and history of poverty, alleged solutions, and the social and economic consequences of these solutions. Emphasized are the discovery and application of solutions from a Biblical perspective. Prerequisite: ECO211.</td>
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<tr>
<td>ECO300</td>
<td>Entrepreneurship</td>
<td>3</td>
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<td>Provides greater understanding of political and economic conditions for entrepreneurial activities to enhance an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. The problems of starting a new business, obtaining sufficient capital, and bringing a new business to success will be examined.</td>
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<tr>
<td>ECO305</td>
<td>Entrepreneurship</td>
<td>3</td>
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<tr>
<td></td>
<td>The basic problems of starting a new business, obtaining sufficient capital, and bringing a new business to success are examined, thereby enhancing an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. Gives credit for majors in Economics or Business. Prerequisites: BUS100 and ECO211.</td>
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<tr>
<td>ECO320</td>
<td>American Economic History</td>
<td>3</td>
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<td>A survey of the history of the United States from the economic viewpoint. Gives credit for majors in Economics or History. Prerequisite: HST101, HST102, or ECO211.</td>
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<tr>
<td>ECO330</td>
<td>Applied Microeconomics for Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An overview of microeconomic theory relating to the individual business. Analysis of data for decision-making. Use of computers to prepare and process data.</td>
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</table>

**Indiana Wesleyan University**
ECO331  Applied Macroeconomics for Business  3
An overview of macroeconomic theories and policy. Analysis of current problems and proposed solutions.

ECO365  Public Administration and Finance  3
A penetrating analysis of public administration and expenditures. Explores revenue including taxation, budget examination, and the effect of fiscal policy on the economy. Gives credit for majors in Economics or Political Science. Prerequisite: ECO211 or POL100.

ECO444  Money and Banking  3
Discusses the theory of money and banking with specific analysis of the value of money, the nature of inflation, the reappearance of business cycles, and the problem of sound and unsound money. Money supply, interest rates, foreign exchange, and the problems of competition between banking and non-banking financial institutions are examined. Gives credit for majors in Economics or Business. Prerequisite: ECO205, ECO211, or ADM370.

ECO454  International Economics  3
A study of international trade, the international monetary system, and international trade agreements as a means of broadening an understanding of the American economic system within the context of the world economy. Prerequisite: ECO212.

ECO463  Economic Thought  3
An analysis of the derivation of economic doctrines from Smith and Ricardo through Marshall and Schumpeter to Keynes, Galbraith, and Friedman. Includes a critical examination of the theories of mercantilism, physiocracy, classicism, Marxism, neoclassicism, and contemporary economics. Gives credit toward majors in Economics or Religion/Philosophy. Prerequisite: ECO211.

ECO473  Independent Study in Economics  1 - 3
An opportunity for advanced students to pursue further study in an economic field of special interest after catalog offerings have been exhausted. Prerequisites: ECO211 and consent of the department.

ECO483  Economics Practicum  1 - 4
An opportunity for advanced Economics majors to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. May be repeated. Prerequisites: ECO211 and consent of the department.

ECO498  Economics Seminar – Research  2
A seminar course intended to develop the senior Economics major’s research skills and professional writing skills in anticipation of a major seminar presentation to be delivered publicly the following semester. Prerequisite: Senior status.

ECO499  Economics Seminar – Presentation  1
A seminar course intended to develop the senior Economics major’s professional presentation skills with the preparation and oral presentation of the results of the research in ECO498 from the previous semester. Prerequisites: Senior status and ECO498.

EDS210  Introduction to Learning Disabilities  3
Studies the definition, characteristics, and methodology unique to learners with learning disabilities.

EDS215  Individuality of the Learner with Exceptional Needs  3
Emphasis is placed on the definition, characteristics, and methodology unique to learners who require mild interventions.

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. Stresses 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. Stresses practicum experiences specific to the student’s course of study.

EDS324  Literacy for the Adolescent with Exceptional Needs  3
Addresses the literacy needs of the adolescent and adult learner with exceptional needs through an integrated, balanced literacy approach. Special emphasis is placed on expository reading/writing and the study skills required in the middle and high school classroom. Functional literacy skills are also examined.

EDS326  Developmental Reading for Children with Exceptional Needs  3
Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach in an inclusion classroom. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total language arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Literacy strategies for children with exceptional needs are identified.

EDS360  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 for Teaching Children with Exceptional Needs  3
Reviews the instructional and curricular approaches which accommodate the academic, social, cognitive, communication, and physical needs of the elementary learner with disabilities. Special emphasis is placed on meeting familial and classroom teacher needs.
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EDS382 Methods for Teaching Adolescents with Special Needs 3
Focuses on methods and materials that meet the educational needs of adolescent and young adult learners with disabilities. Presents a variety of curriculum approaches, including functional/vocational, learning strategies, and compensatory.

EDS385 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.

EDS386 Special Education Practicum II 3
See EDS385.

EDS387 Special Education Practicum III 3
See EDS385.

EDS494 Student Teaching Seminar 1
See EDU495.

EDS496 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.

EDU106 Mathematics Methods 3
This course is taken in conjunction with EDU391, Junior Professional Year Clinical experience. The course fosters the application of methods in the classroom clinical experience. Special emphasis is taken on the use of concrete materials and the transfer to representative and symbolic mathematical language.

EDU130 American Education 3
An orientation course for students who expect to enter the teaching profession. Considers the history, principles, problems, and philosophy of public education in American society. Study of the desired competencies in teaching, evaluation of one’s own capacities, interests, and abilities, and planning of one’s professional career.

EDU200 Educational Technology 1
This course provides an opportunity for the education major to develop skills in using word processing, database and spreadsheet applications in a classroom/school setting. Emphasis will be placed on presentation tools that can enhance teaching. Application of the uses of the Internet will be included. Foundation to this course are the standards as set forth by the International Society of Technology in Education (ISTE) in their National Education Technology Standards for Teachers (NETS*T): Technology Operations and Concepts, Planning and Designing Learning, Environments and Experiences, Teaching, Learning, and Curriculum. Assessment and Evaluation, Productivity and Professional Practice, Social Ethical, Legal, and Human Issues. Also, the student will understand the National Educational Technology Standards for Students (NETS) Basic concepts, social, ethical, and human issues, Technology productivity tools, Technology communications tools, Technology research tools, Technology problem-solving and decision-making tools and how these standards will impact future teachers.

EDU216 Literature and Response for Young Children 2
This in-depth course for early/middle childhood majors (K-6) is designed to encourage the student to take a critical look at the art of literature for young children and explore the possibilities of response to that literature. Emphasis will be placed on the careful selection of developmentally appropriate quality literature of various genre. A range of response modes is also explored which include drama, movement, music, and illustration to support students’ transactions with text. The course also includes a study of how multicultural perspectives in literature can be considered in order to transform students’ knowledge, attitudes and behaviors through careful selection of books for literature-based instruction.

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: EDU240C. Prerequisites: EDU130 and PSY150.

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 time and meal time required.

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)
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**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)

**EDU265 Literature for Adolescents 3**  
Literature for Adolescents emphasizes applying criteria for evaluation, selection, and utilization of literature by reading actual selections, reader response, and discussion. Cultural diversity, developmental appropriateness, appreciation for literature, and lifelong learning are set in the context of current research. The integration of faith and learning is a strong component of the course.

**EDU271 Foundations in Early Childhood 3**  
This course is designed to provide an overview of Early Childhood education including an historic perspective and an understanding of the early childhood curriculum based on developmentally appropriate practice as defined by the National Association of Young Children (NAEYC). Creating, organizing and managing an effective learning environment as well as developing strategies for observing and assessing the young child will be emphasized.

**EDU272 Early Childhood 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: EDU273. Prerequisites: EDU271 and EDU290.

**EDU273 Early Childhood Practicum 3**  
This course emphasizes the early childhood curriculum, planning for teaching, classroom management and teacher-student interactions. It requires the application of knowledge acquired in EDU271. Experience will be gained through 90 hours of participation and supervision in a primary setting (K-2) under the direction of a cooperating teacher and university supervisor in an accredited school. Professional development seminars will be included. Pre-Co-requisites: EDU290 and EDU271.

**EDU281 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.

**EDU290 Elementary Education in a Pluralistic Society 3**  
This introductory course for early/middle childhood majors (K-6) is designed to expose the student to the varied teaching strategies/methodologies of classroom management, lesson preparation and presentation, and selection of developmentally appropriate learning activities. The course includes a study of how multicultural perspectives can be reflected in curricular design, planning and evaluating, instructional design and assessment, professional practice, and teachers’ and students’ knowledge, attitudes and behaviors. Current educational issues such as diversity in the classroom and parent involvement are discussed. This course is a prerequisite to Stage C courses. Prerequisite: EDU130.

**EDU295 Elementary 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 overview and guidelines for classroom observation strategies, AIDS education, and basic first-aid techniques. May Term. Prerequisites: EDU130 or permission of instructor. (CR/NC)

**EDU296 Secondary School Observation/Participation 2**  
Two weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overview and guidelines for classroom observation strategies, AIDS education, and basic first-aid techniques. May Term. Prerequisites: EDU130, EDU240, and EDU250 or permission of instructor.

**EDU324 Literacy in Diverse Classrooms 3**  
This course serves to introduce preservice-teachers to the problems involved in learning from text. This course emphasizes practical strategies of reading and writing and methods of teaching from text that are particularly appropriate for use in middle schools and high schools. This course also addresses issues of student diversity and characteristics of texts for the less able reader to the gifted/talented. Emphasis is placed on the integration of various theories and strategies based on current standards, research and recommendations of IRA, NCTE, NCTM, NCSS, ASCD, etc. Prerequisite: Admission to the Teacher Education Program, or permission of the instructor.

**EDU354 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 EDU390. Work in this course is done in conjunction with EDU385 (Developmental Reading) and EDU365 (Children’s Literature). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year)

**EDU360 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)
EDU365  Children’s Literature  3
The primary focus of this course is literature for young children and
elementary students. It is designed to equip teachers to evaluate,
select, and utilize literature for children from a wide range of genres,
with emphasis on reading aloud, storytelling, authors/illustrators,
cultural diversity, and current research in the field within the frame-
work of integration of faith and learning. Methodological strategies
are addressed through the actual reading of selections. Field experi-
ence included. Prerequisite: Admission to the Teacher Education Pro-
gram. (Component of the Junior Professional Year.)

EDU370LA  Junior High/Middle School
Practicum - Language Arts  3
Ninety hours field experience within a public/private school class-
room 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 follow-
ing EDU471. Prerequisite: Admission to the Teacher Education Pro-
gram. (CR/NC)

EDU370MA  Junior High/Middle School
Practicum - Math  3
See EDU370LA.

EDU370SC  Junior High/Middle School
Practicum - Science  3
See EDU370LA.

EDU370SS  Junior High/Middle School
Practicum - Social Studies  3
See EDU370LA.

EDU382EN  Methods of Teaching Senior
High/Junior High/Middle
School English  2
The separate divisions of this course are given by instructors in the
various departments. General methods of teaching for secondary
majors include planning, teaching techniques, models of teaching,
learning theories, measurement and evaluation, motivation, classroom
management and discipline, culturally different learners, and special-
needs learners as applied to teaching. Field experiences will be offered
in appropriate subject areas and grade levels. Prerequisite: Admission
to the Teacher Education Program.

EDU382MA  Methods of Teaching Senior
High/Junior High/Middle
School Math  2
See EDU382EN.

EDU382MU  Methods of Teaching Senior
High/Junior High/Middle
School Music  2
See EDU382EN.

EDU382PE  Methods of Teaching Senior High/Junior
High/Middle School Physical Education  2
See EDU382EN.

EDU382SC  Methods of Teaching Senior High/Junior
High/Middle School Science  2
See EDU382EN.

EDU382SP  Methods of Teaching Senior
High/Junior High/Middle School Spanish  2
See EDU382EN.

EDU382SS  Methods of Teaching Senior
High/Junior High/Middle
School Social Studies  2
See EDU382EN.

EDU383EN  Senior High/Junior High/Middle
School Practicum - English  3
Observation and participation in a public/private school classroom.
Experience shall be gained under the direction of an identified super-
vising teacher, with university-provided supervision in the endorse-
ment or minor area and at the level appropriate to the area, and in an
accredited school within the state of Indiana. (Should be taken in the
semester immediately preceding student teaching.) Prerequisites:
EDU382 and Admission to the Teacher Education Program.

EDU383MA  Senior High/Junior High/Middle
School Practicum - Math  3
See EDU383EN.

EDU383MU  Senior High/Junior High/Middle
School Practicum - Music  3
See EDU383EN.

EDU383PE  Senior High/Junior High/Middle
School Practicum – Physical Education  3
See EDU383EN.

EDU383SC  Senior High/Junior High/Middle
School Practicum - Science  3
See EDU383EN.

EDU383SP  Senior High/Junior High/Middle
School Practicum - Spanish  3
See EDU383EN.

EDU383SS  Senior High/Junior High/Middle
School Practicum - Social Studies  3
See EDU383EN.

EDU383VA  Senior High/Junior High/Middle
School Practicum - Visual Arts  3
See EDU383EN.
### Undergraduate Course Descriptions

**EDU385 Developmental Reading**  3
This course studies the theories, approaches, and methodology of teaching reading/literacy in the elementary classroom. Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total Language Arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Work in this course is done in conjunction with EDU354 (Language Arts Methods) and EDU365 (Children’s Literature). Field experience provided through EDU390. Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year)

**EDU386 Corrective Reading**  3
This course provides prospective teachers with practical experience in classroom diagnosis of reading problems as well as techniques, methods, and materials involved in remediation. Diagnostic Teaching strategies based on current research and International Reading Association guidelines are emphasized. Field experience provided through EDU391. Prerequisites: Admission to the Teacher Education Program, EDU354, and EDU385. (Component of Junior Professional Year)

**EDU390 Junior Professional Year Clinical**  3
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 (EDU385), Language Arts Methods (EDU354), Mathematics Methods and Materials (MAT105), and Children’s Literature (EDU365). Prerequisites: EDU290 and Admission to the Teacher Education Program. (CR/NC)

**EDU391 Junior Professional Year Clinical**  3
Experience applying the methods of the junior professional semester in the public/private school classroom. Students spend one-half of each day (afternoons) each semester working alongside a practicing teacher. (CR/NC)

**EDU455 Social Studies Methods**  3
This course introduces current and emerging ideas and trends for elementary education majors, grades K-6. The focus will be on the development of an integrated/interdisciplinary curriculum. Emphasis on objectives and standards, discovery-inquiry, teaching strategies for diverse learners, and lesson plan/unit plan development will facilitate competency. Special attention will be given to an inclusive environment with differentiated instruction. Based on NCSS standards. Field experience included; component of the Junior Professional Year.

**EDU456 Science Methods**  3
An emphasis is placed on understanding and implementing Guided Discovery Approach. Emphasis on writing performance objectives, discovery-inquiry, teaching strategies, and unit development will facilitate competency in these disciplines. Special attention will be given to learning-styles differentiation. Based on NSF and NCSS standards. Field experience included. Offered during Spring semester. Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year.)

**EDU471LA Methods of Teaching Junior High/Middle School Language Arts**  3
The separate divisions of this course are given by instructors in the various departments. General methods for elementary students endorsing up to Middle School/Junior High. Includes planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Field experiences will be offered in appropriate subject areas and grade levels and should be taken after or in conjunction with EDU370. Prerequisites: Successful completion of Junior Professional Year and Student Teaching. Co-requisite: EDU370 Junior High/Middle School Practicum.

**EDU471MA Methods of Teaching Junior High/Middle School Math**  3
See EDU471LA.

**EDU471SC Methods of Teaching Junior High/Middle School Science**  3
See EDU471LA.

**EDU471SS Methods of Teaching Junior High/Middle School Social Studies**  3
See EDU471LA.

**EDU475 Independent Study in Education**  1 - 3
Individually arranged reading, problem solving, or research in current trends of education. Prerequisites: ENG120 or equivalent, consent of professor, Director of Teacher Education, and Vice President for Academic Affairs.

**EDU490 Supervised Student Teaching in Senior/Junior High/Middle School (5-12)**  15
Full-time student teaching in accredited schools within a thirty-five mile radius of Indiana Wesleyan University under the direction of a cooperating teacher who has participated in supervisory seminars conducted by the Indiana Wesleyan Teacher Education Program (with the exception of international student teaching placements). Students may, if selected, participate in the International Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student’s program and licensing requirements. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program.

**EDU491 Supervised Student Teaching in Elementary School (K, 1-6)**  15
Full-time student teaching in accredited schools within a thirty-five mile radius of Indiana Wesleyan University under the direction of a cooperating teacher who has participated in supervisory seminars conducted by the Indiana Wesleyan Teacher Education Program (with the exception of international student teaching placements). Students may, if selected, participate in the International Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student’s program and licensing requirements. Prerequisites: Ad-
Undergraduate Course Descriptions

mission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program.

EDU492 Supervised Student Teaching in Senior High/Junior High/Middle School/Elementary 15
(Art, Music, Physical Education, Special Education.) Full-time student teaching in accredited schools within a thirty-five mile radius of Indiana Wesleyan University under the direction of a cooperating teacher who has participated in supervisory seminars conducted by the Indiana Wesleyan Teacher Education Program (with the exception of international student teaching placements). Students may, if selected, participate in the International Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student’s program and licensing requirements. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program.

EDU495 Student Teaching Seminar 1
A seminar stressing a professional examination of principles of classroom instruction and management, certification, job search procedures, interviewing strategies, mock interviews, accountability, and current issues in education. Activities relate theory to practical experience. An emphasis is placed upon the individual’s refinement of reflective analysis skills regarding instructional/managerial strategies.

ENG100 English Pre-Composition 3
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 3
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 3
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 3
This course will prompt students to develop writing skills by using pre-writing, drafting, revising, and editing. This is a process-oriented class in which students will complete several essays analyzing literature read in the course. Students will employ both expository and persuasive aims of discourse, as well as participate in workshops with peer editing. The course will also include impromptu writing and documented research essay.

ENG140 Communications I 3
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 3
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 3
Studies in the English language from its historic background through its present use in advertising, politics, propaganda, and the business and professional world. Through writing assignments, students focus critically on using language responsibly.

ENG180 Humanities World Literature 3
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 1
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 3
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.

ENG233 American Literature Survey 3
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.
ENG236 British Gothic/Romantic Novel 3
Focus on the novels/ novellas of the British Gothic/Romantic Period: 1764 to 1850. Study will center on how themes and questions of power, terror, gender, ethics, and religion are combined into the artistry of the works, which will include a selection of Shelley, Robert Louis Stevenson, Bram Stoker, Charlotte Bronte, and Walter Scott.

ENG237 British Literature (Literary Period or Region) 3
Intensive study of one British literary period or one British literary region covered only briefly by other courses offered: The Eighteenth Century British Novel, World War I British Literature, British Lake District Literature, Scottish Literature, and Irish Literature, for examples.

ENG238 C.S. Lewis 3
This course offers a careful reading of one Twentieth Century British writer who inspirationally presents the Christian message through works in several genres: fantasy, autobiography, satire, argument, fiction, letters, exposition, and literary criticism.

ENG239 Nineteenth-Century British Literature and Culture 3
Careful reading and study of selected nineteenth-century British novelists and poets, including Walter Scott, the Brontes, Robert Burns, and William Wordsworth. Considerable attention is given to the following: a chronological survey of British history; the imagery, figurative language, philosophy, and artistry of the poetry and prose; and contemporary contrasts between British and American cultures.

ENG240 British Literature Survey 3
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 milieu from which their literature grows.

ENG241 Studies in English Grammar 3
Analysis of the forms, functions, and arrangements of words that signal meaning in our system of language. Topics include (but are not limited to) sentence patterns and types, modification principles and applications, concord, complementation, logic of structure, mechanical accuracy, and punctuation precision. Course objective is operational command of the syntax of English.

ENG242 Literature and Ideas 3
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.

ENG260 The British Novel 3
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.

ENG261 The American Novel 3
A chronological study of the American novel from its beginnings in the Nineteenth Century to the present. Emphasis will be on works representative of major authors (i.e., Twain), important types (i.e., novel of manners), and significant American themes (i.e., slavery, racism).

ENG290 The European Novel 3
A study focused on the Nineteenth Century novel in continental Europe, from its romantic origins to its realistic and naturalistic development. Authors will include Tolstoy, Dostoyevsky, Balzac, Flaubert, and Zola, as well as supplementary readings to place novels in their historical, social, and philosophical milieu.

ENG352 History of English Language 3
A linguistic introduction to the history of English by the application of varied linguistic techniques to Old, Middle, and Modern English.

ENG361 Shakespeare 3
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.

ENG362 Victorian Literature 3
Careful reading of major poetry and prose (Lord Tennyson through Dante Rossetti) with attention to the historical and philosophical milieu (Pre-Raphaelite painters, for example). Selected critical literature integrated with text analysis.

ENG364 Romantic Literature 3
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.

ENG365 British Literature of the Twentieth Century 3
Careful study of major poetry and prose (Thomas Hardy to the present) with attention to the historical and philosophical milieu. Selected critical literature integrated with text analysis.

ENG371 American Renaissance 3
Study of major writers in the period 1830 to 1870 with attention to Emersonian transcendentalism as evidenced in his own work and as it influenced in varied ways the aesthetics and practices of Thoreau, Hawthorne, Melville, and Whitman.

ENG372 Hawthorne 3
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.

ENG373 American Fiction 3
Study of the development of the American short story from Irving, Hawthorne, and Poe through local color writers, experimentalists, James, realists, and naturalists to the great variety of current practices, followed by studies of the novel, including Hawthorne, Melville, and Twain.

Indiana Wesleyan University
ENG374 American Poetry 3
A chronological study of a selection of classic American poets from Bradstreet and Taylor through Eliot and Frost, concluding with study of a large number of recent and current poets.

ENG430 Contemporary Literature 3
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.

ENG440 Literary Criticism 3
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.

ENG455 Approaches to Modern English Grammar 3
Comparative critical study of several grammars of modern English, with linguistics emphasis.

ENG462 Milton 3
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.

ENG466 Chaucer 3
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.

ENG468 British Literature—Advanced Study 3
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.

ENG475 Independent Study in English Literature 1 - 3
Open to a limited number of well-qualified students; enrollment usually initiated by the Division; course under direction of division chair.

ENG476 American Literature to 1830 3
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 letters: Romantic poetry, essay, short story, drama, and novel.

ENG477 Melville 3
Intensive study of Melville’s work from Typee to Mardi to Moby Dick to Billy Budd. His milieu, his friendship with Hawthorne, his aesthetics, his life revealed in The Melville Log, are considered in relation to his work, but the emphasis is on critical reading of five novels.

ENG478 American Literature—Advanced Study 3
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 1 - 3
Prerequisite: Junior or senior standing with a 3.0 grade-point average.

FIN250 Personal and Family Finance 3
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; an introduction to insurance. No prerequisite.

FIN330 Investments 3
A study of the investment alternatives available to individual and institutional investors. Emphasis is placed on stocks, bonds, mutual funds, and money market securities. The student’s risk preferences and the risk level of investment alternatives are analyzed. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

FIN340 Managerial Finance 3
A study of the four functions of managerial finance: the capital budgeting decision process, capital structure decision process, evaluation and control of long-range financial decisions, and working capital management. The impact of these financial decisions on the firm’s risk level is analyzed. Prerequisites: ACC201, ACC202, BUS100, ECO211, and ECO212.

FIN383 Real Estate Investment and Marketing 3
This course introduces students to the varied ownership and leasehold interests available in real estate. In addition, students are introduced to mechanisms which are used to handle the legal issues associated with real estate; methods for marketing real estate; approaches available for the financing of real estate; and the systems used for managing real estate assets. The keys to successful negotiation are integrated throughout the course. The emphasis is on residential real estate, but commercial real estate development is covered as well. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

FIN430 Investment Management 3
An examination of additional investment alternatives available to individual and institutional investors including options, futures, and convertible securities. Technical analysis and portfolio management theory are examined. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, FIN330, and the appropriate major area gateway course(s).
FIN440  Financial Management 3
An examination of capital budgeting under uncertainty, the capital asset pricing model, lease versus buy decisions, and mergers and acquisitions. The impact of these financial decisions on the firm’s risk level is analyzed. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, FIN340, and the appropriate major area gateway course(s).

FIN450  Investment Services: Series 7 3
This course is designed to move beyond a basic understanding of investment vehicles and focuses on using these vehicles in the area of financial planning for the present as well as for the future. Retirement and estate planning, legal considerations of investment vehicles, and an in depth understanding of various investment classes are only a few of the topics considered. A student who successfully completes this class should be well prepared to take the Series 7 brokerage licensing examination. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, FIN330, FIN340, and the appropriate major area gateway course(s).

FIN474  Independent Study in Finance 1 - 3
An opportunity for advanced students to pursue further study in a finance field of interest in which they have exhausted catalog offerings. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Finance major, 2.0 overall GPA, and 2.5 Finance GPA. No more than 3 total hours may be applied toward the Finance major.

FIN484  Finance 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. Prerequisites: ACC201, ACC202, BUS100, BUS362, BUS480, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Finance major, 2.0 overall GPA, and 2.5 Finance GPA. No more than 3 total hours may be applied toward the Finance major.

FIN498  Finance Seminar – Research 2
A seminar course intended to develop the senior finance major’s research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, MNG280, and either senior classification or written permission of the Business Division.

FIN499  Finance Seminar – Presentation 1
A seminar course intended to develop the senior finance major’s professional presentation skills as he/she prepares and delivers the results of the research in FIN498 from the previous semester. Prerequisite: FIN498.

FRE115  Beginning French I 3
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 3
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 3
A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE115 and FRE116 or equivalent.

FRE236  Intermediate French II 3
A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE115, FRE116, and FRE235 or equivalent.

FRE350  Advanced Topics in French 1 - 3
Private lesson fee may be charged. May be repeated.
**Undergraduate Course Descriptions**

**GRE341  Greek Exegesis - Acts  3**
This class will teach intermediate Greek grammar skills through the reading and exegesis of selected passages from the Acts of the Apostles. Prerequisites: GRE221 and GRE222.

**GRE342  Greek Exegesis - Paul’s Early Epistles  3**
This class will teach intermediate Greek grammar skills through the reading and exegesis of selected passages from the earlier Pauline epistles, such as Romans, Corinthians, and Galatians. Prerequisites: GRE221 and GRE222.

**GRE343  Greek Exegesis - Paul’s Later Epistles  3**
This class will teach intermediate Greek grammar skills through the reading and exegesis of selected passages from the later Pauline epistles, such as Philippians, Ephesians, and Colossians. Prerequisites: GRE221 and GRE222.

**GRE344  Greek Exegesis – General Epistles  3**
This class will teach intermediate Greek grammar skills through the reading and exegesis of selected passages from the General epistles. Prerequisites: GRE221 and GRE222.

**GRE345  Greek Exegesis – Johannine Literature  3**
This class will teach intermediate Greek grammar skills through the reading and exegesis of selected passages from John’s Gospel and his epistles. Prerequisites: GRE221 and GRE222.

**HBR220  Beginning Hebrew I  3**
An introduction to biblical Hebrew designed to give the student sufficient knowledge of the grammar and tools available to be able to do basic study of the Hebrew Bible in the original language.

**HBR221  Beginning Hebrew II  3**
A continuation of HBR220, this course attempts to complete the student’s knowledge of basic Hebrew grammar and vocabulary. At the end of the first year the student should be able to translate from the original text with some basic proficiency. Prerequisite: HBR220.

**HBR320  Intermediate Hebrew I  3**
A deeper study in the principles of Hebrew exegesis, this course is designed to give the student a greater proficiency in working with the Hebrew text. Selected readings from the Hebrew Bible will be studied. Prerequisite: HBR221.

**HBR321  Intermediate Hebrew II  3**
A continuation of HBR320, this course is meant to move the student toward advanced facility in translation and exegesis of the Hebrew Bible. Involves extensive reading of the original text. Prerequisite: HBR320.

**HNR100  Honors College Forum  0**
In order to earn an Honors College designated degree, students must complete at least four semesters of Honors College Forum. Enrolled students will receive a list of qualifying activities under two categories: those with and those without related faculty and/or expert-led discussion sessions. From this list, students must choose to attend and participate in a minimum of six activities, at least three of which have accompanying discussion sessions, for every semester a student is enrolled in Honors College Forum.

**HNR250  Honors Research Seminar  3**
The purpose of this course is to equip the Honors College students with the preliminary research knowledge and skills necessary for undertaking an Honors College Thesis/Project and to assist them in the preparation of their Thesis/Project proposal. After a series of general introductory readings and discussions about higher learning and scholarship as a Christian calling, students will explore potential avenues of research and/or creativity that might prove fruitful for their Thesis/Project. Each student’s work will culminate in a well-developed Thesis/Project proposal that has passed through a collaborative process of assessment within the seminar and has been reviewed by the instructor and a faculty mentor from the student’s area of study. This course will be required of all Honors College students (generally in the second semester of their sophomore year).

**HNR320  Topics in Christian Scholarship  3**
The purpose of this course is to explore the nature and meaning of Christian scholarship. This will be accomplished in one of two ways: either through the study of thinkers, movements, and/or themes which provide notable and creative models for the integration of faith and reason, or by reflecting critically on contemporary efforts to analyze modern learning and ideas from a biblical perspective. Possible topics may include Augustine’s “City of God”, the works of Martin Luther, Jonathan Edwards, John Henry Newman or C.S. Lewis; Christian scholarship in the Reformation era; an evaluative survey of Christian Feminism, liberation theology, or Christian approaches to behavioral science. This course may be repeated. Prerequisite: UNV180.

**HST101  American Civilization to 1865  3**
A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the expansion of Europe through the American Civil War.

**HST102  American Civilization after 1865  3**
A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the Civil War to the present.

**HST103  Recent American History and Politics  3**
A penetrating study of intellectual, political, economic, social, legal, aesthetic, ecclesiastical, and international political developments from 1877 to the present with heavy emphasis on post World War II developments. Gives credit for History or Political Science majors.

**HST180  Humanities World Civilization  3**
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance. (History majors take HST201 and HST202 in place of HST180. Any student may take HST201 and HST202 in place of the HST180 general education requirement.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HST201</td>
<td>World Civilization to 1500</td>
<td>3</td>
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<tr>
<td></td>
<td>An intellectual, institutional, and cultural</td>
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<tr>
<td></td>
<td>consideration of world civilizations</td>
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<td>and their development, interaction, and</td>
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<td></td>
<td>significance to 1500.</td>
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<tr>
<td>HST202</td>
<td>World Civilization after 1500</td>
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<tr>
<td></td>
<td>An intellectual, institutional, and cultural</td>
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<td>and their development, interaction, and</td>
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<td></td>
<td>significance after 1500.</td>
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<tr>
<td>HST250</td>
<td>Contemporary Affairs</td>
<td>1</td>
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<tr>
<td></td>
<td>An intensive analysis of communications and the</td>
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<td></td>
<td>news media from a historical perspective with a</td>
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<td>focus on television network news. A penetrating</td>
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<td>study of the structure, power, and bias of the</td>
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<td>television news industry and how it affects</td>
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<td></td>
<td>contemporary life and affairs. Gives credit</td>
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<td>for majors in History, Political Science, or</td>
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<tr>
<td></td>
<td>Communications.</td>
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<tr>
<td>HST261</td>
<td>Contemporary Modern Problems</td>
<td>2 - 3</td>
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<tr>
<td></td>
<td>A penetrating interdisciplinary analysis of the</td>
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<td></td>
<td>rise and decline of Western thought and culture.</td>
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<tr>
<td>HST295</td>
<td>American Portraits</td>
<td>1 - 3</td>
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<tr>
<td></td>
<td>Autobiographical and biographical studies of the</td>
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<tr>
<td></td>
<td>life and times of American leaders. Prerequisite:</td>
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<td></td>
<td>Any course from HST101, HST102, HST103, or POL100.</td>
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<tr>
<td>HST300</td>
<td>Western/American Intellectual and Social History</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the history of presuppositions, ideas,</td>
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<td></td>
<td>and values occurring in philosophy, religion,</td>
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<td>science, aesthetics, education, economics, law,</td>
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<td>and politics and their relationship to the total</td>
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<td>culture, with particular attention to successive</td>
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<td>paradigms and the consequences thereof. Gives</td>
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<td>credit for majors in History, Philosophy,</td>
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<td></td>
<td>Political Science, or Sociology. Prerequisite:</td>
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<td></td>
<td>Any course from HST180, HST101, HST102, HST103,</td>
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<td>HST201, HST202, or POL100.</td>
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<td>HST301</td>
<td>American Foreign Relations</td>
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<tr>
<td></td>
<td>A history of international politics from 1415 to</td>
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<td>the present, focusing on an analysis of the</td>
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<td></td>
<td>foreign relations of the United States from the</td>
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<td></td>
<td>American Revolution to the present. Gives</td>
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<td></td>
<td>credit for majors in Political Science or History</td>
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<tr>
<td>HST302</td>
<td>American Political Parties</td>
<td>3</td>
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<tr>
<td></td>
<td>An analysis of the nature, history, and function</td>
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<td>of political parties and pressure groups in the</td>
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<td>United States. Gives credit for Political</td>
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<td></td>
<td>Science or History majors. Prerequisite: HST101,</td>
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<td></td>
<td>HST102, or POL100.</td>
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<tr>
<td>HST320</td>
<td>American Economic History</td>
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<tr>
<td></td>
<td>A survey of American economic developments,</td>
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<td>including business and the American economy.</td>
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<td></td>
<td>Gives credit for History or Economics majors.</td>
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<td></td>
<td>Prerequisite: HST101, HST102, or ECO211.</td>
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<tr>
<td>HST354</td>
<td>Latin American History</td>
<td>3</td>
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<tr>
<td></td>
<td>The history from discovery to the present of the</td>
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<td>twenty republics constituting Latin America.</td>
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<td></td>
<td>Gives credit for majors in History or Spanish.</td>
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<td></td>
<td>Prerequisite: HST180 or HST201 and HST202.</td>
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<tr>
<td>HST360</td>
<td>History of England</td>
<td>3</td>
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<td></td>
<td>A history of the British Isles from their earliest</td>
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<td>time to the present, emphasizing the Reformation</td>
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<td>period. Prerequisite: HST180 or HST201 and</td>
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<td></td>
<td>HST202.</td>
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<tr>
<td>HST361</td>
<td>History of Russia and Eastern Europe</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of Russia from its beginnings to the</td>
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<td>present, emphasizing its Eurasian cultural</td>
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<td>development and the rise, expansion, and</td>
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<td>dissolution of Soviet Communism. Includes a</td>
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<td>survey of Eastern European developments from</td>
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<td>the beginning of modern Europe to the present.</td>
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<td></td>
<td>Prerequisite: HST180 or HST201 and HST202.</td>
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<tr>
<td>HST370</td>
<td>International Cultural Studies</td>
<td>3</td>
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<td></td>
<td>Travel experience to nations outside the United</td>
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<td>States designed to enable students to gain a</td>
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<td>greater understanding for and appreciation of</td>
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<td>other cultures. Extra fee: air travel, lodging,</td>
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<td></td>
<td>meals, and miscellaneous. Gives credit for</td>
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<td></td>
<td>geography or for majors in History or Political</td>
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<td></td>
<td>Science. Prerequisite: Consent of the department.</td>
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<tr>
<td>HST380</td>
<td>History of Middle East and Africa</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the Middle East from ancient times to</td>
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<td></td>
<td>the present including a survey of eastern</td>
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<td></td>
<td>Mediterranean, African, and Near Eastern cultures.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HST381</td>
<td>History of East Asia</td>
<td>3</td>
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<td></td>
<td>A study of Asian nations, emphasizing China and</td>
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<td></td>
<td>Japan, including India and Pakistan, from earliest</td>
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<td>beginnings to the present. Particular stress is</td>
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<td>placed on the nineteenth and twentieth centuries,</td>
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<td>including the history of communism in Asia and</td>
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<td></td>
<td>the growing contemporary significance of East</td>
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<td></td>
<td>Asia. Prerequisite: HST180 or HST201 and HST202.</td>
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<tr>
<td>HST395</td>
<td>Renaissance and Reformation</td>
<td>3</td>
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<td></td>
<td>A specialized study of the intellectual, cultural,</td>
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<td></td>
<td>and religious life of Europe in the fourteenth,</td>
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<td>fifteenth, and sixteenth centuries. Prerequisite:</td>
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<td></td>
<td>HST180 or HST201 and HST202.</td>
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<tr>
<td>HST400</td>
<td>American Constitutional History</td>
<td>3</td>
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<td></td>
<td>A study of the origin and development of the</td>
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<tr>
<td></td>
<td>United States Constitution with emphasis on</td>
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<tr>
<td></td>
<td>leading Supreme Court decisions. Gives credit</td>
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<td>for History or Political Science majors.</td>
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<td></td>
<td>Prerequisites: HST101 and HST102 or POL100.</td>
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<tr>
<td>HST450</td>
<td>History and Social Science Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of historical writing and philosophies of</td>
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<td>history. Practice in the methodology of</td>
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<td></td>
<td>research and writing. Required of all History,</td>
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<tr>
<td></td>
<td>Social Studies, and Social Studies Education</td>
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<td>majors. Recommended for Political Science majors.</td>
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<td>Prerequisite: Upper-division status.</td>
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</table>
Undergraduate Course Descriptions

**HST475 Independent Study in History** 1 - 3
Individually arranged research and writing in history. Prerequisite: Consent of the department.

**HST499 History Honors** 3
Prerequisites: Junior or senior standing with 3.0 GPA and consent of the department.

**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. Meets General Education intercultural requirement.

**INT220 Intercultural Relationships** 3
This course examines the theory of diversity, and specific ways that Christians deal with cultural differences. We develop strategies for effectively relating to people in cultural settings other than our own and working in the church to minister to various people groups in our society. Meets General Education intercultural requirement.

**INT222 Short-Term Missions (Leadership)** 2
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: INT122.

**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. Meets General Education intercultural requirement.

**INT310 The Role of Women in Missions** 3
A study of ministry to and by women, including biblical foundations for roles of female missionaries in the home, church, society, and principles for evangelizing, discipling, and counseling women of other cultures.

**INT320 Linguistics and Cross-Cultural Communication** 3
This course explores the theory and praxis 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. Meets General Education intercultural requirement.

**INT321 Cross-cultural Curriculum Writing** 3
A study of the contributions of non-formal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning, as the means of attuning instruction to thinking styles, pedagogical expectations, and cultural values. This lays a foundation to assist students in writing cross-cultural materials for the mission field. Meets General Education intercultural requirement.

**INT322 Intercultural Internship** 3 - 9
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. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisites: INT122 and one other intercultural studies course.

**INT323 Urban Ministries Internship** 3 - 9
This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisite: INT260.

**INT380 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 transpose 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 beliefs. Prerequisites: REL275 and INT122.

**INT399H Honors Thesis/Project** 3
Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**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. Meets General Education intercultural requirement.

**INT480 Missions and Changing the World** 1
This seminar will provide a forum for the interdisciplinary integration of students’ course work and for the integration of students’ academic, personal, and ministry development. Studies in the cultural and religious backgrounds, historical development, and present situation in a country of the student’s selection are also discussed in relation to how they affect the preaching of the Gospel and the development of the church. Restricted to seniors with a major or minor in Intercultural Studies.
LDR200  The Servant Leader: Foundations of Leadership  3
This course presents the paradigm of servant leadership within a study of the historical and theoretical models of leadership. Leadership will be defined and the Servant Leadership Model presented and contrasted to traditional views.

LDR210  Introduction to Leadership Development  0 - 1
Provides an introduction to student development theory and practice and how residence hall living impacts college students. The course concentrates on developing self-awareness, interpersonal skills, and leadership skills that are needed and useful to residence life. Emphasis is given to integrating current trends and theories of student development with residence life on a Christian university campus. The course is open to all students but is offered mainly to students anticipating working as a resident assistant.

LDR225  Student Leadership Practicum  1
This course is designed for those who are in student leadership positions. It is an applied course that relates servant leadership theory directly to various student leadership roles. An emphasis will be placed on developing and implementing program plans, dealing effectively with student conflict and learning to appreciate the field of student development leadership.

LDR235  High Adventure Leadership Experience  1
This course involves high adventure experiential learning (backpacking, canoeing, rappelling) with a focus on developing leaders through mentoring, self-discovery and personal challenge.

LDR250  The Authentic Leader: The Leader and Self  3
This course explores the leader’s relationship to self and the unique demands of authenticity and character to leadership. Students will be guided to see that authentic leaders are open and accountable to others, are willing to learn from others and maintain the highest integrity and ethics. Prerequisites: LDR200.

LDR300  The Relational Leader (The Leader and Others)  3
This course explores the leader’s key relationships with a focus on learning to value and develop others. Students will learn to value people by serving others first, trusting others and listening receptively. They will learn to develop people by providing for learning, modeling behavior and encouraging. This course explores the leader’s relationship to, and view of, those led. Prerequisite: LDR200.

LDR325  Leadership Internship  1
This course provides a supervised practical leadership experience in a professional work environment. Students will provide leadership under the mentorship of a more experienced leader to develop and reinforce learning from the Leadership program. Prerequisites: LDR200 and advisor approval.

LDR335  Independent Study in Leadership Research  1
This course allows a student to assist in ongoing research projects being conducted through the Servant Leadership Research Center at IWU. Students will conduct a literature review in a specific leadership research area while being actively involved in a research project. Prerequisites: LDR200 and advisor approval.

LDR350  The Team Leader (The Leader and Building Community)  3
This course explores the leadership of teams. Students will learn how to build community among the people they lead by building relationships, working collaboratively and valuing differences. Students will also learn to view work and results from the perspective of partnership as opposed to competitive individualism. Students will learn to respect the unique contribution of diverse individuals who make up teams and organizations. Prerequisite: LDR200.

LDR375  The Effective Leader (The Leader and Providing/Sharing Leadership)  3
This course explores the effectiveness of the leader who is involved in both providing and sharing leadership. Students will learn to provide leadership by envisioning the future, taking initiative and clarifying goals. They will also learn to share leadership by sharing vision,
power and status with others. Students will explore the servant leader’s unique view of the leadership role and the tension between authority and empowerment. Prerequisite: LDR200.

LDR400 The Transforming Leader (The Leader and Change) 3

This course focuses on the leader as a transforming agent of change. Students will learn to understand the dynamics of personal and organizational change and how to best serve others through the change process. This course explores various change models while focusing on the servant organizational culture as the best foundation for effective change. Prerequisite: LDR200.

LDR425 The Managing Leader (The Leader and Stewardship of Organizations) 3

This course connects the concept of servant leadership to the practice of management as a science and an art within a formal organizational structure. Students will analyze the nine strategic concerns for effectively managing organizations while examining various organizational settings including businesses, churches, education, government, health services, and nonprofits. Prerequisite: LDR200.

LDR450 Leadership Seminar (Current Issues In Leadership) 3

In this course students will be asked to focus on a particular field of leadership (political, organizational, community, educational, etc.) and interact together around current issues in that field with an emphasis on ethical issues and how to be a change agent within that leadership area. Prerequisite: LDR200. This course is designed to be taken later in the program when most, if not all, leadership courses have been taken.

LDR475 Leadership Project (Leading for Community Improvement) 3

In this course students will conduct an individual field project providing leadership to a community improvement project that they identify and implement through mobilizing others. Students will utilize the learning gained from the leadership major and put that learning into action in a true service-learning design. This course is available to students who are majoring in Leadership and have completed most, if not all, the other leadership courses.

MAT025 Basic Math 2

A study of arithmetic, fractions, percents, and elementary geometry.

MAT101 Basic Mathematics 3

A study of integrated arithmetic and elementary algebra plus applications in geometry. This course is intended for those students who need improvement in basic skills of mathematics and preparatory work before taking college mathematics courses. Topics include arithmetical operations with real numbers, ratios, percentages and proportions, factoring, rational expressions, and solving and graphing linear equations and inequalities. This course does satisfy the Mathematics Competency requirement but does not meet the General Education requirement. Only open to students whose scores are below Math SAT 460 or below ACT 19.

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 1410 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.)

MAT104 Sample Surveying 3

A survey course in elementary survey sampling techniques that uses the survey questionnaire as the main focus of learning. This course will introduce the basic terminology of statistics while using practical lessons in survey design and development. Team work will be a significant part of the course and technology will be used in conjunction with collection and analysis of real data. This course will meet General Education requirements. Prerequisite: Math SAT above 460 or a grade of C or above in MAT101.

MAT107 Intermediate Mathematics 3

A study of integrated mathematics including algebra, geometry and contemporary mathematical topics. This course is designed for those students who need review or strengthening of skills in intermediate-level mathematics and a broadening of their mathematics knowledge. Topics include functions and graphing, coordinate geometry, logic, numeration systems, regular polygons and circles, measurement in geometry, and chaos and fractals. Application of these topics will be emphasized. This course will meet General Education requirements. Prerequisite: Math SAT above 460 or grade of C or above in MAT101.

MAT110 Business Mathematics 4

A study of the basic arithmetic and algebra used most commonly in general business operations.

MAT111 Mathematics for Elementary Teachers 3

This course is a content-based course in mathematics for the prospective elementary school teacher that combines practical application of experiencing mathematics and innovative teaching methodology which involves critical thinking for problem solving. Topics covered reflect the NCTM standards for mathematics content at the elementary level. Introduction to the nature of axiomatic mathematical systems that integrates mathematics, culture and technology is emphasized early on in the course followed by areas in set theory, the real number system, geometry, and consumer mathematics. Only open to elementary education majors.

MAT112 General Statistics 3

An introduction to elementary concepts in descriptive statistics and inferential statistics using applications from various disciplines and supplementing with statistical software. Topics include random variables, and probability distributions, linear regression and correlations, sampling, hypothesis testing. Prerequisite: Successful comple-
Topics include set theory, combinatorics, Boolean algebra, and graph theory. This course will be offered as needed. Prerequisite: Successful completion of Mathematics Competency requirement.

**MAT333 Modern Geometry** 4
A critical study of the foundations of geometry in which Euclidean and non-Euclidean geometries are explored and compared. A sound logical basis is then built for Euclidean geometry within the framework of Hilbert’s postulates. Prerequisite or co-requisite: MAT253, MAT254.

**MAT343 Linear Algebra** 3
A study of the theory of numbers that includes concepts about the fundamental theorem of arithmetic, theory of prime numbers, Diophantine equations, congruencies, Euler’s Theorem, and quadratic reciprocity. Prerequisite: MAT254 or permission of professor.

**MAT344 Modern Abstract Algebra** 3
A study of significant algebraic structures and a careful development of some of their important properties. Topics include congruence and modular arithmetic, rings, groups, and fields with excursions and applications in cryptography, algebra and geometry. Prerequisite: MAT281 or permission of professor.

**MAT353 Differential Equations** 3
Topics include solution to ordinary differential equations of first order, linear differential equations with constant coefficients, method of undetermined coefficients, method of variation of parameters, power series solution, and application of Laplace transforms to differential equations. Prerequisite: MAT254 or equivalent.

**MAT354 Introduction to Operations Research** 3
An introduction to linear programming, integer programming, and dynamic programming. This course will be offered as needed. Prerequisite: MAT281.

**MAT363 Mathematical Statistics** 4
An introduction to the theory of probability and statistics using basic concepts of probability and probability distributions, random variables, mathematical expectation, sampling theory, estimation and testing of statistical hypotheses. Prerequisite: MAT254.

**MAT373 Numerical Analysis** 3
Numerical methods of iterative and other algorithmic processes, solution of transcendental and polynomial equations, numerical integration, numerical differentiation, linear algebra, curve-fitting, and numerical solutions of differential equations. Prerequisites: MAT254 and MAT281.

**MAT446 Advanced Calculus** 3
An advanced multivariate treatment of calculus for the mature student of mathematics. This course will present derivation of the properties of continuity, differentiation, integration and convergence using the fundamental concepts and theorems of analysis. Applications in differential geometry and vector calculus will build on previous calculus experience. Prerequisite: MAT255 or MAT353.
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT455</td>
<td>Point Set Topology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Metric spaces and general topological spaces. Continuity, connectedness, compactness, separation, completions, product spaces, and quotient spaces. Prerequisite or co-requisite: MAT255.</td>
<td></td>
</tr>
<tr>
<td>MAT456</td>
<td>Elementary Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An in-depth study of the fundamental concepts of calculus. Topics include real number system, limits, continuity, derivatives, and Riemann integrals. This course will be offered as needed. Prerequisites: MAT255 and MAT344.</td>
<td></td>
</tr>
<tr>
<td>MAT457</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An introduction to the theory of complex variables from an application point of view. Topics include complex numbers, conformal maps, analytic functions, and integration by residues. The course will be offered as needed. Prerequisite: MAT353.</td>
<td></td>
</tr>
<tr>
<td>MAT475</td>
<td>Independent Study-Mathematics</td>
<td>1 - 3</td>
</tr>
<tr>
<td></td>
<td>Individually arranged reading, problem solving, or research in higher mathematics or statistics. Prerequisite: Approval of department.</td>
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</tr>
<tr>
<td>MAT481</td>
<td>History &amp; Foundations of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A classical historical approach to the study of the foundations of mathematics. Contributions of ancient cultures such as the Egyptians, Babylonians, Greeks, Chinese, Hindus and Arabs are considered, as well as the transmission of mathematics into Europe from antiquity through the twentieth century. A comprehensive overview of the various branches of mathematics, such as number theory, logic, geometry, analysis, probability, and statistics is given using concrete applications and high level abstract thinking. Prerequisite: MAT254.</td>
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</tr>
<tr>
<td>MAT490</td>
<td>Math Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A seminar designed to integrate mathematics and philosophy and how they relate to other disciplines. Special attention will be given to advanced topics in mathematics and emphasis on thinking, communicating, and presenting these topics will be emphasized. The ways in which individual students will use mathematics in a career setting within the world changing mission of the university also will be explored. The Major Field Achievement Test in Mathematics will be administered as a part of this course. Required for mathematics and mathematics education majors. Prerequisite: Open only to senior mathematics and mathematics education majors.</td>
<td></td>
</tr>
<tr>
<td>MGT205</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.</td>
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</tr>
<tr>
<td>MGT302</td>
<td>Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.</td>
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<tr>
<td>MGT412</td>
<td>Financial Planning and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The analysis of managerial planning and control systems with emphasis on the development and administration of the budget and financial support systems.</td>
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</tr>
<tr>
<td>MGT421</td>
<td>Strategies in Marketing Management</td>
<td>3</td>
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<tr>
<td></td>
<td>An integrated analysis of the role of marketing within an organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the cognition of marketing variables.</td>
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<tr>
<td>MGT425</td>
<td>Issues in Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.</td>
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<tr>
<td>MGT432</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing, and motivating are explored in the context of both individual and group behavior.</td>
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<tr>
<td>MGT435</td>
<td>Personnel Management</td>
<td>3</td>
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<tr>
<td></td>
<td>The development of policies and techniques necessary to ensure effective management within complex organization. Civil Service regulations, unions in the public and private sectors, and organizational training and development will be examined.</td>
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<tr>
<td>MGT440</td>
<td>Management of Employee Relations in a Service Environment</td>
<td>3</td>
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<tr>
<td></td>
<td>This course explores managerial decision-making and action as these concepts apply to labor-management relations in a service environment. The course will provide hands-on exploration of time, information, and power as they affect positive win-win results through creative problem-solving processes.</td>
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<tr>
<td>MGT441</td>
<td>Philosophy of Corporate Culture</td>
<td>3</td>
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<td></td>
<td>A capstone study of the philosophical assumptions upon which American business and management are based. The course defines corporate culture as a contemporary phenomenon distinguishable from the historical roots of traditional labor and management.</td>
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<tr>
<td>MGT450</td>
<td>Negotiation/Conflict Resolution</td>
<td>3</td>
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<td></td>
<td>Using simulation, case studies, and fieldwork assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices and the structural dysfunctions of organizations.</td>
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<tr>
<td>MGT460</td>
<td>International Issues in Business</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the issues created by the internationalization of markets and competition for both small proprietorships and large corporations. Included will be discussion of problems in establishing overseas markets, financing production abroad, legal restrictions, cross-cultural interactions, foreign and domestic tax complications, and theories of world trade.</td>
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<tr>
<td>MGT490</td>
<td>Human Resources Development</td>
<td>2</td>
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<td></td>
<td>The course will emphasize the importance of training and development in organizations. The primary issues involved in developing curriculum and implementing a training program will be studied and discussed. Students will also be challenged to establish their own “curriculum” for personal development and lifelong learning.</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>MKG298</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td>MKG346</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKG348</td>
<td>Service Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKG353</td>
<td>Selling and Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>MKG355</td>
<td>Retailing</td>
<td>3</td>
</tr>
<tr>
<td>MKG357</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MKG370</td>
<td>E-Commerce</td>
<td>3</td>
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<tr>
<td>MKG424</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKG444</td>
<td>Pricing</td>
<td>3</td>
</tr>
<tr>
<td>MKG476</td>
<td>Independent Study in Marketing</td>
<td>1-3</td>
</tr>
<tr>
<td>MKG486</td>
<td>Marketing Practicum</td>
<td>1-4</td>
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<tr>
<td>MKG496</td>
<td>Marketing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MKG498</td>
<td>Marketing Seminar – Research</td>
<td>2</td>
</tr>
<tr>
<td>MKG499</td>
<td>Marketing Seminar – Presentation</td>
<td>1</td>
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<tr>
<td>MNG280</td>
<td>Management Principles</td>
<td>3</td>
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</tbody>
</table>

This course emphasizes the principles of marketing and will focus on the social process that directs an economy’s flow of goods and services from producers to consumers in a way that accomplishes the goals of society. This course also examines marketing from the perspective of the organization. Prerequisite: BUS100.

A study of major factors that influence consumer purchase behavior. Such factors as cultural, social, personal, and psychological are studied. Special emphasis is given to the buyer decision-making process. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

A study of the marketing of services as opposed to the marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

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 21st century. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

An in-depth study of the administration of advertising, consumer advertising, industrial advertising, and professional and trade advertising. Actual advertisements are developed and tested for effectiveness. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

This course examines the development of and future prospects for electronic commerce. Students will consider the emerging changes in business brought on by e-commerce, the dynamics of technical innovation, the organizational and societal consequences of moving commerce electronically, and will evaluate the operations of a variety of web businesses. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

The planning and administration of marketing programs is the primary emphasis of this course. This course centers on the analysis of marketing opportunities and the development of strategies for achieving marketing plan goals and objectives. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

This course provides the student with methods used for pricing products and services. The course employs concepts from the following business fields: marketing, microeconomics, accounting, finance, production, and management. The primary objective is to provide students with the tools they will need to make what are arguably some of the most important business decisions—how to price various products and services. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

An opportunity for advanced students to pursue further study in a marketing field of interest in which they have exhausted catalog offerings. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Marketing major, 2.0 overall GPA, and 2.5 Marketing GPA. No more than 3 total hours may be applied toward the Marketing major.

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: ACC201, ACC202, BUS100, BUS362, BUS480, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Marketing major, 2.0 overall GPA, and 2.5 Marketing GPA. No more than 3 total hours may be applied toward the Marketing major.

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.

A seminar course intended to develop the senior marketing major’s research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, MNG280 and either senior classification or written permission of the Business Division.

An opportunity for advanced students to pursue further study in a marketing field of interest in which they have exhausted catalog offerings. Prerequisites: ACC201, ACC202, BUS100, BUS362, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Marketing major, 2.0 overall GPA, and 2.5 Marketing GPA. No more than 3 total hours may be applied toward the Marketing major.

A seminar course intended to develop the senior marketing major’s professional presentation skills as he/she prepares and delivers the results of the research in MKG498 from the previous semester. Prerequisite: MKG498.

A study of management principles as they apply to all organizations. The functions of planning, organizing, directing, motivating, and controlling are examined. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

A study of management principles as they apply to all organizations. The functions of planning, organizing, directing, motivating, and controlling are examined. Prerequisite: BUS100.
MNG324  Small Business Management  3
This course provides an introduction to the world of small business and to the fundamentals of effective small-business management. Fundamentals of such diverse activities as organizing and controlling, pricing, advertising, financial analysis, record keeping, budgeting, purchasing, controlling inventory, franchising, and acquiring capital are covered. An aim of the course is to integrate the functional disciplines such as management, marketing, finance, accountancy, and management information systems. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

MNG328  Human Resource Management  3
A study of the various functions considered vital to the efficient use of the firm’s most valuable asset, its human resources. Covers the areas of staffing, employee development and training, creation of a favorable work environment, and the operation of management-labor relations. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s). In order to waive these prerequisites, majors from other Divisions may submit a written request to the Business Division for consideration.

MNG334  Production and Operations Management  3
An introduction to the field of production and operations management. The course represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Production and operations activities, such as forecasting, choosing a location for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality are core subjects covered in the course. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

MNG378  Comparative Management Styles  3
A study of how management philosophies pervade organizations. Attention is focused on what organizations stand for and how organizations express values to their constituencies. Course participants will observe progressive management practices in action at various organizations. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

MNG443  Organizational Behavior  3
Organizational behavior is concerned with the study of the behavior, attitudes, and performance of workers in an organizational setting; the organization’s and informal group’s effect on the worker’s perceptions, feelings, and actions; the environment’s effect on the organization and its human resources and goals; and the effect of the workers on the organization and its effectiveness. Special emphasis is placed on management theory with an eye to developing a Biblical philosophy of management. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, and the appropriate major area gateway course(s).

MNG475  Independent Study in Management  1 - 3
An opportunity for advanced students to pursue further study in a management field of interest in which they have exhausted catalog offerings. Prerequisites: ACC201, ACC202, BUS100, BUS362, FIN340, ECO211, ECO212, MKG298, and MNG280. Requires admission to the Management major, 2.0 overall GPA, and 2.5 Management GPA. No more than 3 total hours may be applied toward the Management major.

MNG485  Management 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. Prerequisites: ACC201, ACC202, BUS100, BUS362, BUS480, ECO211, ECO212, FIN340, MKG298, and MNG280. Requires admission to the Management major, 2.0 overall GPA, and 2.5 Management GPA. No more than 3 total hours may be applied toward the Management major.

MNG498  Management Seminar – Research  2
A seminar course intended to develop the senior management major’s research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC201, ACC202, BUS100, ECO211, ECO212, FIN340, MKG298, MNG280, and either senior classification or written permission of the Business Division.

MNG499  Management Seminar –Presentation  1
A seminar course intended to develop the senior management major’s professional presentation skills as he/she prepares and delivers the results of the research in MNG498 from the previous semester. Prerequisite: MNG498.

MUS100  Applied Study - Non-majors  1
Applied Study for non-music majors requires private lesson fee. Meets 1/2 hour once each week with adjunct faculty.

MUS101  Applied Study - Level I  1
Study of applied music at the freshman level of study, requires private lesson fee. Meets one hour each week.

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, transposition, and all major tetrachord 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, pedalizing, transposition, and sight-reading. Prerequisite: MUS110 or equivalent.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS117</td>
<td>Beginning Piano/Non-major I</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS118</td>
<td>Beginning Piano/Non-major II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS160</td>
<td>Introduction to Music Theory</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>MUS162</td>
<td>Music Theory I</td>
<td>3</td>
<td>Review of intervals and scales. Elementary harmony is studied by writing and analysis 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.</td>
</tr>
<tr>
<td>MUS164</td>
<td>Ear Training I</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS170</td>
<td>Music Appreciation</td>
<td>2 - 3</td>
<td>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 MUS180.</td>
</tr>
<tr>
<td>MUS177</td>
<td>Clarinet Quartet</td>
<td>0 - 1</td>
<td>The clarinet quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS178</td>
<td>Saxophone Quartet</td>
<td>0 - 1</td>
<td>The saxophone quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS179</td>
<td>Woodwind Quintet</td>
<td>0 - 1</td>
<td>The woodwind quintet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS180</td>
<td>Humanities Fine Arts</td>
<td>3</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS181</td>
<td>Guitar Ensemble</td>
<td>0 - 1</td>
<td>The IWU Guitar Ensemble is a musical ensemble designed to familiarize the student with music of different styles and eras and the proper execution of that music. Included in the course will be emphasis on ensemble playing skills—balance, blend, intonation, tone, etc. Concerts will be performed by the group.</td>
</tr>
<tr>
<td>MUS184</td>
<td>Orff Ensemble</td>
<td>0 - 1</td>
<td>Orff Ensemble is a performance ensemble which uses traditional Orff instruments (metallophones, xylophones, pitched and non-pitched percussion instruments) in a rehearsal/performance mode of instruction. Membership will be open to all students with approval of the director.</td>
</tr>
<tr>
<td>MUS185</td>
<td>Flute Ensemble</td>
<td>0 - 1</td>
<td>The flute ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS186</td>
<td>String Quartet</td>
<td>0 - 1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS187</td>
<td>Trombone Ensemble</td>
<td>0 - 1</td>
<td>The Trombone Ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS188</td>
<td>Woodwind Ensemble</td>
<td>0 - 1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS189</td>
<td>Honors Brass Quintet</td>
<td>0 - 1</td>
<td>The honors brass quintet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.</td>
</tr>
<tr>
<td>MUS190</td>
<td>Opera Workshop</td>
<td>0 - 3</td>
<td>A course for practical experience in singing and musical direction of opera, operetta, and musicals. Scenarios, 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.</td>
</tr>
<tr>
<td>MUS192</td>
<td>University Chorale</td>
<td>0 - 1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS193</td>
<td>University Singers</td>
<td>0 - 1</td>
<td>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</td>
</tr>
</tbody>
</table>
Undergraduate Course Descriptions

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. Admittance is by audition and approval of the director. Meets two times a week.

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. Admittance is by audition and approval of the director. Meets two times a week.

MUS196 Wind Ensemble 0 - 1
Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other large instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets four times a week. Participants enrolled in the first semester are expected to enroll the second semester.

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. Admittance is by audition and approval of the director. Meets two 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. Admittance 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. Admittance 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 requires private lesson fee.

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 rhythms, chords, and sight-reading (ensemble and solo), seven major scales (hands together), four minor scales, alto and tenor clef score-reading, I IV ii, V, V7 in progression drills and harmonization. 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 (vi 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.

MUS255 Contemporary Keyboard for the Church Accompanist 1 - 3
This course is designed for students with majors in Church Music, Christian Education, and Piano who plan to perform in a church setting. Reading chords, understanding chord inversions, positions on the piano, voicings and added tones, modulations, and combining these elements with contemporary theory will enable students to be successful in the contemporary church music setting. This is an elective course that will be offered every other year beginning in Fall 2002. Prerequisites: MUS310 and audition. Limited to 10 each semester.

MUS260 Hymnology 1
The course will be a short historical study of the great hymns of the Christian church, their writers and composers and patterns of development and change. Attention will focus on hymns of the Protestant heritage, with study of characteristics of well-crafted hymns and tunes. Not restricted to music majors.

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
emphasis is placed on the concept of the woodwind embouchure and the technique of playing woodwind instruments.

MUS280 Choral Techniques

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. Prerequisite: MUS162.

MUS281 Woodwind Techniques

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.

MUS282 String Techniques

An introduction to the technique of playing string instruments. Violin, viola, cello, and string bass are equally emphasized. Offered alternate years.

MUS283 Percussion Techniques

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

An introduction to the techniques of playing brass instruments. The trumpet, French horn, baritone, trombone, and tuba are equally emphasized. Offered alternate years.

MUS285 Beginning Conducting

An introductory survey in basic conducting techniques applicable to both choral and instrumental music. The focus of this course will be on the mastery of standard beat patterns as well as communication of cues, tempo, dynamics, mood, and other musical nuances. Techniques will be applied and evaluated through in-class conducting. Other related topics will include score study, rehearsal techniques, baton grip, and selection of choral and instrumental literature.

MUS286 Advanced Conducting

A course devoted to the study and application of advanced techniques in choral and instrumental conducting. The course will focus on that which is technically challenging for the conductor or that which requires an alternative conducting gesture. Literature chosen for in-class application and evaluation will include choral (non-meter), recitative, and other excerpts from works that utilize combined vocal and instrumental forces, and multimetric and polymetric music. Related topics will include score preparation and study, nontraditional notation, performance practice in various stylistic periods, rehearsal planning for large vocal and orchestral works, recruiting and administrative duties involved in a choral or instrumental music program. Prerequisite: MUS285.

MUS287 Jazz Improvisation

This course is applicable for all students interested in exploring the area of improvisation. The scope of the course will cover basic jazz theory and creating a meaningful improvisational solo. The design of the course will encompass both playing participation and lecture. This course is open to any instrumentalist. Prerequisites: MUS215 and MUS261. The professor must grant permission for enrollment.

MUS288 Show Choir Techniques

Deals with show choir literature and performance techniques. Involves visits to area high schools to observe rehearsals and programs, lectures by local choral directors, and practical experience in organization and handling of a show choir. Offered alternate years.

MUS300 Arranging

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: MUS162, MUS261, and MUS264.
Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS301</td>
<td>Applied Study - Level III</td>
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<tr>
<td></td>
<td>Study of applied music at junior level of study, requires private lesson fee. Meets one hour each week.</td>
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<tr>
<td>MUS310</td>
<td>Class Piano Level E</td>
<td>1</td>
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<td></td>
<td>Intermediate repertoire involving double notes, ornaments, full chords in two-part to four-part textures, three-part open vocal scores, all major and minor scales and arpeggios, review of harmonization involving substitute and V7/V chord progressions, accompaniment to art songs and four-part hymn transposition. Prerequisite: MUS215 or equivalent.</td>
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<tr>
<td>MUS315</td>
<td>Class Piano Level F</td>
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<tr>
<td></td>
<td>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 transposition of “Star Spangled Banner.” Prerequisite: MUS310.</td>
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<tr>
<td>MUS318</td>
<td>Orchestration</td>
<td>2</td>
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<tr>
<td></td>
<td>Study of the characteristics of orchestra and other instruments and techniques for scoring for these instruments in various combinations. Prerequisite: MUS261.</td>
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<tr>
<td>MUS320</td>
<td>Keyboard Skills I</td>
<td>1</td>
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<tr>
<td></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>
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<tr>
<td>MUS321</td>
<td>Keyboard Skills II</td>
<td>1</td>
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<tr>
<td></td>
<td>Harmonization of melodies involving primary, substitute, secondary dominant and seventh chords, modulation, by-ear playing and improvisation, transposition of hymns at sight, more challenging assignments in vocal and instrumental scores, accompaniments, patriotic songs, and sight-reading (solo, ensemble) hymns with adaptations. Prerequisite: MUS320.</td>
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<tr>
<td>MUS345</td>
<td>Piano Pedagogy</td>
<td>2</td>
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<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>
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<tr>
<td>MUS354</td>
<td>Church Music II – Worship</td>
<td>3</td>
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<td>Designed to assist the pastor in working with the musician, aid the musician in using music to create the desired environment for worship, and assist the member of the congregation in his understanding of the worship service. A basic study of hymnology is included.</td>
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<tr>
<td>MUS361</td>
<td>Form and Analysis</td>
<td>2</td>
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<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: MUS264.</td>
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<tr>
<td>MUS362</td>
<td>Vocal Literature and Pedagogy</td>
<td>2</td>
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<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>
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<tr>
<td>MUS363</td>
<td>Instrumental Methods</td>
<td>2</td>
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<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>
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<tr>
<td>MUS364</td>
<td>Organ Pedagogy</td>
<td>2</td>
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<td></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>
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<tr>
<td>MUS369</td>
<td>Private Studies in Theory</td>
<td>1 - 3</td>
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<tr>
<td></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>
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<tr>
<td>MUS371</td>
<td>Music History and Literature I</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the history of music through the work of the great composers, past and present. The course covers the evolution of style and form to about 1700. Offered Fall.</td>
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<tr>
<td>MUS372</td>
<td>Music History and Literature II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of the history of music through the work of the great composers, past and present. The course covers the evolution of style and form from 1700 into the Twentieth Century. Offered Spring.</td>
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<tr>
<td>MUS379</td>
<td>Private Studies in Music History</td>
<td>1 - 3</td>
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<tr>
<td></td>
<td>Advanced studies of music history. For upper-class majors. By permission of instructor. Requires independent study fee. Offered on demand.</td>
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<tr>
<td>MUS380</td>
<td>Private Studies in Conducting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced studies of conducting. For upper-class majors. By permission of the instructor. Requires applied lesson fee. Offered on demand.</td>
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<tr>
<td>MUS381</td>
<td>Music for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An introductory course for the elementary classroom teacher. Course includes a general knowledge of the fundamentals of music reading, recorder and autoharp instruction, and elementary sight-reading, as well as a survey of musical activities and materials used in the elementary grades.</td>
<td></td>
</tr>
</tbody>
</table>
MUS383  Elementary Music Methods for Music Majors  2
A survey of activities in the elementary school music program. Emphasis is placed on content and organization of elementary music programs. Materials and methods are surveyed. For music majors only.

MUS385  Music Technology for Music Educators  2
An introduction to computer applications in music with an emphasis on programs of particular pertinence to music educators.

MUS399H  Honors Thesis/Project  3
Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

MUS401  Applied Study - Level IV  1
Study of applied music at senior level of study, requires private lesson fee. Meets one hour each week.

MUS442  Senior Recital  2
Students enroll in this course for the final semester of applied study in preparation for the required recital. Two hour lesson per week for one semester.

MUS445  Church Music Senior Project  2
As a substitution of the senior recital, church music majors may do a faculty coached recital/cantata/program that would have musical and practical value in a local church setting.

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 MUS460 and permission of the instructor.

MUS450  Church Music Practicum  2
Structured to be a capstone course for all Church Music Majors. Involves work in a local church. The student is required to meet for a half-hour session each week to discuss the practicum project. A minimum of 10 hours of observation and 15 hour of “hands on” work is required. For the Church Music minor, 7 hours of observation and 10 hours of practical work are required.

MUS475  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.

NUR100  Professional Nursing  2
The course is intended to introduce students to professional nursing and begin socialization into professional role and values. Numerous career opportunities within nursing and other health-care professions are explored. Students are given an opportunity to observe nurses in a variety of practice settings. Required of all freshmen nursing majors; open to all students. May be waived for students who enter the program above the freshman level.

NUR198  Health and Wellness for Women  2
Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women’s health and self-awareness. In addition, investigates social issues related to women’s health.

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.

NUR205  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 co-requisite: 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.
### Undergraduate Course Descriptions

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR230</td>
<td>Nursing of the Older Adult</td>
<td>5</td>
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<td></td>
<td>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: NUR250.</td>
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<tr>
<td>NUR230L</td>
<td>Nursing of the Older Adult Lab</td>
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<td></td>
<td>Laboratory experiences in nursing skills. To be taken concurrently with NUR230.</td>
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<tr>
<td>NUR235</td>
<td>Perspectives on Poverty and Health</td>
<td>2</td>
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<td>Designed to examine the concepts of poverty and vulnerability from a variety of sources. Poverty will be considered from a cultural and spiritual perspective, as well as a socioeconomic phenomena. A brief history of society’s view of poverty will be surveyed. Service-learning is expected as an integral part of the course. Of particular interest to criminal justice, health promotion and wellness, ministry, missions, nursing, pre-professional health fields, social work, sociology majors, and others. No pre-requisites.</td>
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<tr>
<td>NUR237</td>
<td>Alternative Medical and Healing Therapies</td>
<td>2</td>
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<td>Designed to examine a variety of nontraditional, outside of the accepted mainstream, healing medicines and therapies. Included is a brief historical survey of health seeking behaviors and modalities, from antiquity to the modern era. An analysis of the efficacy of various treatments, as well as potential harm will also be considered. Of particular interest to health promotion and wellness, missions, nursing, pre-professional health fields, social work, psychology, and others. No pre-requisites.</td>
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<tr>
<td>NUR242</td>
<td>Nutrition</td>
<td>2</td>
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<td>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.</td>
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<tr>
<td>NUR250</td>
<td>Pharmacology</td>
<td>3</td>
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<td>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. Co-requisite: NUR230.</td>
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<tr>
<td>NUR260</td>
<td>Physical Assessment</td>
<td>2</td>
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<td>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 NUR230.</td>
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<tr>
<td>NUR280</td>
<td>Perspectives on Professional Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>NUR320</td>
<td>Nursing Theory for the Clinician</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>NUR334</td>
<td>Comprehensive Physical Assessment of the Well Adult</td>
<td>2</td>
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<td></td>
<td>The purpose of this course is to enhance knowledge and basic skills of the practicing nurse in the performance of a physical exam and health assessment of the well adult.</td>
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<tr>
<td>NUR361</td>
<td>Nursing of the Ill Adult</td>
<td>5</td>
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<td>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.</td>
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<tr>
<td>NUR362</td>
<td>Nursing of the Childbearing Family</td>
<td>4</td>
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<td>Considers family patterns, social issues, and the needs of family members during the childbearing and childrearing periods from preconception 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.</td>
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<tr>
<td>NUR363</td>
<td>Nursing of the Childrearing Family</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>NUR365</td>
<td>Ethics</td>
<td>2</td>
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<td>Focuses on the ethical decision-making process with emphasis on Judeo-Christian values. Designed to foster ethical development, values clarification, and effective analysis of ethical issues encountered by professional nurses. A Christian ethical perspective is promoted.</td>
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<tr>
<td>NUR368</td>
<td>Home Health Nursing</td>
<td>2</td>
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<td>Home Health Nursing is an introductory course designed to develop beginning skills in the role of the nurse as an interdisciplinary team member providing services in the client’s home. Participants will apply the nursing process to individuals and families, integrating outcomes achieved in prerequisite courses. The nurse’s adaptation to varying physical environments, levels of prevention, and reimbursement mechanisms will be the focus of the learning experience. Contains clinical component. Prerequisites: NUR220, NUR221, NUR230, NUR250, and NUR361 (NUR361 may be taken concurrently).</td>
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<tr>
<td>NUR370</td>
<td>Gerontology</td>
<td>3</td>
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<td>Concepts of aging including physical, psychological, sociocultural, and spiritual variables will be addressed for the practicing nurse. The impact of the aging population on the health-care system will be applied to nursing practice with the older adult client.</td>
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</tbody>
</table>
NUR380  Nursing Across the Life-Span: Enhanced Practice  6
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  2
Provides the student opportunity to examine personal 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  1
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  3
Designed to provide the practicing nurse with tools for effective delivery of health care to clients from different cultures. A practical, integrative nursing experience with another culture. (Field experience may be done with a racial, ethnic, or socioeconomic subculture within the United States.)

NUR420  Clinical Nursing Elective  1 - 3
A concentrated experience in an institutional or agency setting. May be 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  3
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  3
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  3
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. Prerequisite: NUR436.

NUR436  Research  3
The course is planned to provide the student with an understanding of the research process. Basic elements of research design, sampling, data collection, and analysis are discussed. Students critique research articles and develop a proposal for an investigation of significance to the practice of nursing.

NUR437  Pathophysiology  3
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. Prerequisites: BIO111 and BIO112 and BIO123 or BIO312 and CHE120 or CHE126.

NUR454  Community Health Nursing Care of Aging and Chronically Ill Populations  2
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.

NUR455  Tropical Nursing  3
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.

NUR470  Community Health Nursing  5
Applies the nursing process to promotion of health at the community level. Population-focused practica sites include a variety of community settings. Unstructured, non-institutional practice settings are emphasized. (Prerequisite: Junior-level nursing courses.)

NUR471  Mental Health Nursing  3
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.

NUR472  Nursing of the Ill Adult in Crisis  5
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.

NUR473  Nursing Leadership and Management  5
Focuses on synthesis of previous learning and its application in the various clinical settings. Emphasis is placed on the transition from the student role to that of a manager of client care and is accomplished through the application of management and leadership theories and principles in a clinical setting. Prerequisite: Progression to senior nursing courses.
NUR475  Nursing Independent Study  1 - 3
Individually arranged studies in a nursing area of interest and/or need. Prerequisite: Faculty approval.

NUR476  Professional Transition  1 - 3
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.

NUR478  Critical Care Nursing  4
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).

NUR490  Management in Nursing  4
This final capstone course is designed to develop leadership and management skills in practicing nurses. Considers dynamics and management of individual, group, and organizational behavior in healthcare 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.

PHE101  Concepts of Health and Wellness  1
A study of the values, components, development, and maintenance of health, wellness, and fitness. Required of all students.

PHE102  Adult Fitness  1
A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

PHE103  Aerobic Exercise  1
An activity course which introduces several aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength endurance.

PHE104  Advanced Adult Fitness  1
A physical education course for those with limited physical capabilities or working adult students. Prerequisites: PHE102 and permission of instructor.

PHE105  Badminton  1
A course in the skills, rules, and strategies associated with the game of badminton. A lifetime sport course.

PHE106  Basketball - Men  1
The fundamental skills of basketball will be covered in addition to basic offenses and defenses. Participation in the activity will be used as a means toward fitness.

PHE107  Basketball - Women  1
See PHE106.

PHE108  Bowling  1
Various techniques will be covered to encourage good form in this lifetime recreational activity. Etiquette, scoring, terminology, and game accuracy will be emphasized.

PHE109  Canoeing  1
An outdoor activity where the skills and expertise associated with the art and sport of canoeing will be explained.

PHE110  Cycling  1
The repair, maintenance, and general care of the bicycle will be explained. Participation in the sport of cycling will be monitored and logged throughout the course.

PHE113  Walk, Jog, Run  1
The course is designed to acquaint students with the basic knowledge of walking, jogging, and running. The purpose of this is to allow for overall fitness development via a lifetime activity.

PHE114  Golf  1
Introduction of the lifetime sport of golf. The skills of driving, chipping, and putting will be developed. Further information will be given on golf terms, course etiquette, golf equipment, scoring, and overall protocol.

PHE115  Aqua Exercise  1
An activity course which introduces several aqua aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength and endurance.

PHE116  Horsemanship  1
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  1
A university course for student athletes earning credit via their respective varsity sport participation. Compliance with daily workouts, attendance, work ethic, and overall attitude become criteria for grading. This course may be repeated once if a student participates in a second sport.

PHE118  Self-Defense  1
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  1
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  1
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 1
This course is designed to acquaint students with the beginning 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 1
Students in this course will lead, develop, and explain new games that are related to active participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and a variety of games.

PHE124 Soccer 1
The course is designed to understand soccer terminology and beginning strategies. Basic skills and rules of the game will be implemented. Soccer will be explained as a competition and a lifetime activity.

PHE125 Softball 1
This course is structured to improve some physical fitness, softball skill levels, and the overall understanding of softball play.

PHE126 Beginning Swimming 1
A course designed to teach basic water adjustment and the beginning techniques of swimming and water safety.

PHE127 Intermediate Swimming 1
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 2
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 2
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 1
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 1
An outdoor winter activity that will take place at an alternate site with a fee being required. The beginning skills of Nordic skiing will be introduced, and the fitness benefits of this aerobic activity will be initially developed and encouraged beyond the course.

PHE132 Volleyball 1
A beginning or foundational course in the basic skills, rules, and strategies associated with the game of volleyball.

PHE134 Weight Training 1
Proper techniques of weight lifting will be introduced. Various components of a sound weight-lifting program will be explained. The importance of weight lifting to an overall fitness program will be emphasized.

PHE140 Concepts of Wellness 2
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

PHE155 Introduction to Physical Education, Sport, and Wellness 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.

PHE156 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)

PHE157 Rhythms 2
Designed to develop skills in graded rhythmic activities, games, and gymnastic rhythms on the elementary and secondary levels.

PHE162 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 to protect their personal long-term health. Students will also complete a paper which will be put in their portfolio which will discuss ways in which people will need to approach life in the future in order to reach their chronological and personal potential.

PHE163 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.

PHE165 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.

**PHE170 Introduction to Exercise Science** 3  
A course designed to provide the student with an overview of selected topics in the field of Exercise Science. These topics include the benefits of physical fitness, fitness evaluation, exercise physiology and sport biomechanics, and motor integration.

**PHE198 Health and Wellness for Women** 2  
Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women’s health and self-awareness. In addition, investigates social issues related to women’s health.

**PHE210 Computers & Technology in Physical Education and Sport** 2  
A general course in the study of the latest computer and technology information as it pertains to Physical Education & Sport. The various division majors who take this course will also be required to take an attached lab for additional applications.

**PHE211 Computer Technology Wellness Lab** 1  
Respective majors will have the opportunity to apply specific discipline computer and technology advances and information to their field of study. Independent labs will be offered in Physical Education, Health Promotion and Wellness, Sports Management, Exercise Science, and Recreation Management. Athletic Training will have this available as an elective.

**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 First Aid Basics** 2  
A standard first-aid course, taught by the multimedia approach, that includes knowledge and skills needed in emergency care of the injured and ill until medical care can be obtained. Also covers basic life-support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive 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, classroom, schools, 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.

**PHE240B Officiating Basketball** 1  
The techniques, methods, rules, mannerism of officiating basketball. IHSAA certification.

**PHE240E Officiating Baseball** 1  
The techniques, methods, rules, mannerism of officiating baseball. IHSAA certification.

**PHE240S Officiating Softball** 1  
The techniques, methods, rules, mannerism of officiating softball. IHSAA certification.

**PHE240T Officiating Track and Field** 1  
The techniques, methods, rules, mannerism of officiating track and field. 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 Intercultural Studies in 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-tour format while in another country for sport and physical activity purposes.

**PHE260 Health, Physical Activity, and Human Movement** 3  
A study of the basis of the human body; its structure, systems, and functions. Aspects of this course include nutrition for healthy lifestyles, risks of inactivity, disease prevention and recognition, benefits of activity (physical, social, and psychological), and social forces as they relate to health. The course will introduce students to developmental activities, basic movement patterns, and motor skill development. Physically active lifestyles will be addressed as to their value in regard to individual differences, self-esteem, socialization, spirituality, and enjoyment.

**PHE261 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHE272</td>
<td>Coaching of Tennis</td>
<td>1</td>
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<tr>
<td></td>
<td>The investigation and application of theory, techniques, skills, strategies, and administration of the sport of tennis.</td>
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<tr>
<td>PHE274</td>
<td>Coaching of Track and Field</td>
<td>2</td>
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<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>
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<tr>
<td>PHE275</td>
<td>Coaching of Volleyball</td>
<td>1</td>
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<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>
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<tr>
<td>PHE276</td>
<td>Coaching of Soccer</td>
<td>1</td>
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<tr>
<td></td>
<td>The investigation and application of theory, techniques, skills, strategies, and administration of the sport of soccer.</td>
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<tr>
<td>PHE277</td>
<td>Coaching Golf</td>
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<tr>
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<td>The investigation and application of theory, techniques, skills, strategies, and administration of the sport of golf.</td>
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<tr>
<td>PHE282</td>
<td>Motor Development</td>
<td>2</td>
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<td>A course designed to help future professionals in their understanding of human motor development from conception to adulthood. Models and factors affecting motor development will be studied. The course will have applications to kinesiology, motor learning, adapted physical education, and both elementary and secondary education.</td>
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<tr>
<td>PHE285</td>
<td>Physics of Sport Movement</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of the laws of physics and computations applied to sport motion.</td>
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<tr>
<td>PHE341</td>
<td>Team Sports</td>
<td>3</td>
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<td>Designed to build skill and understanding of techniques and strategy of team sports. Also covers teaching techniques and progressions for each sport.</td>
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<tr>
<td>PHE345</td>
<td>Individual/Dual Sports I</td>
<td>3</td>
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<tr>
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<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>
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<tr>
<td>PHE350</td>
<td>Sport Ethics and Living</td>
<td>3</td>
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<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>
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<tr>
<td>PHE352</td>
<td>Sport Law and Risk Management</td>
<td>3</td>
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<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>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>
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<td></td>
<td>Emphasis on the relationship between diet and nutrition to healthful living. Topics include fad diets, nutritional deficiencies, effect on athletic participation, and consumer information.</td>
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<tr>
<td>PHE365</td>
<td>Public and Community Health</td>
<td>3</td>
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<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>Alcohol and Drug Education</td>
<td>3</td>
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<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>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>Administration of Physical Education and Athletics</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>PHE374</td>
<td>Physiology of Exercise</td>
<td>3</td>
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<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: BIO111.</td>
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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>PHE375</td>
<td>Fitness Assessment and Exercise Prescription</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to physiological testing protocols and fitness evaluations performed in clinical and field settings. Focus is given to cardiorespiratory endurance, flexibility, muscular strength and muscular endurance. The design of exercise prescriptions relating to the areas of focus address athletic, healthy and special populations.</td>
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<tr>
<td>PHE376</td>
<td>Kinesiology</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>PHE378</td>
<td>Tests and Measurements</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>PHE385</td>
<td>Psychology of Motor Learning</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>PHE410</td>
<td>Wellness Internship</td>
<td>2</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PHE413</td>
<td>Health Promotion and Wellness Management</td>
<td>3</td>
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<td></td>
<td>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 wholeness.</td>
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<tr>
<td>PHE420</td>
<td>Sports Marketing, Promotion, and Fund Raising</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>PHE422</td>
<td>Sports Management Internship</td>
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<td>An in-depth leadership experience related to the sports management field and/or industry. Field placement will be coordinated through the instructor.</td>
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<tr>
<td>PHE423</td>
<td>Adapted Physical Education</td>
<td>3</td>
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<td>Programs and prescription for typical students in the physical education classroom will be discussed in relation to methods and activity needs.</td>
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<tr>
<td>PHE475</td>
<td>Independent Study</td>
<td>1 - 3</td>
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<tr>
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<td>Individually arranged reading, problem solving, or research in physical education.</td>
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<tr>
<td>PHE480</td>
<td>Seminar in Sports Management</td>
<td>2</td>
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<tr>
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<td>A capstone course focusing on current issues, trends, topics, professional entry, and professional opportunities.</td>
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<tr>
<td>PHE482</td>
<td>Senior Seminar in Exercise Science</td>
<td>2</td>
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<td></td>
<td>A course designed to provide the student with more advanced topics in the field of Exercise Science including an emphasis on research.</td>
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<tr>
<td>PHE483</td>
<td>Exercise Science Internship</td>
<td>4</td>
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<td>An on site experience, with an organization/association, that offers the student an in-depth exposure to several facets of exercise science. It is anticipated that the student will experience first-hand activities related to exercise prescription, fitness parameters, cardiac education, and other related human performance components. Placement will be coordinated with the course instructor.</td>
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<tr>
<td>PHE485</td>
<td>Philosophy of Creativity Theory</td>
<td>2</td>
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<td>An exploration of creativity, including both basic principles and variations. This course will encourage students to develop a philosophy of creativity and to explore discipline-specific ways for implementing their creative gifts and insights.</td>
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<tr>
<td>PHL150</td>
<td>Introduction to Creativity Theory</td>
<td>2</td>
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<tr>
<td></td>
<td>A study of philosophy within the seven major historical periods with primary consideration being given to outstanding thinkers and trends of thought such as rationalism, empiricism, idealism, realism, existentialism, and naturalism.</td>
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<tr>
<td>PHL180</td>
<td>Humanities Philosophy</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of philosophy within the seven major historical periods with primary consideration being given to outstanding thinkers and trends of thought such as rationalism, empiricism, idealism, realism, existentialism, and naturalism.</td>
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<tr>
<td>PHL280</td>
<td>Ancient and Medieval Philosophy</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the history of philosophy from the pre-Socrates to Bacon. Prerequisite: PHL180.</td>
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<tr>
<td>PHL281</td>
<td>Modern and Contemporary Philosophy</td>
<td>3</td>
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<td></td>
<td>A survey of the history of philosophy from Descartes to the present. Prerequisite: PHL180.</td>
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<tr>
<td>PHL282</td>
<td>Ethics</td>
<td>3</td>
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<td></td>
<td>A study of the fundamental ethical problems of the individual and society and a survey of the various fields of practical ethics. Prerequisite: PHL180 or permission of department.</td>
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<tr>
<td>PHL283</td>
<td>Philosophy and Christian Thought</td>
<td>3</td>
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<tr>
<td></td>
<td>A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.</td>
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</tbody>
</table>
PHL285 Logic 3
The fundamental principles of classical and modern logic. An investi-
gation of the basic principles of reasoning, both inductive and deduc-
tive. Not open to freshmen. Prerequisite: PHL180.

PHL334 Philosophy of Religion 3
An investigation of the characteristics and significance of the nature
of humanity and human religious experiences. Consideration will be
given to the evidences for the nature of theism, the major challenges to
the Christian faith, the persistent problems of naturalism versus su-
pernaturalism, the existence of the non-Christian religions, and of evil
in God’s world. Prerequisite: PHL180.

PHL381 Philosophy of the Arts 3
An analysis of the characteristics of aesthetic experience and an inter-
pretation of the nature, purpose, and intrinsic value of aesthetic ex-
pression. Special reference to the relation of aesthetic experience to
other areas of life. Prerequisite: PHL180.

PHL438 Religions of the World 3
A careful study from the philosophical perspective of the great orient-
tal religious systems and the more recent cults that have emerged
from these systems. Comparisons and differences will be noted and
their major influence upon their respective cultures will be assessed.
Especially recommended for missionary candidates. This course may
be counted toward an Intercultural major or minor. Prerequisite:
PHL180. Meets General Education intercultural requirement.

PHL475 Independent Study – Philosophy 1-3
Individually arranged reading, problem solving, or research in phi-
losophy. Prerequisite: PHL180.

PHL480 Toward a Philosophy of World
Changing 2
This capstone course for Religion and Philosophy majors will ex-
vote contemporary questions concerning the points of interface and
tension of religion and philosophy with contemporary society. In a
seminar setting, each participant will select and research a particular
issue confronting society, synthesize insights gained in prior class
work, and explore possible ramifications and responses to this issue.
Restricted to senior Religion and Philosophy majors.

PHY120 Physical Science 4
An introductory course in the physical sciences designed for the non-
science major. Emphasis is placed upon understanding the major prin-
ciples and concepts of the physical sciences. Mathematical skills are
not emphasized. Meets general education requirements for a labora-
tory 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.
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.

PHY385  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 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, or physician’s assistant. This course is not intended for nursing or athletic training majors and does not fulfill any of the General Education requirements of the institution.

PMD310  Perspectives in Scientific Reasoning  1
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, PHY212 (or PHY221 and PHY222).

POL100  American Government  3
A study of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.

POL200  State and Local Government and Politics  3
A study of the design and operation of state and local government within the American federal system with an emphasis on practical issues, citizenship principles, and Christian involvement. Gives credit for majors in Criminal Justice, Political Science, or Social Work.

POL275  Pre-Law Tutorial Study  0 - 1
Directed personalized study to prepare Pre-Law students for the Law School Admission Test (LSAT). Required each semester for all Pre-Law students. May be repeated for credit for up to three credits. Prerequisite: Consent of the department.

POL291  Introduction to Law  3
Designed to give a basic understanding of law. The legal process is examined including a study of the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and employment law. Gives credit for majors in Political Science or Criminal Justice. Prerequisite: POL100 or CRJ181.

POL350  Political Science Practicum  1 - 3
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  3
A study of historic and contemporary types of governments in relation to their social, economic, and ideological backgrounds. Prerequisite: HST201 and HST202 or POL100.

POL367  Political Thought  3
A survey of political thought from ancient systems to modern totalitarianism. Emphasizes Christian and modern Western-American political theory and systems. Gives credit for majors in Political Science or Philosophy. Prerequisite: HST201 and HST202 or POL100.

POL371  International Studies  3
International travel, observation, and study of the political patterns of foreign nations. Extra fee: air travel, lodging, meals, and miscellaneous. May be repeated. Prerequisite: Consent of the department.

POL401  Political Science Seminar  3
Travel course to Washington, D.C., designed to provide students with a greater understanding of the American governmental and political infrastructure. Extra fee: travel, lodging, meals, and miscellaneous. Prerequisite: Consent of the department.

POL475  Independent Study in Political Science  1 - 3
Individually arranged research and writing in political science. Prerequisite: Consent of the department.

PSY150  General Psychology  3
Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychotherapy and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, re-
flect upon, discuss, and write about the insights gained about themselves.

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

**PSY162  Physiological Psychology**  3
A study of the neurophysiology that underlies human behavior. Emphasis will be given to the mechanisms of the central nervous system which mediate sensation, perception, consciousness, motivation, learning, and emotional behavior. Offered Spring.

**PSY210  Introduction to Art Therapy**  3
Designed to acquaint the Pre-Art Therapy major with practices and opportunities offered in this field. Offered alternative Spring Terms.

**PSY225  Learning and Motivation**  3
The major goal of the course is that the student understand the basic principles of conditioning, motivation, and learning derived from experimental research. Students will be encouraged to see the ready application of those principles to the human context in everyday life with numerous illustrations of the application of these principles to the field, to business settings and to therapeutic situations. Course topics may provide an overview of ongoing research within experimental, cognitive, behavioral, and biological psychology. Offered May Term.

**PSY227  Advanced Topics in Behavioral, Cognitive, and Neuropsychological Research**  3
The course is the alternative to PSY225 for students in the pre-professional track within the psychology major, and planning on pursuing graduate studies in the field. Course topics will provide a more in-depth and rigorous overview of the current state of the science with respect to ongoing research in various topics within experimental, cognitive, behavioral, biological and neuro psychology. Computer-based labs and demonstrations will be included and required for all of these research domains, with an emphasis on emerging areas of application and clinical specialization for psychology career professionals. Students will also be asked to consider the implications of these areas of scientific research on their Christian perspective in psychology. Students may substitute PSY227 for PSY225 or they may earn credit in both. Offered May Term.

**PSY240  Educational Psychology**  3
A study of 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 experiences in the public/private school classroom.

**PSY250  Developmental Psychology**  3
A survey of human development and changes throughout the life cycle. Prerequisite: PSY150.

**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.

**PSY290  Psychology Seminar**  1
Introduction to career options within the field of psychology. Includes career testing, screening, and preparation for department interview. Offered Fall Term only.

**PSY291  Urban Encounter for the Helping Profession**  1
All psychology majors are expected to participate in a field trip to Olive Branch Mission, Chicago, Illinois. The purpose of the trip is to provide students an urban, cross-cultural experience as well as exposure to the diversity and universality of human experience and behavior. Students will be encouraged to live out the love of Jesus in connecting with the people of the Olive Branch community. Students will interview ministerial staff and seek out opportunities to dialogue with those served by the mission. These interactions will provide the basis for a four- to five-page reaction paper upon returning to IWU. Students will reflect on the impact of this experience in terms of their personal development, faith, and sense of life calling.

**PSY296  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.

**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 measure of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work, criminal justice, or political science. Prerequisites: Math SATI 450 (SAT 410) or ACT 19 or MAT112.
PSY355  Research Methods for the Behavioral Sciences  3
This is a three-hour course offered each spring semester. Its purpose is to assist the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using the APA publication manual guidelines; and developing oral communication skills in presenting one’s research project to a professional audience.

PSY360  Social Psychology  3
A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for majors in Sociology or Psychology. Prerequisites: SOC150 and PSY150.

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, and a developmental course (PSY250-252).

PSY371  Family Systems Therapy  3
A study of principles, theoretical approaches, specific objectives, and techniques currently used in the “systems theory” approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchi, Satire, Bowen, and Haley. Prerequisite: 9 hours of Psychology. (Course also listed as SOC371.) Offered May Term in alternate years.

PSY380  Cognitive-Behavioral Counseling  3
A survey of the theory, research, and practical application in therapy of the techniques involved in cognitive-behavior modification and therapy. Course work involves case studies, role practice, and an analysis of this theory from a Biblical perspective. Prerequisite: 9 hours of Psychology. Usually a May Term class.

PSY399H  Honors Thesis/Project  3
Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.
REC160 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.

REC180 Recreation Games and Intramural Sports 3
Individual, dual, low organization activities, quiet games, table games, and social mixers usable in the recreational setting.

REC240 Trip Camping in the USA 2
A ten day camping experience to and in various National Parks and National Forests (or similar settings) within the USA. The course focus will be on practicing environmentally conscious camping skills, hiking, climbing, and fishing. A fee will be charged for this course and it will be offered during Summer Session II only.

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.

REC280 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 endeavor.

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.

REC382 Camp Counseling 3
This course is designed to cover the multiple roles that a student must face as a Camp Counselor. It will be structured with applications for both the day camp and the residential camp settings. The course will accommodate students employed in a camp setting as well as the resident student. A fee may be required. The course will be offered during Summer Session II only.

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.

REC450 Recreation Administration 3
Development of approaches to deal with staffing, planning, organization, coordination, evaluation, and directing programs and personnel.

REC460 Facilities: Design, Planning, Maintenance, and Scheduling 3
An in-depth exploration into planning, design, construction, equipping, and managing a variety of recreation and/or sport facilities. Facility scheduling/programming will also be addressed.

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.

REC480 TRS Internship 3
An internship experience dealing with special population and their leisure pursuits.

REL205 The Pastor’s Wife Today 3
A survey of the challenges and opportunities available to women married to ministers. The course will emphasize personal growth, marriage fulfillment, home management, and church relations.

REL207 The Role of Women in Ministry 3
This course examines the various roles which women have traditionally served in ministry. It also explores the changing role of women in ministry and seeks to anticipate the shape of women’s ministries in the future.

REL225 American Religious Issues 3
Religion has played a central role in the shaping of America. Students will explore issues such as the following: Religion in 21st Century America: Is America still religious?; American Churches: Where did all the churches come from?; World Religions in America: How do the religions get along in America?; Pivotal People, Ideas, and Events: What were the Great Awakenings and why do they matter?; Finding God in America: Where is God in America?

Indiana Wesleyan University
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL232</td>
<td>An Introduction to Christian Faith</td>
<td>3</td>
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<tr>
<td>REL233</td>
<td>Introduction to Theology</td>
<td>3</td>
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<tr>
<td>REL264</td>
<td>Introduction to Pastoral Ministries</td>
<td>2</td>
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<tr>
<td>REL264P</td>
<td>Pastoral Ministries Observation</td>
<td>1</td>
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<tr>
<td>REL275</td>
<td>Evangelism and Global Outreach</td>
<td>3</td>
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<tr>
<td>REL275P</td>
<td>Evangelism and Global Outreach Practicum</td>
<td>1</td>
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<tr>
<td>REL331</td>
<td>History of Christianity I</td>
<td>3</td>
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<tr>
<td>REL332</td>
<td>History of Christianity II</td>
<td>3</td>
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<tr>
<td>REL361</td>
<td>Christian Ministries Practicum</td>
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<tr>
<td>REL362</td>
<td>Christian Ministries Practicum</td>
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<tr>
<td>REL399H</td>
<td>Honors Thesis/Project</td>
<td>3</td>
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<tr>
<td>REL424</td>
<td>Doctrine of Salvation</td>
<td>3</td>
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<tr>
<td>REL431</td>
<td>Wesleyan Church History/Discipline</td>
<td>3</td>
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<tr>
<td>REL435</td>
<td>Worship</td>
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This course presents the basic doctrines of the Christian faith for students desiring a brief introduction to Christian doctrine. The Apostles’ Creed provides the outline for an overview of the basic tenets of the Christian beliefs. Evangelical perspectives are explained and compared with other traditions.

This course lays the foundation for all advanced theology courses, by laying out the basic tenets of the Christian faith. Special attention is given to the doctrine of God, Christology, Biblical Authority and Eschatology. Wesleyan/Arminian perspectives are compared with other traditions of Christian faith. Students intending to take only one course in theology should enroll in REL232-Introduction to the Christian Faith.

This course provides an introduction to professional ministry as a life’s calling and vocation. It gives special attention to personal spiritual development, acquisition of personal ministry skills, understanding of the ministry as a profession, the requirements and expectations of various denominations for ordained and lay vocations. The course also explores the meaning of calling, vocation and profession from historical and contemporary perspectives, leading toward the development of the initial skills and attitudes toward becoming a professional minister. Co-requisite: REL264P.

Each student will be involved in practical experiences observing ministry, “shadowing” a minister and interviewing professional clergy in a local setting providing the student with a “laboratory” for the application of ministry principles taught in the co-requisite course. Co-requisite: REL264.

Beginning with biblical times, this course examines the history of missions and outreach movements. Attention is given to both the historical patterns which shaped outreach endeavors as well as the several methodologies which have been and are being used by various outreach organizations. Co-requisite: REL275P. Meets General Education intercultural requirement.

Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for the application of the principles of evangelism and global outreach as taught in the co-requisite course. Co-requisite: REL275.

A study of the major events, personalities, and issues of church history from the Apostolic Age to Luther. Special attention is given to the teachings of the church fathers and the Protestant reformers. Open to juniors and seniors.

A study of the major events, personalities, and issues of church history from the Protestant Reformation to present times. Special attention is given to American church history and contemporary trends. Open to juniors and seniors.

Each student will be involved in practical experience in a local church, providing that student with a “laboratory” for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL361.

Each student will be involved in practical experience in a local church, providing that student with a “laboratory” for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL362.

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

An intensive study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification and glorification from a Biblical, historical and practical perspective. The Wesleyan Arminian tradition will provide the theological framework for this course, we will examine other theological views from this perspective. Special attention will be given to John Wesley’s doctrine of holiness. Prerequisite: REL233.

A study of the history of The Wesleyan Church from its roots in the ministry of John Wesley through the development of early American Methodism and the American holiness movement to the emergence of the Wesleyan Methodist Church and the Pilgrim Holiness Church, their merger in 1968, and the subsequent progress of The Wesleyan Church. Further, a study of the form of church government which has evolved during the history of The Wesleyan Church as it is defined in the current book of Discipline. Open to juniors and seniors.

This course examines the biblical, historical and theological foundations of Christian worship and rituals in order for each student to
derive a practice of worship which is culturally relevant yet rooted in the rich tradition of the ages. The course moves from theory to practice with actual preparation for leading worship and presiding over rituals including the sacraments, weddings, funerals and other rituals and occasional services in the church. Co-requisite: REL435P.

REL436P Worship Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for the application of worship principles taught in the co-requisite course including observation and practice of presiding at the sacraments and planning and leading other occasions such as weddings, funerals, dedication and healing services. Co-requisite: REL435.

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 or YTH220. 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. Prerequisite: Open to juniors and seniors who have taken REL441 or REL442.

REL465 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. Prerequisite: BIL202.

REL466 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. Prerequisite: Open to juniors and seniors who have been admitted into the Christian Ministries, Christian Education, or Youth Ministries major. Prerequisite: REL465. Co-requisite: REL466P.

REL466P Homiletics Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for a preaching and teaching ministry with opportunity for gathering feedback and developing a personal plan for improvement. Co-requisite: REL466.

REL468 Church Leadership 3
A study of the principles of leadership for the pastor or other professional Christian workers in relation to local churches or other Christian organizations. Each student develops personal skills in self-management, budgeting, planning, organizing, recruiting and supervising volunteers, discerning vision for a ministry and leading deliberative bodies. Open to juniors and seniors who have been admitted to the Christian Ministries major or by permission of the instructor. Co-requisite: REL468.

REL468P Church Leadership Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for the application of leadership and management principles taught in the co-requisite course. These experiences include observation of the leadership practices of a professional minister, practice in leading groups and deliberative bodies, and participation in other leadership activities such as budgeting, planning, organizing, recruiting and supervising volunteers, and leading deliberative bodies. Co-requisite: REL468.

REL469P Pastoral Care Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a “laboratory” for the application of pastoral care and counseling principles taught in the co-requisite course. Co-requisite: REL469.

REL469 Pastoral Care and Counseling 3
A study of the biblical framework and various theories of pastoral counseling. There will be a heavy emphasis on self-understanding as a prerequisite of effective counseling. The course will cover most of the typical counseling problems faced by the local pastor, including pre-marital counseling, hospital visitation and grief counseling. Co-requisite: REL469P.

REL475 Independent Study - Religion 1 - 3
Individually arranged reading, research, problem-solving in theology, history, Christian education, missions, evangelism, philosophy, and other areas as related to the study of religion.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>REL480</td>
<td>Ministry Internship</td>
<td>3</td>
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<tr>
<td>SOCI52</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>REL481</td>
<td>Ministry Expansion and Church Planting</td>
<td>3</td>
</tr>
<tr>
<td>SOCI170</td>
<td>Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>REL482</td>
<td>World-Changing Strategies</td>
<td>2</td>
</tr>
<tr>
<td>SOCI200</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>REL498</td>
<td>Religion/Philosophy Honors</td>
<td>1-3</td>
</tr>
<tr>
<td>SOCI310</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SCI201</td>
<td>Integrate Earth/Life Science (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>SOCI350</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
<tr>
<td>SCI355</td>
<td>Research Methods for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SCI150</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SCI170</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SCI350</td>
<td>Minority Group Relations</td>
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</tr>
<tr>
<td>SCI150</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

## Undergraduate Course Descriptions

**REL480 Ministry Internship**

This course is designed to be taken on site with the senior pastor being the primary mentor for the student’s guidance and assessment. The course allows the student to be directly involved in the life and flow of a local congregation with set times for evaluation and reflection by the senior pastor and other appropriate church leadership. May be used as credit toward one practicum in Christian Ministries, Youth Ministries, or Christian Education.

**SOC152 Social Problems**

A study of issues in contemporary American society which are examined from a sociological perspective including crime, poverty, violence, racism, and sexism.

**SOC170 Aging in America**

A study of the elderly in American society. Topics include theories of aging, health care, living environments, recreation and leisure, and death and dying.

**SOC200 Marriage and Family**

A social scientific and Christian analysis of the social institution of family. Topics include, but are not limited to, dating, marriage, planning a family, child-rearing, and threats to the family.

**SOC225 Cultural Anthropology**

An introduction to cultural anthropology which seeks to expose students to different cultures of the world as well as help them to appreciate cultural diversity. An excellent orientation course for those who will be working in cross-cultural contexts.

**SOC246 Criminology**

A study of crime and delinquency as social phenomena. Theories of causation, methods of correction, and prevention of crime are included in the study. Gives credit for majors in sociology and criminal justice. Prerequisite: SOCI150.

**SOC310 Sociology of the Family**

An advanced analysis for upper-division students of family roles, structure, variations, and deviations. Prerequisites: SOCI150 and SOCI200.

**SOC350 Minority Group Relations**

An analysis of dominant-minority group interaction with special emphasis given to Native American, African-American, Hispanic-American, and Asian-American minorities in our society. Meets intercultural requirements. Prerequisite: SOCI150.

**SOC355 Research Methods for the Behavioral Sciences**

This is a three-hour course offered each spring semester. Its purpose is to provide the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using the APA publication manual guidelines; and developing oral communication skills in presenting one’s research project to a professional audience.
SOC360  Social Psychology  3
A study of the experience and behavior of individuals in relation to
group situations and social influences of modern life. Gives credit for
majors in Sociology or Psychology. Prerequisites: SOC150 and
PSY150.

SOC370  Demography and Population Problems  3
A survey of theories and policies concerning population, present
population trends, the social factors underlying population growth,
and related problems of birth control and world food supply. Gives
credit for majors in Sociology or Political Science. Prerequisite: SOC150
or POL100.

SOC371  Family Systems  3
A study of principles, theoretical approaches, specific objectives,
and techniques currently used in the “systems theory” approach to
marriage and the family. The focus will be on normal developmental
problems rather than on psychopathology. This course will present
both a systemic and strategic approach to therapy including the theo-
ries of Minuchi, Satir, Bowen, and Haley. Prerequisite: 9 hours of
Psychology.

SOC410  Sociology Seminar  3
Series of rotating seminars, each dealing with a different sociological
issue such as human sexuality, church and society, society and sport,
inging, death and dying. May be repeated. Prerequisites: SOC150 and
consent of the department.

SOC475  Independent Study in Sociology  1 - 3
Individually arranged with instructor. Prerequisites: Sociology major
and consent of the department.

SOC479  Sociological Theory  3
An intensive study of major schools of sociological theory, such as
symbolic interaction, structure-functionalism, and conflict theory,
together with a consideration of the close relationship between socio-
logical theory and research. Prerequisite: SOC150.

SOC482  Social Research  3
Principles and methods of research design are emphasized in this
course. Using survey, experimental, and observational approaches,
students develop an appreciation for the research process. Quantita-
tive and qualitative approaches are explored. Students are involved in
research projects which provide opportunities for application of course
material. Prerequisites: SOC150 and an approved statistics course or
consent of the department.

SPA100  Spanish for Fun  3
A course that uses grams, proverbs, songs, dialogues, etc., that re-
quire the student to use Spanish. Credit/No Credit.

SPA117  Beginning Spanish I  3
A course designed to develop the receptive and expressive skills in
the use of the Spanish language. All four language skills receive atten-
tion. Language laboratory required.

SPA118  Beginning Spanish II  3
A course designed to develop the receptive and expressive skills in
the use of the Spanish language. All four language skills receive atten-
tion. Language laboratory required. Prerequisite: SPA117 or equiva-
ent.

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
A general review and continued development of the four language
skills. Language laboratory required. Prerequisites: SPA117, SPA118,
and SPA237, or equivalent.

SPA347  Spanish Conversation/Composition  3
Conversational practice for development in understanding and speak-
ing; composition includes translation and original writing. Prerequi-
tites: 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. Prerequi-
tites: SPA237 and SPA238, or equivalent.

SPA370  Mexican Culture and Language
Studies in Mexico  3
Travel course to Mexico which is designed to help students be in-
formed about Mexican history and culture while gaining an apprecia-
tion 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 study of the migration of the Hispanics to and within the U.S.
There is also a look at the influence the Hispanic culture has had and
is having on the American culture. Time is spent in Chicago visiting
the Hispanic communities.

SPA457  Survey of Spanish Literature  3
A study of the development of Spanish literature by reading from the
major works of prose, poetry, and drama.

SPA458  Survey of Spanish American Literature  3
A study of the development of literature in Spanish America from the
Colonial period revealed in the works of the major writers.
### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA461</td>
<td>Contemporary Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPA462</td>
<td>Spanish Short Stories</td>
<td>3</td>
</tr>
<tr>
<td>SPA475</td>
<td>Independent Study – Spanish</td>
<td>1 - 3</td>
</tr>
<tr>
<td>SWK170</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK335</td>
<td>Social Welfare Organization</td>
<td>3</td>
</tr>
<tr>
<td>SWK336</td>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK342</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK343</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK354</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SWK355</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK356</td>
<td>Social Work Practice II</td>
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</tr>
<tr>
<td>SWK357</td>
<td>Social Work Practice III</td>
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</tr>
<tr>
<td>SWK358</td>
<td>Social Work Field Placement I</td>
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<td>SWK366</td>
<td>Social Work Field Placement Seminar I</td>
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<tr>
<td>SWK370</td>
<td>Social Work Field Placement Seminar II</td>
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<td>SWK371</td>
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<td>SWK386</td>
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<td>SWK470</td>
<td>Social Work Field Placement Seminar II</td>
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</tbody>
</table>

**Descriptions:**

- **SPA461 Contemporary Spanish Literature**: Studies in contemporary Spanish and Spanish American literature.
- **SPA462 Spanish Short Stories**: A study of Spanish and Spanish American short stories.
- **SPA475 Independent Study – Spanish**: Individually arranged reading and reporting on reading. To be done in Spanish. Other options are possible. Prerequisite: Permission of instructor.
- **SWK170 Introduction to Social Work**: An introduction to the field of social work and social welfare, including concepts fundamental to the understanding of the social work profession and the efforts of social work on behalf of oppressed populations. The entry course into the Social Work major. Volunteer work in a community social service agency required.
- **SWK335 Social Welfare Organization**: A historical and philosophical examination of public and voluntary American social services. Value orientations, cultural traditions, and political and economic forces which have influenced the development of social welfare services and policies are emphasized. Prerequisite: SWK170.
- **SWK336 Social Policy**: An examination and analysis of social policy development, implementation, and evaluation of the United States. Specific attention is given to how policy effects oppressed populations. Skill development in systematic policy analysis is emphasized. Prerequisite: SWK335.
- **SWK342 Human Behavior and the Social Environment I**: An examination of how human behavior is shaped/influenced by one’s environment. Emphasis is placed on how oppression, social injustice, and gender effect development across the life span. Both normal processes and obstacles that prohibit optimal development are examined. Specific emphasis is placed on understanding human development in the context of social work practice across the life span. Prerequisites: SOC150 and PSY150.
- **SWK343 Human Behavior and the Social Environment II**: An examination of how human behavior is shaped/influenced by macro systems. Such systems include family, groups, organizations, and community. Significant emphasis is placed on human development and how it is influenced by oppression and social injustice. A three-four day field trip to an urban environment is required. Prerequisites: SOC150, PSY150, SWK170 and social work major.
- **SWK354 Statistics for Social Sciences**: This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating on psychology, sociology, social work, criminal justice, or political science. Prerequisite: Math SAT I 450 (SAT 410) or ACT 19 or successful completion of the Math Competency requirement.
- **SWK355 Social Work Practice I**: An introduction to the generalist model of social work practice. Emphasis is placed on the importance of a theoretical framework for practice. Basic skills of the generalist model of practice are introduced and applied specifically to work with individuals. Prerequisites: SWK170 and admission into the Social Work Program.
- **SWK356 Social Work Practice II**: 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**: 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.
- **SWK358 Social Work Field Placement I**: 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. Emphasis is given on the practical application of course content. Students are given opportunities to integrate classroom content with agency experiences. Prerequisites: SWK170, SWK335, and SWK342.
- **SWK366 Social Work Field Placement Seminar I**: Taken concurrently with SWK355 and SWK356, 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.
- **SWK370 Social Work Field Placement Seminar II**: 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.
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, interventive approaches, and specific problems such as social work with the substance abuser, social work with children, issues in child welfare, or social work with the aging.

SWK475 Independent Study in Social Work 1 - 3
Prerequisites: Social Work major and permission of instructor.

UNV111 Philosophy and Practice of Lifelong Learning I 2
This course focuses on understanding and managing the transitions encountered by adult professionals, with special attention to the transition to formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

UNV114 Investigation and Utilization of Information 1
A self-directed learning course designed to familiarize students with various methods available to gather and utilize information. Using self-directed topics, students will develop skill in the use of such tools as traditional or nontraditional library collections, microfilm and microfiche, online catalogs and databases, searching protocols, interviewing for information, Internet search tools, and online networking.

UNV115 Drivers Ed on the Information Superhighway 1
This course will prepare the student to use the Internet and the World Wide Web (WWW) to get information needed to conduct personal, professional, and educational goals. It will explain the basic communications features of a personal computer and basic network topology. The student will know how to connect to the Internet and the WWW through the telephone system or computer networks. The student will be able to use email and FTP to get information on the Internet and be able to use a browser to get information on the WWW. Further, the student will be introduced to the search tools available in order to help locate information on the Internet and WWW.

UNV116 Internet Tools 1
This course will introduce students to additional basic tools (applications) which they can use on the Internet for a variety of functions such as communication, file transfers, and research. (Windows 95 and 100 mg free on hard drive are required since many software packages are downloaded.)

UNV117 Building Your www.Home.Page 1
This course will prepare students to create a presence and provide information on the World Wide Web. It will explore the tools and procedures required to design, build, and implement a Web site. This course will give students the ability to move beyond the limitations of prepackaged page development software. Students will learn how to write basic HTML code to create pages containing images and links to other sites. By the conclusion of the course the student will have created a five-page site on the World Wide Web.

UNV120 Career Development 3
A course dealing with the issues related to managing personal career growth and development. Job search techniques and personal skills and interest assessments are included.

UNV180 Becoming World Changers: Christian Faith and Contemporary Issues 3
This introductory course for all first year students outlines the fundamental components of the Christian faith from an evangelical perspective. Students are challenged to develop a Christian worldview through their entire undergraduate experience by examining how Christian ideas both challenge and enrich the prevailing thought patterns of contemporary society. Readings and weekly discussion groups enable students to begin integrating faith, learning, and living as a foundation for their university experience.

UNV181 Leading Change in the World 3
This course is designed to assist students with the development of a basic plan to change their world. Students will be briefly introduced to key elements of select leadership models, change theory, and strategic planning, and will use this theory to build a model to become change agents. Students will be introduced to a Christian worldview of change by experiencing select readings of prominent change agents in Biblical history.

WR1223 Desktop Publishing 3
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.

WR1224 Introduction to Journalism 3
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.

WR1234 Advanced Writing 3
Students will learn skills of advanced expressive, 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.

WR1235 Creative Writing 3
An introduction to the writing of fiction, poetry, and drama. Emphasizes both the exercising of the imagination and the shaping of that imagination into artistic forms.

WR1281 Rhetorical Strategies 3
An advanced study of expository writing patterns and strategies, including research writing. Emphasizes the influence of classical rhetoric on modern forms.
### Undergraduate Course Descriptions

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI282</td>
<td>Writing for Results</td>
<td>3</td>
</tr>
<tr>
<td>WRI220</td>
<td>YTH220 Introduction to Youth Ministries</td>
<td>2</td>
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<tr>
<td>WRI221</td>
<td>YTH221 Youth Ministry Observation</td>
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<tr>
<td>WRI225</td>
<td>YTH225 Models of Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>WRI240</td>
<td>YTH240 Camping and Retreat Ministries</td>
<td>3</td>
</tr>
<tr>
<td>WRI353</td>
<td>Magazine Writing</td>
<td>3</td>
</tr>
<tr>
<td>WRI354</td>
<td>Writing Fiction</td>
<td>3</td>
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<tr>
<td>WRI355</td>
<td>Prose Style</td>
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<tr>
<td>WRI356</td>
<td>Technical Writing</td>
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<tr>
<td>WRI357</td>
<td>Nonfiction</td>
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<tr>
<td>WRI358</td>
<td>Poetry</td>
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<td>WRI360</td>
<td>Writing Internship</td>
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<tr>
<td>WRI361</td>
<td>Writing Specialties</td>
<td>3</td>
</tr>
<tr>
<td>WRI362</td>
<td>Fiction</td>
<td>3</td>
</tr>
<tr>
<td>WRI457</td>
<td>Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>WRI458</td>
<td>Creative Writing Project</td>
<td>1 - 3</td>
</tr>
<tr>
<td>WRI459</td>
<td>Creative Nonfiction</td>
<td>3</td>
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<tr>
<td>WRI460</td>
<td>Writing for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>WRI465</td>
<td>Editorial Operation</td>
<td>3</td>
</tr>
<tr>
<td>WRI475</td>
<td>Independent Writing</td>
<td>1 - 3</td>
</tr>
<tr>
<td>WRI485</td>
<td>Independent Study in Writing</td>
<td>1 - 3</td>
</tr>
<tr>
<td>WRI495</td>
<td>Creative Writing Project</td>
<td>1 - 3</td>
</tr>
<tr>
<td>WRI496</td>
<td>Practical Writing</td>
<td>1 - 3</td>
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</table>

**Undergraduate Course Descriptions**

**WRI282 Writing for Results**

The study and practices of persuasive writing. Includes analysis of pulpit rhetoric, political rhetoric, advertising techniques, and propaganda. Based on classical rhetoric, the course considers the psychological impact of language on behavior.

**Prerequisite:** Permission of instructor.

**YTH220 Introduction to Youth Ministries**

This course focuses on developing one’s personal vision and practice of youth ministry and gives attention to the foundational and diverse elements of youth ministry. It will include an introduction to the programs, methods, models, issues, challenges, and opportunities of youth ministry as well as the Biblical and philosophical foundations for such ministry. Co-requisite: YTH220P.

**YTH221 Youth Ministry Observation**

Introduction to the basic elements of youth ministry by first-hand observation in a local church setting. The student will identify a specific church setting for observation/practicum. Emphasis will be upon exposure to and some participation in the general aspects of local church youth ministry. The student will make specific weekly reports related to different aspects of ministry especially related to those ministries with impact upon adolescents. An average of four hours of observation would be required each week. Co-requisite: YTH220.

**WRI220**

YTH225 Models of Youth Ministry 3

This course is designed to familiarize students with the several approaches to youth ministry currently being utilized across the church. The course will involve both classroom presentation and on-site visits to a variety of ministries.

**WRI225**

YTH240 Camping and Retreat Ministries 3

An examination of Christian camps and institutes for children, youth and/or adults. Objectives, personnel, materials, as well as philosophy, are considered.
YTH270  Communication with Youth  3
This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Prerequisite: BIL202.

YTH320  Youth Leadership Seminar  3
A focused study on specific aspects of youth ministry using field trips and resource specialists. This course may be repeated.

YTH341  Youth Ministries Practicum  1
This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment as approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Prerequisites: YTH220 and YTH221.

YTH342  Youth Ministries Practicum  1
See YTH341. Prerequisite: YTH341.

YTH343  Youth Ministries Practicum  1
See YTH341. Prerequisite: YTH342.

YTH355  Youth Programming and Management  3
This course is an in-depth exploration of the nature and process of effective youth ministry in the local church. It will study the nature of modern adolescence, youth culture and youth ministry with a view to develop incarnational youth ministry programs. This course also seeks to develop management skills and an effective vision of leadership with a primary emphasis on Christ-centered, principle-based servant leadership. Open to juniors and seniors who have been admitted to the Youth Ministries and Adolescent Ministries majors or by permission of the instructor. Co-requisite: YTH355P.

YTH355P  Youth Programming Practicum  1
This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment as approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Co-requisite: YTH355.

YTH370  Youth Counseling  3
A study of youth problems and needs with emphasis on individualizing patterns for personal growth and spiritual guidance.

YTH371  Youth Evangelism and Discipleship  3
This course will establish both principles and practices of evangelism and discipleship which are uniquely applicable to persons in the second decade of life.

YTH425  Youth Ministry Internship  3 - 9
This course is designed to give an individual a semester/summer of practical experience while serving in full-time youth ministry in a local church setting. The student will work under the supervision of an effective full-time youth pastor who serves as mentor/evaluator. This internships requires a minimum of 40 hours of ministry each week, which may include study and research time needed for this course and other youth ministry courses in which the student is concurrently enrolled. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Prerequisites: YTH220 and permission of instructor.

YTH480  Senior Youth World Changing Seminar  2
In a seminar setting, a personal strategy is developed for changing our world in the form of a first year ministry plan. We will draw upon biblical and theological resources as well as the synthesis of practical insights gained during the undergraduate experience. Students will refine a portfolio and develop a life plan for on-going personal and professional development. They will also develop a one-year ministry plan. This course will also prepare the student to gain employment in a professional youth ministry position. This will include the development of a portfolio and resume’ as well as formulating a strategy to leverage their networks in order to identify and secure a youth ministry position. Capstone experiences will include both a written paper and an oral presentation to the class. Limited to seniors in Youth Ministries and Adolescent Ministries majors.
ADC540 Substance Abuse Intervention in Educational Settings 2
This course is designed to assist professionals in education and social work to recognize distinctive behavior patterns and learning deficits exhibited by students who are victims of substance abuse. The course will examine theoretical and research foundations related to education and substance abuse. It will help participants avoid the pitfalls of 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 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 touches on the planning and control responsibilities of practicing managers.

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.

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. Topics covered include business research sources, integration of traditional research formats with newer formats, copyright issues, MLA writing style, and evaluation of the quality of information found on the World Wide Web.

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, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business. Emphasis given to the Christian worldview.

ADM519 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.

ADM523 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.

ADM529 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.

ADM545 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.

ADM549 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.
ADM556  Production and Operations Management 3
This course focuses on management approaches to the design, analysis, and control of processes that convert inputs into goods and services. Both quantitative and qualitative management techniques are examined. Emphasis is given to three major topics: process analysis, material management, and quality management.

ADM557  Applied Management Project 4
The management project is designed to demonstrate that the student has developed the ability to integrate a diverse education and several years of practical experience. (Note: Any MBA student who has not satisfactorily completed all prior courses (“C” or better) may not register for ADM557.)

ADM557A  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.

ADM557B  Applied Management Project II 1
A continuation of ADM557A.

ADM557C  Applied Management Project III 1
A continuation of ADM557A and ADM557B.

ADM559  Management of the Total Enterprise 3
A business policy course which is designed to integrate MBA course work by requiring the student to apply a diverse repertoire of management education to the analysis and solution of case problems.

ADM566  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.

ADM575  Independent Study 1 - 3
Independent study in the area of business or management. Requires departmental permission.

CHN500  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.

CHN520  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.

CHN525  Biostatistics 3
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences.

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

CHN531  Principles and Theories of Education in Community Health Nursing 3
Theories of adult and community health education are analyzed and applied to community health nursing practice. Ethical considerations of community health education are discussed.

CHN533P  Advanced Community Health Nursing I: Community Health Assessment Practicum 2
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.

CHN535  Advanced Community Health Nursing I: Community Health Assessment Seminar 3
Analyzes principles, theories, and research data from epidemiology, nursing, community development, and other disciplines related to cross-cultural community health nursing assessment of populations. Prerequisites or co-requisites: CHN510, CHN530; regular student status.

CHN535P  Advanced Community Health Nursing I: Community Health Assessment Practicum 2
Focuses on adapting educational content, lesson planning, and teaching methods to identified training needs of health personnel at hospital and village (community) levels. Students will develop a teaching project, using appropriate health-teaching principles, methods, and resources. Production of low-cost visual aids will be included.
CHN540 Advanced Community Health Nursing II: Planning/Evaluation Seminar
Analysis of concepts, theories, and frameworks from nursing, public health, health education, management, community organization, community development, and other interdisciplinary areas of knowledge applicable to the processes of planning, implementation, and evaluation in community health nursing, health education, and health promotion.

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

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

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

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

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

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

CHN554 Community Health Nursing Care of Aging and Chronically Ill Populations
Considers theories of aging and associated developmental changes. Analyzes trends, issues, and policies affecting the elderly and chronically ill. Explores ways to provide health care for this population.

CHN555 Tropical Health
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.

CHN556 International Nursing
Analyzes nursing systems in a variety of developed and developing countries. Evaluates major trends and issues related to international nursing education, practice, and research.

CHN557 Ethics in Health Care
A seminar course which will assist the student in applying ethical theories to decision-making within the scope of practice for nurse managers and administrators in institutional, community, and cross-cultural settings. Students will develop an ethical decision-making model and an ethical code of conduct which is compatible with Christian values.

CHN560 Community Health Nursing-Independent Study
An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

CHN590 Nursing Investigation
Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN515.

CHN592 Applied Nursing Capstone Project
Students demonstrate the scholarship of application through the development and implementation of an applied nursing project in a specific community health or primary care practice arena. Prerequisite: CHN515.

CHN595 Nursing Investigation Continuation
Continuation of the process involved in completing the requirements for CHN590, Nursing Investigation.

CNS501 Human Growth and Development
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
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
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 psychopharmaceutical 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  
3  
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  
3  
The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual identity formation, and sexual abuse. Strategies for counseling interventions will be explored.

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

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

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

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

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

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

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

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

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

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

CNS552  Supervised Internship  
3  
See CNS551.

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

CNS554  Supervised Internship  
3  
See CNS551.

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

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

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

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

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

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

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

**EDS500 Methods for Effective Inclusion** 3
Review of effective methods for working with learners who have special needs in the regular classroom. Topics include identification of learner needs, programming for individual needs in the regular classroom, and team building for successful program implementation. (Not open to students with credit in EDU530.)

**EDU500 Teacher Effectiveness and Classroom Handling** 3
This course is designed to quickly produce successful classroom management. Students will learn the verbal skills and strategies that produce mastery of positive communication. Students will learn how to build classrooms without stress and motivate students, thus increasing teaching time by reducing time needed for discipline. Techniques in critical thinking and problem solving will enable students to be more effective in handling the classroom.

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

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

**EDU504 Patterns for Induction, Deduction, Enquiry, Analysis, and Synthesis** 3
This course opens the doors to brain-compatible teaching by matching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that 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 Keys to Motivation** 3
Designed to create a motivating environment for all students, this course provides understanding of students who are unmotivated to learn or participate, fosters the use of student grouping strategies, and applies encouragement and leadership strategies to enhance student motivation. Some of the skills covered are: understanding enhancers and roadblocks to student motivation and involvement, mastering verbal skills for an encouraging environment, developing teacher leadership strategies and group learning to enhance student involvement in classroom decision-making, and creating mind maps to organize information to maximize learning. Not open to students who have received credit for EDU529.

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

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

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

Advanced Teacher Effectiveness and Classroom Handling Lab 3
This course focuses on the practice of, experimentation with, and the internalization of the skills taught in EDU500. Included in the class are verbal skills to uncover student agenda, to meet resistances presented by students, and to move students to problem resolution, creating a positive classroom environment through team building, recognition and use of student satisfactions, and implementation of the P.O.W.E.R. Judgment as a structure for problem exploration and resolution. Prerequisite: EDU500.

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

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

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: EDU503.

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

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

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

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.

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 how to present instruction that improves the academic performance of all students, how to assign more meaningful homework that brings students back to class eager to learn more, how to create a classroom environment that turns kids on to learning, and how to use current techniques to reach students who resist completing course assignments. Not open to students who have received credit for EDU505.

EDU530 Including Students with Special Needs in the Regular Classroom 3
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 towards understanding current research and theoretical foundations and applying the concepts to their students. Not open to students who have received credit for EDS500.

EDU531 Create Meaningful Activities to Generate Interesting Classrooms 3
This course focuses on unlocking teachers’ creativity so they can develop lessons that motivate their students to participate and to learn. Teachers learn to design compelling activities through which students develop their own creativity, use more lateral/right brain thinking, and become more involved in their own learning.

EDU532 Building Your Repertoire of Teaching Strategies 3
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU533 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences 3
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.

EDU534 Discovering the Power of Live-Event Learning 3
This course gives educators a direct experience and a variety of activities that model the power of Live-Event Learning. It mirrors cognitive research on how people learn and retain information. Educators learn how to use live events—real-life experiences—as a basis for lesson plans that integrate academic curriculum with important life skills while promoting lifelong learning. The course incorporates substantive research that documents the need to provide meaning and impact learning in a real-world environment.

EDU535 Helping Students Become Self-Directed Learners 3
The course is designed to assist teachers in learning the theoretical foundations, skills, and strategies to prepare today’s students for living productively in a global society. Learning activities will direct course participants towards understanding current research and applying the concepts to their students. Participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU536 Technology and Learning in Today’s Classroom 3
Technology is revolutionizing education. Infusing technology into classroom instruction can help teachers engage their students in ways they never thought possible. This course will show teachers how to incorporate technology to actually improve learning and help teachers to understand the barriers and the dynamics of technological change. Technology and Learning will give practical classroom techniques to design projects that take advantage of the vast new resources available to students.

EDU537 Purposeful Learning Through Multiple Intelligences 3
Based on the work of Howard Gardner, this course focuses on understanding each of the eight intelligences. Participate in discovery centers to experience each intelligence. Using real-life examples, practice identifying people’s dominant intelligence. Learn teaching strategies and classroom activities that enhance the intelligences. Find out how to design lessons incorporating all eight intelligences into the lesson framework. View a school district’s program for integrating the intelligences into a schoolwide framework.

EDU538 Managing Behavior in the Diverse Classroom 3
Participants will examine the elements and models of classroom management and discipline. Participants will explore their philosophical beliefs about how students learn best with the intention of devising a personal approach to management—one that meets the needs of their students, their needs, and the needs of the situation. Emphasis will be placed on preventive strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth.
EDU539  Assessment to Improve Student Learning  3
This course is designed to assist teachers in learning the theoretical foundations and practical strategies that address the current thinking on classroom assessment. Participants will learn the critical role that classroom assessment plays in the learning process. Both traditional and contemporary methods of assessment will be presented. The ultimate goal of the course is to provide assessment strategies that not only measure student progress but also significantly improve teaching and learning.

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 such that these projects may be used in the normal K-8 classroom.

EDU542  Linking New Brain Research to Classroom Practice  3
This course will examine the major theories behind recent brain research as it relates to educational settings. Special emphasis will be placed on the practical applications of this research with respect to curriculum design, assessment methods, and instructional strategies in the classroom.

EDU543  Teaching Reading in the Elementary Grades  3
This course is designed to assist teachers in learning the theoretical foundations and practical strategies that incorporate current research and models of what works in the classroom. Participants will learn how to create and manage a balanced curriculum of reading instruction to meet the needs of all learners and how to diagnose and assess reading difficulties and provide appropriate interventions. The goal of the course is to enable teachers to apply their knowledge based on current research in reading and effective strategies for teaching reading in their classrooms and to provide balanced reading instruction for all students.

EDU544  Using the Internet to Enhance Teaching  3
This course is designed to provide teachers with both the theoretical foundations and practical skills and strategies for using the Internet in their personal lives, professional development, and in the classroom learning opportunities they provide to their students. Participants will learn effective search strategies, explore a variety of free and pay-for educational resources available online, and investigate three models for Internet-based learning: Research Modules, WebQuests, and Telecollaborative Projects.

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

EDU546  Improving Reading in the Content Areas  3
Content literacy is the ability to use reading and writing to learn subject matter in a given discipline. Making literacy a top priority means reading strategies must be incorporated into courses across the curriculum throughout the middle school and high school years. Content-area teachers are in a strategic position to influence adolescents’ use of literacy for academic learning. To this end, every teacher has a role to play. Improving Reading in the Content Area is designed to help teachers understand their roles in building content literacy in their classrooms. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU547  Successful Teaching for Acceptance of Responsibility  3
This course emphasizes practical skills that will help students increase self-responsible behaviors and assume increasing amounts of control over their school lives. It will help teachers create a classroom learning environment that models, invites, and teaches self-responsible behaviors.

EDU548  Building Your Technology Education Skills (Bytes)  3
This course gives teachers the basics for building an understanding of the power of technology to enhance teaching, create educational materials, manage classroom chores, provide motivational instruction, communicate with and research the vast virtual world of the internet. (Lab Fee in addition to tuition.)

EDU549  Facilitating Professional Growth Through Authentic Performance Based Assessment  3
This course is designed to assist the practicing professional in understanding the role of assessment in the life long process of professional growth. Through a study of current trends in portfolio assessment, the students will expand their understanding of how portfolio assessment is part of the authentic assessment and traditional assessment perspectives. Course topics will include the historical perspectives of authentic assessment portfolio development, basic concepts of portfolio terminology and organization, creation and management of a personalized qualitative outcomes-based assessment process, and the selection, justification, and management of portfolio evidence. The concepts of assessment for learning, motivation, and planning will be applied to both the professional portfolio and the classroom-based portfolio. Not open to students with credit in EDU559A, EDU559B or EDU559C.
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 role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Unifying Assessment Project that will synthesize their learning. Activities will be consistent with the Teacher as Agent of Change conceptual framework and its corresponding five outcomes.

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

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

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 examines how to adapt, adopt, and/or create classroom materials to meet a variety of needs pertinent to P-12 classrooms in a specific content area. These materials must support curricular goals, assessment methods, and instructional strategies in such a way as to improve P-12 student learning. Multicultural concerns and diversity issues should be considered when selecting these classroom materials, with particular attention given to meeting diverse student learning needs in specific content areas.

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

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 as a culminating project. Not open to students with credit in EDU549.

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.

EDU560  Toolkit for Teaching Chemistry  3
This course will allow participants to review state curriculum teaching standards with an emphasis on developing a toolbox of demonstrations and labs to facilitate teaching Chemistry in middle and high schools. This class will provide lab experiments and replicate demonstrations.
EDU561 Math: Teaching for Understanding 3
This course will present research-based concepts and strategies to help elementary teachers teach mathematics effectively and confidently. Participants will learn how to incorporate critical processes for developing mathematical understandings and designing instruction that will help all students learn significant mathematics concepts, processes, and procedures with depth and understanding. The goal is to aid students in reaching higher levels of achievement in math.

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

EDU585 Independent Study Graduate Education 1 - 3

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) Prerequisite; GRE521.

MGT501 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.”

MGT513 Managerial Economics 3
An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro- and micro-economic phenomena necessary for sound management decision-making.

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.

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.

MGT530 Strategy Formulation 3
Students will enhance their skills in developing mission and vision for a business, setting objectives, and formulating strategies to meet those objectives. Consideration will be given to analysis of external and internal environments and to the formulation of a business plan.

MGT532 Human Relations and Organizational Behavior 3
An examination of personnel management and human relations theory in relationship to the design and evaluation of organizational structures in contemporary businesses and public agencies.

MGT540 Motivation, Development, and Change 3
Students will examine the problems and dynamics of organizational change. Various leadership strategies and resources, which may facilitate change and ongoing personal development, will be studied. Students will be asked to investigate principles in a specific organizational context through the use of qualitative research methods.

MGT541 Advanced Marketing Management 3
A study of marketing management with emphasis on product, price, promotion, and distribution problem solving. The legal and social environment within which marketing problems occur will receive special emphasis.

MGT544 Analysis and Decision-Making 3
Using case analysis as the basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing solutions. Methods of research and creative problem solving will be explored.

MGT550 Seminar on Quality 3
Through reading works of primary theorists, students will gain understanding of the different philosophies and perspectives impacting contemporary thinking in quality management. Given this context, students will research, present, and discuss issues and current practice related to quality in their own particular industry or field of endeavor.

MGT557 Applied Management Project 3
The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student.

Indiana Wesleyan University
MIN501 Bible Lands Tour
This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structure of society in Israel, and the existing tensions between Jew and Arab. (Biblical)

MIN505 Worship
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.

MIN506 Church Rituals
Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.

MIN507 Minor Prophets
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
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
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 Archeology
Each participant is assigned to one of the digging areas. Guidance and instruction are given in every phase of the excavation, including recording and treatment of finds. Weekly surveys are made of the work on the tel, at which time the current progress in each area is summarized. Special finds are exhibited in the study room of the expedition where a study collection of ancient pottery is also displayed. (Biblical)

MIN511 Biblical Interpretation
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., early church, Catholicism, and Reformation). The guiding purpose is to formulate appropriate principles essential to consistent Biblical exposition with additional help in detecting and avoiding fallacies of interpreting and applying Scripture. (Biblical)

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

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

MIN514 The Four Gospels
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
This course will examine the letters of Paul in terms of their implication for church trajectories and leadership in our times. Emphasis will be placed on Paul’s keen insight into the nature of humankind and his ability to organize effective and efficient resolutions for church-related concerns. (Biblical)

MIN517 Pentateuch
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
This course involves an in-depth study of the book of Isaiah. It will center on such themes as the nature of the prophetic message, prophecy, Messianic themes, the nature of divine holiness, and God’s perspective on national moral trends. (Biblical)

MIN520 Psalms
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
A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the
development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

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

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

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

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

MIN527 Grace, Faith, and Holiness 3
This course examines the doctrines of the Christian Faith in their inter-relatedness, as integral parts of an organic whole, examined in the light of their biblical foundations, historical development, philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)

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

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

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

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

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

MIN537 World View/C.S. Lewis 3
A study of the component parts of a world view with special attention given to the world view of C.S. Lewis as reflected in his religious writings. (Doctrinal)
MIN538 Religions of the World 3
A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. (Historical/Doctrinal)

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

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

MIN542 Christian Theology II 3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of soteriology, pneumatology, ecclesiology, and eschatology. (Doctrinal)

MIN543 Theology of Holiness 3
A systematic study of the teachings of holiness derived from a study of the Judeo-Christian Scriptures, the writings of Jacobus Arminius, John Wesley, and other classical and contemporary holiness writers. (Doctrinal)

MIN544 Cultural and Theological Trends of the Holiness Tradition 3
This course traces central themes of the holiness movement from the middle of the Nineteenth Century into the present time. This course is designed to be a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-à-vis the larger evangelical movement. (Doctrinal/Historical)

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

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

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

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

MIN549T Selected Topics in Theology: The Doctrine of the Trinity 3
The doctrine of the Trinity is peculiar to Christian systematic theology as it seeks to understand the God disclosed in the person of Jesus Christ and experienced through the immediacy of the Holy Spirit. Students will study the historical and theological development of the triune God from its biblical roots to its place in modern theology. Particular attention will be given to the role that this doctrine plays in Christian self-understanding and praxis.

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

MIN551 Contemporary Religious Movements 3
This is a study of the teachings of the cults and other related features of vision cultivation and management. (Practical)

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

MIN553  Cross-Cultural Ministry  3
This course is designed to expose students to cultures and cultural mores which are different from their own. Whether by intensive study or by direct exposures to another culture, it allows the student to experience the interfacing of culture with culture. (Practical)

MIN555  Theological Classics  3
Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be repeated for credit. (Doctrinal/Historical)

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

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

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

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

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

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

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

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

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

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

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

MIN576  Skills and Practices in Counseling  3
A study of the interaction of theology and psychology with emphasis upon the task of counseling in ministry. Attention will be given to crisis counseling, terminal illness, and other life stresses. (Practical)
MIN581  The Theological Underpinnings of Worship  3
Historical and theological examination of the varied forms and emphases of church ritual. Focus will be placed on communion, preaching, music, and religious symbolism in their role in the Sunday morning service. (Practical/Doctrinal)

MIN579  Church and Society  3
The course focuses on the rapid proliferation of higher concentrated demographic centers in the world and the church’s role in responding to the numerous changes that such shifts create for ministry. Specific attention is given to evangelism, follow-up, social care, and homelessness. (Doctrinal/Historical)

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

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

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

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

MIN586  Advanced Counseling  3
This course is 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.

PYC509  Clinical Procedures for Advanced Practice Nursing  2
This course is designed to provide the advanced practice student with essential knowledge and introductory skill in procedures commonly performed in advanced practice nursing care settings. The course involves both lecture and laboratory practice. Laboratory fees are charged for this course. Prerequisite: PYC530.

PYC511  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.

PYC512  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.

PYC514  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.

PYC530  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 enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisites: PYC512 (may be a co-requisite), PYC514, and PYC552.

PYC530P  Primary Care of Adults Practicum  4
Supervised clinical practice of adults in primary care settings, to develop clinical judgment, technical skills assessment and management; totaling 280 hours.

PYC532  Primary Care of Children  2
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations in care of children and families needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health assessment, health promo-
tion, and disease prevention and the diagnosis and management of common congenital, acute, and stable chronic conditions in children. A supervised clinical preceptorship experience (PYC532P, 210 hours) enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisites: PYC530, 530P.

PYC532P  Primary Care of Children Practicum  3
A supervised practicum experience that builds assessment management, clinical judgment and technical skills related to the health of children and their families.

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. Prerequisites: PYC530, PYC530P.

PYC534P  Primary Care of Women Practicum  2
A supervised practicum experience that builds assessment, management, clinical judgment and technical skills related to women’s health, totaling 140 hours.

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. Prerequisites: PYC530, PYC530P.

PYC536P  Primary Care of Older Adults Practicum  5
Supervised clinical practice in settings focused upon care of older adults, totaling 350 hours.

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

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

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

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

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

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INDIANA WESLEYAN BOARD OF TRUSTEES

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Mr. John M. Storey
Mr. F. Robert Woudstra

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Rev. Donald C. Fisher

CHAIRMAN EMERITI
Dr. Leonard P. Mills

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Bayard Baylis, Ph.D.
John S. Gredy, Ed.D.
Elvin Weinmann, M.B.A.
Terry T. Munday, Ed.S.
Todd S. Voss, Ed.D.
David W. Wright, Ph.D.
Brendan Bowen, M.P.A.
Arthur Mahan, M.S.

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Vice President for Academic Affairs
Vice President for Enrollment Management
Vice President for Financial Affairs
Vice President for University Advancement
Vice President for Student Development
Vice President for Adult and Professional Studies
Vice President for Operations and Facilities Planning
Vice President for Information Technology

Students are the lifeblood of Indiana Wesleyan University.
ADMINISTRATIVE PERSONNEL

Patricia Ashby, M.L.S.  Interlibrary Loan/Reference Librarian
Robert Bedford, M.S.Ed.  Assistant Vice President, Student Activities
Bruce Brinkley, M.L.S.  Head Reference Librarian
Stephen Brown, M.L.S.  Catalog Librarian
Sheila Carlblom, M.L.S.  Director of Library Services
Brian Caviggiola, B.S.  Controller
Wenda Clement, M.A.T.  Director of the Media Center
Jerry Davis, Ph.D.  Director of Graduate Counseling Program
Michael Fratzke, Ed.D.  Director of Athletics
Joel Gearhart, M.Div.  Director of Church Relations
Roberta Henson, Ph.D.  Director of the Writing Center
Jerry Harrell, M.S.  Director of Center for Student Support Services
Ross Hoffman, M.A.  Assistant to the President; Director of Financial Planning
Gaytha Holloway, M.S.  Director of Admissions
Judy Huffman, Ph.D.  Dean for the College of Arts and Sciences
Herb Hughes, M.Div.  Director of Upward Bound Program
Lois Kelly, M.S.Ed.  Assistant Vice President for Financial Aid
Les Kroemer  Director of Marketing
Steve Lennox, Ph.D.  Director of Graduate Ministry Program
Alan Miller, A.B.  Director of University Relations
Howard Noggle, B.Th.; D.D.  Special Assistant to the President
Max Nottingham, M.B.A.  Director of Development
Jerry Pattengale, Ph.D.  Assistant Vice President for Academic Support
Karen S. Roobach, M.S.  University Registrar
Neil Rush, B.S.  Director of Human Resources
Robert Sommers, B.S.  Director of Financial Aid
Susan Stranahan, Ph.D.  Director of Graduate Nursing
Gary Swyers, M.A.  University Chaplain
Robert Thompson, M.S.  Assistant Vice President for Residence Life
Bill Westafer, M.A.  Director of Alumni Services

ADULT AND PROFESSIONAL STUDIES PERSONNEL

Allyn Beekman, B.S.  BSBIS Online Program Manager
Julia Bickel, Ph.D.  Director, General Studies
Frank de Monbrun, M.S.  Assistant Vice President for Adult and Graduate Studies
Sharon Drury, M.S.M.  Director, Student Services
Jim Freemeyer, Ed.D.  Director, Graduate Studies in Education
Brad Grubb, M.A.  Associate Degree Program Director, Business and Management Program
Harry Hall, Ed.D.  MED Online Program Manager
Robert P. Hamill, Ph.D.  Associate Dean, College of Adult and Professional Studies
Gerald Hellinga, Ph.D.  BSM Online Program Manager
Henry Kelly, Ph.D.  Director, Center for Distributed Learning
Audrey Hahn, M.S.  Project Director, New Access Infrastructure
Jule Kind, M.L.S.  Director, Off-Campus Library Services
Thomas Lehman, M.A.  Bachelor’s Degree Program Director, Business and Management Program
Lois Patton, Ph.D.  Graduate Program Director, Business and Management Program
Leonard Pellman, M.B.A.  MBA Online Program Manager
Barbara Schulz, M.S.  Director, RNBS Degree Completion Program
Mark Smith, Ed.D.  Dean, College of Adult and Professional Studies
Carol Stidd, M.L.S.  Off-Campus Reference Librarian
Cynthia Tweedell, Ph.D.  Director of Assessment
DiAnna Washington, M.B.A.  Director, Faculty Recruitment
David W. Wright, Ph.D.  Vice President for Adult and Graduate Studies
EMERITI

Jeanne Argot, Ph.D. Professor of Biology, 1979-2000
Donald Chilgreen, Ph.D. Professor of Biology, 1967-2001
Paul D. Collord, Ph.D. Vice President for Academic Affairs, 1989-1998
Lois Ellis, Ed.D. Professor of Nursing Education, 1973-1996
Malcolm Ellis, Ed.D. Professor of Religion, 1979-1996
Marvin Hinds, Ph.D. Professor of Biology, 1973-1996
Margaret Hodson, A.M. Professor of Biology, 1942-1964, 1967-1977
Robert Mitchell, Ph.D. Professor of History; 1969-2000
Owen Snyder, M.S.Ed. Associate Professor of Spanish, 1965-2000
R. Duane Thompson, Ph.D. Professor of Religion, 1957-1997

FACULTY

James B. Barnes ..................................................................................................................President of the University 1987
A.B., 1965, Indiana Wesleyan University; M.Ed., 1969, Kent State University;
Ed.S., 1972, George Peabody College of Vanderbilt University; Ed.D., 1976, University of Georgia.

Janice Adams ........................................................................................................ Assistant Professor of Social Work 1993
A.S., 1982, Paris Junior College; B.A.A.S., 1983, East Texas State University;
M.S.W., 1992, Indiana University.

Paul Allison .................................................................................................................. Associate Professor of English 1993
A.B., 1986, Indiana Wesleyan University; M.F.A., 1990, University of Pittsburgh;
Ph.D., 1994, Binghamton University.

Patricia Ashby ........................................................................................................ Interlibrary Loan/Reference Librarian; 1994
Assistant Professor
A.B., 1974, Christopher Newport; M.L.S., 1981, East Carolina University;

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 ........................................................................................................ 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 ...................................................................................................... Professor, College of Adult and Professional Studies 1996
B.S., 1965, Livingston University; M.A., 1972, University of South Alabama;
Ph.D., 1975, University of Southern Mississippi.

Bayard Baylis ........................................................................................................ Vice President for Academic Affairs 1998
B.S., 1968, University of Delaware; Ph.D., 1972, University of Delaware.

Allyn Beekman .......................................................... BSBIS Online Program Manager, 2001
Center for Distributed Learning
B.S., 1973, Michigan State University.
University Faculty

Carol Bence ........................................................................................................ Assistant Professor of Nursing Education 1993
B.S., 1968, Columbia University; M.S., 1986, Ball State University.

Clarence L. Bence ................................................................................................ Professor of Religion 1982-1987
A.B., 1966, Houghton College; M.Div., 1969, Asbury Theological Seminary;
Ph.D., 1981, Emory University.

Julia Bickel ........................................................................................................... Director, General Studies 2000
College of Adult and Professional Studies
B.S., 1969, Ball State University; M.Ed., 1974, Ball State University;
Ph.D., 2000, Indiana State University.

Michael J. Boivin ................................................................................................... Professor of Psychology 1996
A.B., 1976, Spring Arbor College; M.A., 1978, Western Michigan University;
Ph.D., 1980, Western Michigan University; M.P.H., 1994, University of Michigan.

Brendan Bowen .......................................................... Vice President for Operations/Facilities Management 2000
B.S., 1983, Western Kentucky University; M.P.A., 1987, Western Kentucky University.

Susan F. Bowman ........................................................................... Associate Professor of Physical Education; 1970
Women’s Athletic Director/Women’s Softball Coach
A.B., 1967, Grace College; M.A., 1969, Ball State University.

Brent Bradley .................................................................................................... Assistant Professor, Graduate Counseling 2001
College of Graduate Studies

Bruce Brinkley .................................................................................................. Head Reference Librarian; 1993
Assistant Professor

Dennis Brinkman .............................................................................................. Associate Professor of Chemistry 2000
B.S., 1972, Ottawa University; Ph.D., 1976, University of Michigan-Ann Arbor.

Steve Brooks ..................................................................................................... Assistant Professor of Physical Education; 1995
Head Women’s Basketball Coach
A.B., 1980, Taylor University; M.A., 1987, Indiana Wesleyan University;
M.A., 1993, Ball State University.

Mary Brown .................................................................................................... Professor of English 1985
A.B., 1974, Indiana University; M.A., 1982, Ball State University;
Ph.D., 1990, Ball State University.

Stephen P. Brown ............................................................................................. Catalog Librarian; 1996
Assistant Professor

H. Michael Buck ............................................................................................... Professor of English; 1989
Chairperson, Division of Modern Languages and Literature
B.S., 1972, Taylor University; M.A., 1979, Wright State University;
Ph.D., 1987, Miami University.

Ella Bush ........................................................................................................... Assistant Professor, Graduate Education 1999
College of Adult and Professional Studies
B.S., 1959, Tuskegee University; M.S., 1970, Indiana University;
Ph.D., 1996, Indiana State University.

Indiana Wesleyan University
Dawn Castro ................................................................. Instructor of Physical Education; Director of Aquatics 2000

Sheila Carlblom .......................................................... Director of Library Services; Assistant Professor 1998

Carol D. Clark ...................................................... Associate Professor of Nursing Education 1988
B.S., 1976, Indiana Wesleyan University; M.S., 1984, Indiana Wesleyan University.

Wenda Clement .......................................................... Assistant Professor of Education; Director of the Media Center 1979

Jonathan Conrad .................................................. Assistant Professor of Political Science 2001

Stephen Conrad .......................................................... Assistant Professor of Biology 2001
B.S., 1985, Taylor University; M.S., 1993, Indiana State University; Ph.D., 1999, Indiana State University.

Benjamin Crandall II .................................................. Assistant Professor of Nursing Education 1997
B.S., 1983, University of Tulsa; M.S., 1987, University of Oklahoma; ABD, Saint Louis University.

Ronald Crawford .......................................................... Professor of Biology; Coordinator of Biology Department 1992
A.B., 1968, Indiana Wesleyan University; M.S., 1973, Purdue University; Ed.D., 1990, Ball State University.

Rodney Crossman .......................................................... Assistant Professor of Art; Artist-in-Residence 1981
B.S., 1976, Indiana Wesleyan University.

J. William Cupp .......................................................... Assistant Professor of Computer Information Systems; Coordinator of Computer Information & Sciences Department 1997

Robert A. Curfman .......................................................... Assistant Professor of Art; Chairperson, Division of Art 1984
B.S., 1977, Indiana Wesleyan University; 1980, Jon Herron School of Art; M.A., 1982, Ball State University.

Robert Daniels .......................................................... Associate Professor of Sociology 1999

Douglas Daugherty .......................................................... Associate Professor of Addictions Counseling; Coordinator of Addictions Counseling Program 1997
Jerry Davis ............................................................ Associate Professor of Counseling; 1994
Chair of Graduate Counseling Program, College of Graduate Studies
B.S., 1977, Lancaster Bible College; M.Ed., 1979, Millersville University;
Ph.D., 1992, Purdue University.

Ruth DeGroff .......................................................... Assistant Professor of Developmental Education 1978
B.S.Ed., 1960, Indiana Wesleyan University; M.A.Ed., 1965, Ball State University;
Ed.S., 1972, Ball State University.

Kimberly DeMichael .............................................. Assistant Professor of Education 1999

Mark DeMichael .................................................... Assistant Professor of Physical Education; 1997
Head Baseball Coach

John Dodge .......................................................... Associate Professor of Business & Management 2000
College of Adult and Professional Studies
A.B., 1970, University of Wisconsin; M.A., 1974, University of Wisconsin;
Ph.D., 1981, University of Wisconsin.

Debra Drake .......................................................... Assistant Professor of Nursing (RNBS) 1997
College of Adult and Professional Studies
B.S.N., 1976, Olivet Nazarene University; M.S.A., 1992, Bradley University.

Keith Drury .......................................................... Assistant Professor of Religion 1996
B.S., 1969, United Wesleyan College; M.Re., 1971, Princeton Theological Seminary;

Sharon Drury .......................................................... Director of Student Services 2000
College of Adult and Professional Studies

Marjorie J. Elder .................................................. Professor of English 1945
B.S., 1945, Indiana Wesleyan University; A.B., 1947, Indiana Wesleyan University;
A.M., 1950, University of Wisconsin; Ph.D., 1963, University of Chicago.

James Elsberry ....................................................... Professor of Education; 1995
Chairperson, Division of Education
B.S., 1977, Indiana Wesleyan University; M.S., 1986, University of Texas-Austin;
Ph.D., 1992, University of Texas-Austin.

Susan Fisher .......................................................... Professor of Education 1990
B.S.Ed., 1964, Ball State University; M.A.Ed., 1982, Ball State University;
Ed.D., 1985, Ball State University.

Michael Flanagin .................................................. Instructor of Music 2001
B.M.E., 1994, Indiana University.

Mark Fleming ........................................................ Assistant Professor of Physical Education; 1997
Head Men’s Basketball Coach

Joseph Flowers ...................................................... Associate Professor, Business and Management 1997
College of Adult and Professional Studies
B.S., 1978, Indiana University; M.P.A., 1982, Indiana University;
M.A., 1989, Governor’s State University.
Dale Fowler ................................................................. Instructional Designer
                   Center for Distributed Learning
A.B., 1983, Cornerstone University; M.B.A., 1986, Western Michigan University;
ABD, University of Sarasota.

John Foss ................................................................. Assistant Professor of Physical Education;
Head Men and Women’s Cross Country and Track and Field Coach

Susan Frase ............................................................ Associate Professor of Education
B.S., 1977, Houghton College; M.S., 1981, Bonaventure University;
Ph.D., 1996, State University of New York-Buffalo.

Betty Jane Fratzke ....................................................... Professor of Psychology;
Chairperson, Division of Behavioral Sciences
B.S., 1969, Greenville College; M.S., 1970, University of Illinois;
Ed.D., 1988, Ball State University.

Michael J. Fratzke ..................................................... Professor of Physical Education;
Chairperson, Health, Kinesiology, Recreation and Sports Studies
A.B., 1972, LeTourneau College; M.Ed., 1973, Stephen F. Austin State University;

James Freemyer ...................................................... Director, Graduate Education
                      College of Adult and Professional Studies
B.S., 1978, Northwest Missouri State University; M.S., 1980, Central Missouri State University;

James O. Fuller ........................................................ Acting Dean, College of Graduate Studies
A.B., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary;
Ph.D., 1994, University of North Carolina-Greensboro.

Suzanne Galer .......................................................... Associate Professor of Music
A.B., 1981, Hope College; M.M., 1986, State University of New York-Stony Brook;

Leslie Gay .............................................................. Assistant Director, Student Services
                      College of Adult and Graduate Studies
A.B., 1997, University of Indiana; M.A., 2000, Western Michigan University.

Albert Michael Goff .................................................. Professor of Biology
A.B., 1966, Malone College; M.S., 1969, Purdue University;
Ph.D., 1982, Ohio State University.

John S. Gredy ............................................................ Vice President for Enrollment Management
B.S., 1973, Albion College; M.S., 1976, Indiana University;
Ed. D., 1988, Indiana University.

Gail P. Greene .......................................................... Professor of Mathematics; Director of Assessment;
Coordinator of Mathematics Department
A.B., 1962, Asbury College; M.A.T., 1972, University of Cincinnati;
M.S., 1979, University of Cincinnati; Ph.D., 1993, University of Cincinnati.

Brad Grubb .............................................................. Associate Degree Program Director,
College of Adult and Professional Studies
B.S., 1976, Cincinnati Bible Seminary; M.A., 1981, Ball State University.
Cynthia Gunsalus  ................................................................................................... Associate Professor of Education 1997
B.S., Asbury College, 1986; M.A., Ball State University, 1994; Ed.D., 1999, Ball State University.

Russell Gunsalus  ................................................................................................... Assistant Professor of Youth Ministry; Coordinator of Youth Ministries 1998

Todd Guy  ............................................................................................................... Professor of Music; Chairperson, Music Division 1986/2001

Audrey Hahn  ........................................................................................................ Project Director, New Access Infrastructure 1991
B.S., 1976, Manchester College; M.S., 1984, St. Francis College.

Daniel Hall  ............................................................................................................... Assistant Professor of Art 2001

Harry Hall  ............................................................................................................... Assistant Professor, Graduate Studies in Education 2001

Robert Hamill  ........................................................................................................ Associate Dean 1999

Robert Harper  ........................................................................................................ Associate Professor, General Studies 1997
B.S., 1968, University of Evansville; M.A., 1974, University of Evansville; Ed.D., 1992, Ball State University.

Pamela Harrison  ..................................................................................................... Assistant Professor of Nursing Education 1990
B.S., 1977, George Mason University; M.S., 1992, Ball State University.

Andrew Hayes  ....................................................................................................... Assistant Professor of Theater 1998
A.B., 1986, University of the South; J.D., 1989, Vanderbilt University; Ph.D., 1999, University of Nebraska.

Jerry Hellinga  ....................................................................................................... BSM Online Program Manager 2000
A.B., Northwest Nazarene College; M.A., Central Michigan University; ABD, Trinity College and Seminary; Ed.S., Try State University.

Roberta Henson  ..................................................................................................... Associate Professor of English; Director of the Writing Center 1992
A.B., 1989, Indiana Wesleyan University; M.A., 1990, Ball State University; Ph.D., 1995, Ball State University.

Vickie Lynne Hess  .................................................................................................. Professor of Chemistry; Chairperson, Division of Natural Sciences and Mathematics; Director of Student Success 1981
A.B., 1975, Mt. Holyoke College; Ph.D., 1980, Indiana University.
Karen Hoffman  ................................................................. Assistant Professor of Nursing Education  1996
B.S., 1977, Grace College; M.S., 1995, Ball State University.

Stephen Horst  .............................................................. Assistant Professor of Religion and Philosophy  2000
A.B., 1977, Houghton College; M.Div., 1984, Trinity Evangelical Divinity School;

Judith Huffman  ................................................................. Professor of Counseling;
Dean of the College of Arts and Sciences  1989
B.S., 1976, Indiana Wesleyan University; M.Ed., 1986, Clemson University;
Ph.D., 1989, University of Georgia.

Barbara Ihrke  ......................................................... Associate Professor of Nursing Education  1994

Priscilla Innocent  .................................................. Associate Professor of Nursing Education  1991
B.S., 1968, University of Rochester; M.S., 1972, University of Pennsylvania.

Bruce Johnson  .............................................. Assistant Professor of Communications  2001

John Johnson  ................................................................. Assistant Professor, Business and Management  1999
College of Adult and Professional Studies
A.B., 1983, Bible Missionary Institute; M.A., 1989, Azusa Pacific University;
Ph.D., 1998, Biola University.

R. Boyd Johnson  .......................................................... Assistant Professor, Business and Management  1998
College of Adult and Professional Studies
A.B., 1974, University of California; M.A., 1976, California State University;
M.A., 1984, Fuller Theological Seminary; Ph.D., 1997, Oxford Center
International Development Studies.

Henry Kelly  ................................................................. Director, Center for Distributed Learning  1998
Center for Distributed Learning
B.S.C.E., 1976, USAF Academy; M.S., 1981, University of Arizona;
Ph.D., 1986, University of Illinois.

Jule Kind  ................................................................. Director of Off-Campus Library Services  1994
College of Adult and Professional Studies
B.S., 1972, Ball State University; M.S., 1989, University of Kentucky.

Carolyn E. Kindley ......................................................... Professor of Music  1967
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 ................................................................. Assistant Professor of Physical Education;
Head Men’s Soccer Coach  1997
A.B., 1992, Judson College; M.S., 1999, Ball State University.

Alan Kwok ................................................................. Assistant Professor of Art  1997

John Lakanen ................................................................. Assistant Professor of Chemistry;
Coordinator of Chemistry Department  1995
B.S., 1987, Hope College; M.S., 1988, University of Michigan;
Ph.D., 1994, University of Michigan.

Indiana Wesleyan University
University Faculty

Gwendolyn Lavert  ................................................................................................... Assistant Professor of Education 1999
A.S., 1972, Paris Junior College; B.S., 1974, Texas A & M;
M.Ed., 1976, Texas A & M.

Robert Leach  ........................................................................................................ College of Adult and Professional Studies 2000

Dave Leitzel  ........................................................................................................ AICBE Program Manager/Online Faculty Recruiter 2000
B.S., 1973, Indiana Wesleyan University.

Tom Lehman  ........................................................................................................ Bachelors Degree Program Director, 1997
Business and Management Program
College of Adult and Professional Studies
B.S., 1992, Indiana Wesleyan University; M.A., 1993, Ball State University.

Stephen Lennox  ....................................................................................................... Associate Professor of Religion;
Chair of Graduate Ministry Program;
Chairperson, Division of Religion/Philosophy 1993
A.B., 1979, Houghton College; M.Div., 1982, Evangelical School of Theology;
Ph.D., 1992, Drew University.

Chris Lessly  ........................................................................................................... Professor of Music 1993
B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas;
Ph.D., 1996, University of Kansas.

Connie Lightfoot  ......................................................................................................... Professor of Computer Information Science 2000
B.S., 1974, Taylor University; M.A., 1976, Ball State University;
Ed.D., 1993, Ball State University.

Larry Lindsay  ...................................................................................................... Professor, Graduate Studies in Education 1995
College of Adult and Professional Studies
B.S., 1961, Ball State University; M.A., 1966, Ball State University;
Ed.D., 1977, Ball State University.

James Lo  ............................................................................................................... Associate Professor of Intercultural Studies 1996
A.B., 1978, Bartlesville Wesleyan College; M.A., 1982, Indiana Wesleyan University;

Al Long  ................................................................................................................ Assistant Director, Graduate Education 2001
College of Adult and Professional Studies
B.S., 1969, Purdue University; M.S., 1974, Purdue University;
Ed.S., 1980, Ball State University; Ph.D., 1991, Purdue University.

Robert A. Long  ........................................................................................................ Assistant Professor of Business and Management 2000
College of Adult and Professional Studies

James Luttrull, Jr. ................................................................................................ Associate Professor of Criminal Justice 1984

Arthur W. Mahan  ........................................................................................................ Vice President for Information Technology 2000
B.S., 1974, Ferris Status University; M.S., 2001 Ball State University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Maher</td>
<td>Professor of Music</td>
<td>1978-1987</td>
</tr>
<tr>
<td></td>
<td>B.S., 1975, Indiana Wesleyan University; M.M., 1979, Ball State University; D.A., 1986, Ball State University; M.L.S., 1988, Indiana University School of Library and Information System.</td>
<td>1988</td>
</tr>
<tr>
<td>Maria Maples</td>
<td>Assistant Professor of Music</td>
<td>1997</td>
</tr>
<tr>
<td>Glenn R. Martin</td>
<td>Professor of History and Political Science; Chairperson, Division of Social Sciences</td>
<td>1967</td>
</tr>
<tr>
<td></td>
<td>A.B., 1957, Greenville College; M.A., 1963, Butler University; Ph.D., 1973, Ball State University.</td>
<td></td>
</tr>
<tr>
<td>Barbara Matchette</td>
<td>Assistant Professor of Social Work</td>
<td>1996</td>
</tr>
<tr>
<td></td>
<td>A.B., 1974, Anderson University; M.S.W., 1994, Indiana University.</td>
<td></td>
</tr>
<tr>
<td>Ronald Mazellan</td>
<td>Associate Professor of Art</td>
<td>1993</td>
</tr>
<tr>
<td>John McCracken</td>
<td>Assistant Professor of Education</td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>B.S., 1978, Miami University; M.Ed., 1984, Miami University; Ph.D., 2001, The Ohio State University.</td>
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</tr>
<tr>
<td>Thomas Metallo</td>
<td>Assistant Professor of Spanish</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>A.B., 1988, Indiana Wesleyan University; M.A., 1990, Regent University; Ph.D., 1998, University of Miami.</td>
<td></td>
</tr>
<tr>
<td>J. Michael Metzear</td>
<td>Assistant Professor of Business and Management College of Adult and Professional Studies</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>A.B., 1970, Ball State University; M.A., 1976, Ball State University; M.B.A., 1982, Ball State University.</td>
<td></td>
</tr>
<tr>
<td>Philip Millage</td>
<td>Professor of Business</td>
<td>1991/2000</td>
</tr>
<tr>
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<td>Terry T. Munday</td>
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<td>Terry I. Neal</td>
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<td>Robert Oatis</td>
<td>Assistant Professor of Criminal Justice; Coordinator of Criminal Justice Department</td>
<td>1988</td>
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<td>Jerry A. Pattengale</td>
<td>Professor of History; Assistant Vice President for Academic Support</td>
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<td>Betty Porter</td>
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<td>Terry Porter</td>
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<td>Carol Powell</td>
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<td>Stephen J. Resch</td>
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<td>Eunice Rickey</td>
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<td>David Riggs</td>
<td>Assistant Professor of History and Religion;</td>
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<td>Betsy Robinette</td>
<td>Assistant Professor of Psychology</td>
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<td>Harriet Rojas</td>
<td>Assistant Professor of Business Administration</td>
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</table>
Karen S. Roorbach ................................................................. University Registrar
B.S., 1971, Indiana Wesleyan University; M.A., 1982, Ball State University.

Melvin Royer .............................................................. Associate Professor of Mathematics
B.S.E.E., 1988, Purdue University; M.S.E.E., 1989, Purdue University; Ph.D., 1997, Purdue University.

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Barbara Schulz ............................................................. Director of RNBS Degree Completion Program
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B.S., 1984, Marian College; M.S., 1988, Wright State University.

Doris Scott ................................................................. Professor of Nursing Education
B.S., 1968, Columbia University; M.A., 1982, Ball State University; Ed.D., 1989, Ball State University.

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Jerry E. Showalter ......................................................... Associate Professor of Business;
Chairperson of Business Studies

Marilyn J. Simons ............................................................ Professor of Nursing Education
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Brenda F. Sloan .......................................................... Assistant Professor of Nursing Education

David Smith ................................................................. Assistant Professor of Biblical Studies

Mark A. Smith ............................................................. Associate Professor of History

Mark Smith ................................................................. Dean, College of Adult and Professional Studies
A.B., 1988, Hobe Sound Bible College; M.S., 1989, Northeastern State University; Ed.D., 1996, West Virginia University.

Linda Sommers .......................................................... Assistant Professor of Athletic Training;
Coordinator of Athletic Training Department
A.B., 1995, Anderson University; M.Ed., 1997, Campbell University.
Keith Springer ................................................................. Assistant Professor of Religion 1990

S.D. Stahlman, A.C.S.W. .................................................. Professor of Sociology/Social Work; Director of Social Work Program 1979
A.B., 1973, Anderson University; M.S.W., 1979, University of Michigan; Ph.D., 1992, Virginia Commonwealth University.

Susan Stranahan ............................................................ Professor of Nursing Education; Chairperson, Division of Nursing Education; Chair of Graduate Nursing Program 1987
Diploma, 1965, Meadville City Hospital School of Nursing; B.S., 1968, Toccoa Falls College; M.P.H., 1980, University of Hawaii; D.P.H., 1987, University of Pittsburgh.

Carol Stidd ................................................................. Off Campus Reference Librarian 2001
College of Adult and Professional Studies

Todd Syswerda ............................................................ Assistant Professor of Music 2000
B.M., 1991, Taylor University; M.M., 1994, University of Northern Colorado; ABD, University of Northern Colorado.

Joseph Thoma .............................................................. Assistant Professor of Physical Education; Head Women’s Soccer Coach 1999

Adam Thompson ........................................................ Assistant Professor of Athletic Training 1999

Wayne Tingley .......................................................... Associate Professor of Education 1998

Cynthia Tweedell .......................................................... Director of Assessment 1998
Adult and Graduate Studies

Scott Turcott ................................................................. Associate Professor of Communication; Coordinator of Communication Arts 1991

Willem P. Van De Merwe ................................................. Professor of Physics; Coordinator of Earth Science and Physics Departments 1995
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.

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Todd S. Voss ................................................................. Vice President for Student Development 1989
Dallas Walters ................................................................. Assistant Professor of Art
A.B., 1972, Graceland College; M.A., 1987, Iowa State University;

DiAnna Washington ...................................................... Director, Faculty Recruitment

Burton Webb ................................................................. Associate Professor of Biology;
B.S., 1987, Olivet Nazarene University; M.A., 1992, Ball State University;

Elvin Weinmann ......................................................... Vice President for Finance

Jack Wheeler .............................................................. Assistant Professor of Business
B.S., 1972, Central Wesleyan College; M.Acc., 1975, Virginia Polytechnical
Institute and State University.

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A.B., 1970, Valparaiso University; M.A., 1973, Indiana State University;
Ph.D., 1980, Indiana State University.

Alyne Williams ........................................................... Instructor of Athletic Training

Ardelia Williams ......................................................... Associate Professor of Art;
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Wilbur Glenn Williams .............................................. Associate Professor of Biblical Literature and Archaeology
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.

David W. Wright ........................................................ Vice President for Adult and Graduate Studies
A.B., 1977, Indiana Wesleyan University; M.A., 1980, Western Evangelical Seminary;
Ph.D., 1990, University of Kentucky.

Sherri L. Wynn ............................................................ Assistant Professor, Graduate Education
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**FALL SEMESTER 2000-2001**

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### CLASSIFICATION

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Lewis A. Jackson Library

Features
- Home for Library Services, Media Center, Academic Affairs, and Archives
- Located at the crossroads of the campus
- Individual research suites, small group study rooms, and lounge areas
- Student Study Center is open 24-hours
- Climate-controlled archives for historical documents and antiquities
- Cutting-edge technology and electronic resources
- Videotaping studio, audio recording bays and graphics production laboratory
- Computer workstations, and internet ports throughout
- Glass curtain on entry and upper levels showcase chapel and center of campus

Facts & Figures
- 79,000 square feet over 3 floors
- Space for 200,000 holdings
- 160’ corridor for passing through library
- 48” diameter entry rotunda has 40’ glass peak
- $11 million to build, equip and furnish
- August 2002 projected completion

Dr. Lewis A. Jackson
impacted people through his passion for aviation, education, and entrepreneurship.

The Aviator
Dr. Jackson’s captivation with airplanes began as a child. By his 20s, he was barnstorming across Indiana and Ohio to earn money for college. In 1939, Jackson earned his Commercial License with Instructor Rating, and within a year he had joined forces with Cornelius Coffey to open Coffey and Jackson Flying School in Chicago. Later, in 1940, Jackson completed advanced aerobatic training and moved to Tuskegee where he received additional aircraft training and became Director of Training at the Army Air Force 66th Flight Training Detachment. Under Jackson’s guidance, three groups of “Tuskegee Airmen” ranked first among the 22 schools in the Southeast Army Air Corps Training Command. After the war, Jackson moved to Ohio where he worked as an FAA Flight Examiner for 13 years.

The Entrepreneur
Dr. Jackson’s passion for inventing became evident when at 17 he tried to mount a motorcycle engine on a monoplane. Unfortunately, a windstorm destroyed the invention before he could test fly it. In 1974, Dr. Jackson fostered the business entrepreneur program at Sinclair Community College (Sinclair, Ohio). Jackson’s most inventive venture was “an airplane in every garage.” From his first test flight in 1956 until his death, he faithfully worked on designing a roadable airplane that could be stored at home and towed or driven to the airport. His 16-foot long, collapsible wing design attracted attention from around the world.

1940 - 1947, Jackson earned a Master’s degree from Miami University (1948, Oxford, Ohio), and a Ph.D. in Higher Education from Ohio State University (1950). Dr. Jackson served in many educational positions, including Dean of Students, Graduate Dean, V.P. for Administration, V.P. for Academic Affairs, and President (Central State University, Wilberforce, Ohio).
COMMUNICATION WITH THE UNIVERSITY

ADDRESS:
Indiana Wesleyan University
4201 South Washington Street
Marion, IN 46953-4974
Web address: www.indwes.edu

TELEPHONE NUMBERS:

<table>
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<tr>
<th>Service</th>
<th>Telephone Numbers</th>
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<tr>
<td>Switchboard</td>
<td>765-674-6901; 800-332-6901</td>
<td><a href="mailto:geninfo@indwes.edu">geninfo@indwes.edu</a></td>
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<tr>
<td>Undergraduate Admissions</td>
<td>765-677-2138</td>
<td><a href="mailto:admissions@indwes.edu">admissions@indwes.edu</a></td>
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<td>Registration, Course Information, Transcripts</td>
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<td>Student Accounts</td>
<td>765-677-2122</td>
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<td><a href="mailto:studev@indwes.edu">studev@indwes.edu</a></td>
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<td>Housing, Student Organizations and Activities</td>
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<td><a href="mailto:CSSS@indwes.edu">CSSS@indwes.edu</a></td>
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ADULT AND PROFESSIONAL STUDIES:

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<tr>
<td>Fort Wayne</td>
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<tr>
<td>Louisville</td>
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<tr>
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Indiana Wesleyan University
Indiana Wesleyan University is an evangelical Christian comprehensive university founded in 1920 committed to liberal arts and professional education. Through innovative degree programs for adult and residential students IWU has become one of the fastest growing Christian universities in America. Over 2,200 students are enrolled on the Marion campus while 5,000 adult learners are pursuing undergraduate and graduate degrees at multiple sites throughout Indiana and Kentucky and via online programs.

Visit our website at: www.indwes.edu

4201 S. Washington St. Marion, IN 46953-5279
1-800-332-6901