Contents

Introduction - Indiana Wesleyan University

Indiana Wesleyan University at a Glance

Founded: 1920

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

President: Henry L. Smith, Ph.D.

Provost: David W. Wright, Ph.D.

Enrollment: With approximately 15,400 students, IWU has the largest student enrollment in the Council for Christian Colleges and Universities and among private institutions in the state of Indiana.

Denominational Affiliation: The Wesleyan Church

Accreditation: Higher Learning Commission (see accreditation page for complete listing)

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

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

The College of Arts and Sciences (CAS) serves primarily undergraduate residential and commuter students on the main Marion campus. CAS is comprised of five schools, which offer more than 70 majors in a traditional semester format. CAS also houses the John Wesley Honors College, the School of Life Foundations, the Graduate Counseling Program, and the Center for Addictions Counseling. Approximately 3,200 students are enrolled. http://cas.indwes.edu

The College of Adult and Professional Studies (CAPS) offers convenient adult-focused undergraduate and graduate programs at regional education centers throughout Indiana, Kentucky and Ohio, and online. Courses in the chosen program are followed in sequence with the same group of students and are delivered in intensive block, rather than semester format. Students augment their cohort experience with elective courses. CAPS houses the university's only doctoral program, the Ed.D. with a major in Organizational Leadership. CAPS enrolls approximately 10,000 students. http://caps.indwes.edu

The School of Nursing (SON) contains the divisions of Pre-licensure programs, Post-licensure programs, and Graduate Studies. The School of Nursing includes associate's-, bachelor's-, and master's-level students. All three delivery systems (traditional, adult on-site, and online) are utilized in The School of Nursing which currently enrolls approximately 1,950 students. http://indwes.edu/nursing

In April 2009, the IWU Board of Trustees approved the development of a **Seminary**. The Seminary offers the Master of Arts in Ministry and Master of Divinity degrees. Approximately 180 students are enrolled in the Master of Arts program. The first class of Master of Divinity students begins coursework in August 2009.

The Graduate School provides oversight of qualifications for graduate faculty, standards for curriculum development and policies that govern graduate studies in Counseling, Business, Leadership, Nursing, Education and Ministry. http://graduate.indwes.edu

Rankings:

IWU was ranked 28th among Midwest Master's Universities in the 2009 edition of "America's Best Colleges," published by *U.S. News and World Report*. IWU also ranked 11th among Midwest Master's Universities in the "Great Schools, Great Prices" section of *U.S. News and World Report*. The Best Christian Workplaces Institute included IWU on its 2009 list of certified Best Christian Workplaces in America. In a similar survey conducted by *The Chronicle of Higher Education*, IWU was named one of America's Great Colleges to Work For.

Education Centers:

IWU currently offers classes for adults at the following education centers and in other locations throughout the region. This list continues to grow as the university expands into new territories.

Indiana	**Kentucky**	**Ohio**
Columbus	Lexington	Cincinnati
Fort Wayne	Louisville	Cleveland East
Indianapolis North	Florence	Cleveland
Indianapolis West		Columbus
Merrillville		Dayton
Shelbyville		
Greenwood		

Online Courses:

IWU offers a wide range of degree programs through http://iwuonline.com

Primary Academic Units

College of Arts and Sciences

School of Arts and Humanities

Division of Art
Division of Communication
Division of Modern Language and Literature
Division of Music

School of Theology and Ministry

Department of Biblical Studies
Department of Theology/Philosophy
Department of Ministry

School of Social and Behavioral Sciences and Business

Division of Behavioral Sciences
Division of Business
Division of Social Sciences
Department of Life Calling and Leadership

School of Teacher Education

Department of Elementary Education
Department of Secondary Education
Department of Special Education

School of the Physical and Applied Sciences

Division of Health and Human Performance
Division of Natural Sciences
Division of Mathematics and Computer Information Sciences

College of Adult and Professional Studies

School of Business and Leadership

Division of Undergraduate Business Programs
Division of Graduate Studies in Business
Division of Graduate Studies in Leadership

School of Educational Leadership

Department of Adult Teacher Licensure Programs
Division of Advanced Studies for Teacher Leaders
Department of Educational Administration

School of Liberal Arts

Department of General Studies and Electives

Department of Criminal Justice

Department of Religion

School of Nursing

Division of Pre-licensure Nursing

Division of Post-licensure Nursing

Division of Graduate Studies in Nursing

The Seminary

The Graduate School

Communication with the University

College of Arts and Sciences

Address:	Administration:
Indiana Wesleyan University	Academic Affairs, CAS
4201 South Washington Street	765-677-2493
Marion, Indiana 46953-4974	
http://cas.indwes.edu	
http://myIWU.indwes.edu (current students)	
General Information:	Communication with College of Arts and Sciences
Switchboard	
765-674-6901; 866-GO-TO-IWU	
geninfo@indwes.edu	

College of Adult and Professional Studies

Address:	Administration:
Indiana Wesleyan University	Vice President and Dean, CAPS
College of Adult and Professional Studies	765-677-2352
1900 W 50th Street	
Marion, Indiana 46953-5279	
http://caps.indwes.edu	Communication with the College of Adult and Professional Studies
http://myIWU.indwes.edu (current students)	

School of Nursing

Address:	Administration:
Indiana Wesleyan University	Executive Director, SON
School of Nursing	765-677-3062
1900 W 50th Street	
Marion, Indiana 46953-5279	
http://nursing.indwes.edu	Communication with the School of Nursing
http://myIWU.indwes.edu (current students)	

The Seminary

Address:	Administration:
Indiana Wesleyan University	Dean of The Seminary
The Seminary	765-677-2258
4201 S Washington Street	
Marion, Indiana 46953-5279	
	Communication with the Seminary
http://myIWU.indwes.edu (current students)	

The Graduate School

Address:
Indiana Wesleyan University
1900 W 50th Street
Marion, Indiana 46953-4974
http://graduate.indwes.edu
http://myIWU.indwes.edu (current students)

Administration:
Dean, The Graduate School
765-677-2090

Communication with The Graduate School

Education Centers

INDIANA

Columbus (Indiana) Education Center 812-376-7346, 866-709-0067
726 Washington Street Fax: 812-376-7356
Columbus, Indiana 47201 http://caps.indwes.edu/locations/ed_centers/columbus.htm

Fort Wayne Education Center 260-436-7874, 866-248-2435
8211 West Jefferson Boulevard Fax: 260-918-1219
Fort Wayne, Indiana 46804 http://caps.indwes.edu/locations/ed_centers/fortwayne.htm

Indianapolis Education Center North 317-574-3980, 800-456-5327
3777 Priority Way South Drive Fax: 317-818-4883
Indianapolis, Indiana 46240 http://caps.indwes.edu/locations/ed_centers/indynorth.htm

Indianapolis Education Center West 317-713-6150
6325 Digital Way, Suite 222 Fax: 317-713-6161
Indianapolis, Indiana 46278 http://caps.indwes.edu/locations/ed_centers/indywest.htm

Kokomo Education Center 765-868-7305, 866-728-0431
1916 East Markland Avenue Fax: 765-452-0742
Kokomo, Indiana 46901 http://caps.indwes.edu/locations/ed_centers/kokomo.htm

Merrillville Education Center 219-769-5100
8415 Georgia Street Fax: 219-769-5104
Merrillville, Indiana 46410 http://merrillville.indwes.edu

Shelbyville Education Center 317-392-5180
2325 Intelliplex Drive Fax: 317-392-5181
Shelbyville, Indiana 46176 http://caps.indwes.edu/locations/ed_centers/shelbyville.htm

Greenwood Education Center 317-859-3101
1500 Windhorst Way Fax: 317-859-3105
Greenwood, Indiana 46143 http://greenwood.indwes.edu

KENTUCKY

Lexington Education Center 859-519-3000
1792 Alysheba Way Suite 150 Fax: 859-519-3006
Lexington, Kentucky 40509 http://lexington.indwes.edu

Louisville Education Center 502-261-5000
1500 Alliant Avenue Fax: 502-261-5009
Louisville, Kentucky 40299 http://louisville.indwes.edu

OHIO

Cincinnati Education Center   513-881-3600
9286 Schulze Drive   Fax: 513-881-3607
West Chester, Ohio 45069   http://cincinnati.indwes.edu

Cleveland East Education Center   216-328-1073
5885 Landerbrook Drive, Suite 215   Fax: 216-328-1190
Mayfield Heights, Ohio 44124   http://cleveland.indwes.edu

Cleveland Education Center   216-525-6160
4100 Rockside Road   Fax: 216-525-6169
Independence, Ohio 44131   http://cleveland.indwes.edu

Dayton Education Center   937-298-4401
2912 Springboro West Road   Fax: 937-298-4406
Moraine, Ohio 45439   http://dayton.indwes.edu

World Changing Aims

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

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

1. **Knowledge**
   a) Basics of the Christian Faith: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity, an awareness of Bible-based morality and social responsibility, and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.
   b) Liberal Arts Foundation: A solid grasp of the general studies that have been associated with a liberal arts education.
   c) Competency in a Discipline: Competency in at least one major discipline of the university curriculum.
   d) Integration of Knowledge: The integration of knowledge with the Christian faith and across academic disciplines.

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

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

Strategic Profile

Core Values

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

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

Mission

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

Vision for Indiana Wesleyan University

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

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

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

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

Statement of Faith

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

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

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

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

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

Accreditation

Indiana Wesleyan University is accredited by the...

1. Higher Learning Commission (HLC), http://www.ncahigherlearningcommission.org/ and is a member of the North Central Association of Colleges and Schools (151 North Dearborn, Chicago, IL 60601; phone: 312-263-0456 and 1-800-621-7440).

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

1. National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; phone: 202-466-7496.
2. Commission on Collegiate Nursing Education (CCNE), phone: 202-887-6791.
3. Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Ave., Alexandria, VA 22304; phone: 703-823-9800.
4. Council on Social Work Education (CSWE); phone: 703-683-8080.
5. Commission on Accreditation of Athletic Training Education (CAATE), http://caate.net; 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664.
6. National Association of Schools of Music (NASM), http://nasm.arts-accredit.org; phone: 703-437-0700.

The university has approvals from the Indiana Department of Education, Indiana Board of Nursing Registration, Kentucky Council of Postsecondary Education, and Ohio Board of Regents.

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.

Academic Freedom

Students and faculty of the academic community that 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.

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.

Disability Services

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

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

Records, Rights, and Privacy

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

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

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

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

1. Name, address, telephone number, dates of attendance, 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 that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with either the Records Office or the Office of Student Services.

Honesty and Cheating

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

Coursework

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

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

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

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

Examples of plagiarism include:

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

Sanctions

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

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

1. First incident of cheating: failure in paper, assignment, 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 of academic dishonesty or cheating. 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 appropriate university administrator who in turn reports the case to the academic leader of the specific college/school.   Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

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

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

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

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

Safety Policies and Campus Crime Statistics

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

Drug Abuse Prevention

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

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

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

Alcohol, Illegal Drugs, and Firearms

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

Tobacco Usage Prohibited

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

Technology - Acceptable Use Policy

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

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

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

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

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

E-mail:

1. Email account creation / account termination

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

2. Accessing email

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

3. Proper and Ethical Use of Email

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

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

Copyright:

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

Use of Indiana Wesleyan University Identity:

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

Exclusive Property:

All equipment, services and technologies provided to students as part of Indiana Wesleyan University's computer system constitute the exclusive property of Indiana Wesleyan University. Similarly, all information composed, transmitted, received or stored via the IWU

computer system is also considered the property of Indiana Wesleyan University. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

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

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

Academic Terms - CAS

The regular academic year consists of a fall semester and a spring semester. 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. Students who wish to register for more than 16 hours must meet the following criteria: 17 credit hours must have a 2.75 GPA, 18 credit hours a 3.0 GPA, and 19 hours a 3.5 GPA. Students who do not meet these criteria and wish to register for more than 16 hours can submit an academic petition for an exception.

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.

Special sessions include...

1. May Term (MA) - three-weeks.
   - A three-week May term is offered at discounted rates for student acceleration, 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.
2. Summer Session 1 (S1) - five-week summer session.
3. Summer Session 2 (S2) - five week summer session.
   - An integral part of the regular university calendar with the same academic standards, these sessions (S1 and S2) 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.
4. Summer 1 Term (S1T) - end of spring semester thru end of Summer Session 2.
   - An integral part of the regular university calendar with the same academic standards, this session may vary in length and in amount of credit that may be earned. Four semester hours 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 1-866-468-6498, ext. 6507, or 765-677-2138. Email address: admissions@indwes.edu;   Internet: http://www.indwes.edu.

Academic Terms - CAPS

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

Enrollment Limitations

Students may only be active in one college due to financial and academic credit implications and may not switch back and forth between the term and non-term programs. **IWU students enrolled in IWU colleges other than the College of Arts and Sciences may not enroll in classes in the College of Arts and Sciences.** Students in the College of Arts and Sciences can take designated classes in the College Adult and Professional Studies elective offerings ONLY if the class begins after the first day of May term and ends prior to August graduation. 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. See the Records Office for more information.

College of Arts and Sciences

Communication with the University - College of Arts and Sciences

Address:	4201 South Washington Street Marion, Indiana 46953-4974
General Information:	Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu
Administration:	Academic Affairs: 765-677-2493
Admissions:	Undergraduate: 866-GO-TO-IWU; 765-677-2138; admissions@indwes.edu
Business Office:	765-677-2411 Billing, Cashiering
Center for Life Calling and Leadership:	765-677-2520; Career Guidance: clcl@indwes.edu
Financial Aid:	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Records:	765-677-2131; Registration, Course Information, Transcripts and Grade Reports: recordsinfo@indwes.edu
Student Accounts:	765-677-2122; Cashier/Business Office: howtopay@indwes.edu
Student Development:	765-677-2201; Housing, Student Organizations and Activities: studev@indwes.edu
Aldersgate Center: Student Support Services	765-677-2257; Counseling, Handicapped Student Assistance, Tutoring: aldersgatecenter@indwes.edu
Catalog:	http://www.indwes.edu/catalog

Academic Calendar - CAS

2009-2010

Final Registration for Fall Semester	September 4
Fall Semester Classes Begin	September 8
Fall Break	October 23
Thanksgiving Recess	November 25-27
Final Examinations*	December 14-16
Commencement	December 19
New Student Registration - Spring Semester	January 11
Spring Semester Classes Begin	January 12
Spring Vacation	March 1-5
Easter (Classes resume Monday, April 5, 6 p.m.)	April 2-5
Final Examinations*	April 26-28
Baccalaureate	April 30
Commencement	May 1
May Term	May 5-25
Summer 1 Term	May 5-August 6
Summer Session I	June 1-July 2
Summer Session II	July 6-August 6
Commencement	August 14

2010-2011

Final Registration for Fall Semester	September 3
Fall Semester Classes Begin	September 7
Fall Break	October 22
Thanksgiving Recess	November 24-26
Final Examinations*	December 13-15
Commencement	December 18
New Student Registration - Spring Semester	January 10
Spring Semester Classes Begin	January 11
Spring Vacation	March 7-11
Easter (Classes resume Monday, April 24, 6 p.m.)	April 22-24
Final Examinations*	April 25-27
Baccalaureate	April 29
Commencement	April 30
May Term	May 4-24
Summer 1 Term	May 4-August 5
Summer Session I	May 31-July 1
Summer Session II	July 5-August 5
Commencement	August 13

Cancellation of Classes: Announcements will be made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo, as well as 674-6901.

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

Policies and General Information - College of Arts and Sciences

Admission and Registration

Admission

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

Distinction–Based on high school grade-point average and SAT/ACT scores or college GPA. Distinction students are eligible for academic scholarships.

Regular–Standard admission with no restrictions.

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

Provisional– First-year and transfer students 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 field of interest are encouraged. Overnight lodging for students is available on campus and may be reserved in advance through the Admissions Office. Call toll-free 1-866-468-6498, ext. 6507, or direct to the Admissions Office at 765-677-6507; E-mail address: admissions@indwes.edu.   Internet: http://cas.indwes.edu.

First Year Admission
Interested students are encouraged to apply for admission at the close of their junior year in high school. Applications are accepted throughout the senior year of high school, but should be submitted before March 1 for full consideration. Applications after March 1 will be considered as space is

available. The completed application, high school transcript, test scores including an essay (SAT or ACT), recommendation, community values contract and personal essay are necessary for an admission decision. A tuition deposit is required before registration and is fully refundable until May 1.

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 a minimum of each of the following: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education, safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Regular admission requires that applicants have at least a 2.6 cumulative high school GPA on a 4.0 scale and a 880 SAT or 18 ACT score. Applicants who do not meet the requirements for regular admission may request special consideration.

Applicants may make arrangements at their local high school counseling office to take the SAT or ACT in the junior year or as early as possible in the senior year. Applicants who are unable to present SAT or ACT scores can make special arrangements with The Aldersgate Center 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 to the Indiana Wesleyan University Admissions Office. All transcripts must be sent directly from the office of the registrar at the college or university attended. Students are also required to have a form (Transfer Information Form) completed from the last institution attended verifying that the student left the college in good academic and social standing.

Transfer of Credit   Policy - CAS
Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible

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

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

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) or 79 (Internet-based) is required for regular academic admission. Please visit the TOEFL Web site (www.toefl.org) for more information. 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 must send to the university (a) a letter of financial commitment with certified bank statements indicating sufficient funds for attendance; and (b) proof of health insurance coverage in the

U.S. or $500 for approximately one year of insurance premium (must be renewed annually).

Contact the Admissions Office for specific admissions procedures.

Re-enrollment

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 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. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Credits-in Escrow (High School Students)

Qualified high school students are offered 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 by the first day of classes.

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 may register at a reduced fee. Information on these programs is available in the Records Office.

Students wishing to audit may not register until the first day of classes on a space-available basis.

Professional Program

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 "Schools of Instruction" in this catalog for specific details.

Orientation and Registration

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 is also 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 Procedures - CAS
Specified dates are set at three times in the 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 and summer. Registration for the spring semester and May term occurs 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 Records Office. 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. All students must be registered by the first day of classes in any term. 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.

Academic Advising - CAS
Students are responsible to meet all course requirements as stated in the catalog at the time they began enrollment. 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. Each identified faculty advisor is required to sign the student's registration form. Each student has Web access to their academic record and degree/major requirements.

Schedule Changes
Drop/Add
The student's choice of classes, once made and filed, is expected to be permanent for the semester. However, the last date to add a course shall be the Friday after the first day of the term, except for those students who wish to change their schedule as a result of dropping or adding a Monday evening course. In this circumstance, the deadline for adding courses shall be the Tuesday after the first day of classes. The last date to drop a course is the second Friday after the start of classes. For May term and summer I and II terms, the last date to add or drop a course is the second day of classes. For Summer 1Term the last day to add a class is the end of the first week. The last day to drop a class is the end of the second week. This includes any desired change in audit registrations. Any drop/add changes made thereafter, require the approval of the student's advisor, the professors involved, and the director of records as well as academic affairs signature.

Withdrawing from classes
Up until the tenth week of the semester (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 academic advisors, the 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 for total withdrawal from the university.

Withdrawal from the University
A student desiring to voluntarily withdraw 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.

Semester Away

Students who wish to take a course in the 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

Academic Terms - CAS

The regular academic year consists of a fall semester and a spring semester. 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. Students who wish to register for more than 16 hours must meet the following criteria: 17 credit hours must have a 2.75 GPA, 18 credit hours a 3.0 GPA, and 19 hours a 3.5 GPA. Students who do not meet these criteria and wish to register for more than 16 hours can submit an academic petition for an exception.

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.

Special sessions include...

1. May Term (MA) - three-weeks.
    - A three-week May term is offered at discounted rates for student acceleration, 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.
2. Summer Session 1 (S1) - five-week summer session.
3. Summer Session 2 (S2) - five week summer session.
    - An integral part of the regular university calendar with the same academic standards, these sessions (S1 and S2) 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.
4. Summer 1 Term (S1T) - end of spring semester thru end of Summer Session 2.
    - An integral part of the regular university calendar with the same academic standards, this session may vary in length and in amount of credit that may be earned. Four semester hours is considered full-time. Maximum enrollment is six credit hours.

institution to ensure courses will transfer back to Indiana Wesleyan University. The form, Transfer of Credit Policy, is available in the Records Office to process this request. All courses must be reviewed by the Records Office prior to attending the external university. The transfer of credit policy will govern the acceptability of external credits. Semester away may impact institutional aid, and room and board freeze.

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

Enrollment Limitations

Students may only be active in one college due to financial and academic credit implications and may not switch back and forth between the term and non-term programs. **IWU students enrolled in IWU colleges other than the College of Arts and Sciences may not enroll in classes in the College of Arts and Sciences.** Students in the College of Arts and Sciences can take designated classes in the College Adult and Professional Studies elective offerings ONLY if the class begins after the first day of May term and ends prior to August graduation. 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. See the Records Office for more information.

Records, Rights, and Privacy

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

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

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

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

1. Name, address, telephone number, dates of attendance, 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 that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with either the Records Office or the Office of Student Services.

Academic Information

The university seeks to meet the interests 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 College of Arts and Sciences confers the following degrees:

Associate of Arts (A.A.)

Associate of Science (A.S.)

Bachelor of Arts (A.B.)

Bachelor of Science (B.S.)

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Music (B.Mus.)

Degree - Requirements

College Of Arts And Sciences (CAS)

To earn a degree from Indiana Wesleyan University the last 30 semester hours must be taken at IWU. Nine hours of the major or minor must be earned at IWU. The clinical experience required of medical technology majors, or a semester away in a university-approved program such as a Council for Christian Colleges and Universities program, is accepted as in residence.

Associate Degree

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

Bachelor's Degree

1. Completion of 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.

Catalog Governing Graduation - CAS

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

Undergraduate 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., B.S.N., B.Mus., and A.B. Degrees

Most programs leading to the B.S. or A.B. degree require a minimum of 40 hours in a major. Professional programs may require more than 40 hours. Each major specifies the designated course requirements.

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

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

Minors

Students may also take a minor subject as noted in each department. Most minor programs require at least 18-24 hours in the subject area. Each department offering the minor may specify required courses.

Second Majors and Second Degrees

A second major may be declared with the Records Office by any current student. No more than nine 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 10 years of graduation, a minimum number of nine new credits in the major are required. New general

education requirements will not need to be met to post an additional major.

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 to the Records Office at the beginning of the semester in which the second major/degree will be completed.

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

Undergraduate Majors - CAS

Major		
Accounting	AS	BS
Addictions Counseling	AS	BS
Adolescent Ministries	AS	BS
Art (Fine Art)		BS
Art Education		BS
Athletic Training		BS
Biblical Literature	AA	AB
Biochemistry		BS
Biochemistry Pre-Med		BS
Biology	AS	BS
Biology Education		BS
Biology Pre-Med		BS
Business Administration	AS	BS
Ceramics		BS
Chemistry	AS	AB, BS
Chemistry Education		BS
Chemistry Pre-Med		BS
Children's Ministry	AS	BS
Christian Education	AS	BS
Christian Ministries	AA, AS	AB, BS
Christian Worship		BS
Church Music	AA	AB
Communication Studies		BS
Computer Information Systems	AS	BS
Computer Internet Development		BS
Computer Graphics		BS
Computer Science	AS	BS
Computer Software Engineering		BS
Criminal Justice	AS	BS
Economics	AS	BS
Education--Elementary		BS
Education--Secondary		BS
Art	K-12	
English	5-12	
Exceptional Needs	K-12	
Mathematics	5-12	
Music	K-12	
Physical and Health Education	K-12	
Science	5-12	
Social Studies	5-12	
Spanish Education	K-12	
English		AB
English Education		BS
Entrepreneurship		BS
Exercise Science		BS
Finance		BS
General Studies	AS	BS
Health Promotion and Wellness		BS
History		AB
Illustration		BS
Intercultural Studies	AS	BS
Interior Design		BS
International and Community Development		BS
International Relations		BS
Journalism		BS
Leadership	AS	BS
Management		BS
Marketing		BS
Mathematics	AS	BS
Mathematics Education		BS
Media Communication		BS
Media Design		BS
Medical Technology		BS
Music-Applied		AB
Music Composition		BMus
Music Education		BS
Nursing		BSN
Painting		BS
Physical Education		BS
Photography		BS
Political Science		BS
Political Science Pre-Law		BS
Pre-Art Therapy		BS
Printmaking		BS
Psychology		BS
Public Policy		BS
Public Relations		BS
Recreation Management		BS
Religion/Philosophy	AA	AB
Science Education		BS
Social Studies	AS	BS
Social Studies Education		BS

Social Work		BS
Spanish		AB
Spanish Education		BS
Sports Management		BS
Sports Ministries		BS
TESOL (Teaching English to		AB, BS
Speakers of Other Languages)		BS
Theatre		BS
Writing		AB
Youth Ministries	AS	BS

OTHER PROGRAMS

Pre-Medical Science	Not a stand alone major
Pre-Physical Therapy	Not a stand alone major

General Education Requirements - Associate Degree

	A.A.	A.S.
Humanities (ENG-180/HST-180/MUS-180/PHL-180 - Include UNV-180)	15	9
Biblical Literature or Religion (BIL/REL)	6	3
English (ENG-120/Grade of "C")	3	3
Language and Literature (COM/ENG/FRE/GRK/HBR/SPA)	3	0
Physical Education (PHE - Include PHE-101)	2	2
Social Science (ECO/HST/POL/PSY/SOC)	3	3
Science and Mathematics (BIO/CHE/CIS/EAR/MAT-103 or above/PHY/SCI)	3	3
	35	**23**

General Education Requirements - Bachelor's Degree

General Education Requirements

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

Core Requirements		Hours

UNV-180	**Becoming World Changers: Christian Faith and Contemporary Issues**	**3**

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		**12**
ENG-180	World Literature	3
HST-180	World Civilization	3
MUS-180	Fine Arts	3
PHL-180	Philosophy	3

These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century.

Biblical Literature	**6**

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

Advanced Writing or Literature	**3**

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

Health and Wellness		**2**
PHE-101	Concepts of Health and Wellness	1
PHE-102-PHE-139	One additional PHE course	1

Social Science and Psychology		**9**

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

ECO	Economics	3
HST	History	3
POL	Political Science	3
PSY	Psychology	3

SOC	Sociology	3

Science/Mathematics   **7**
Lab science   4
Mathematics (at or above MAT-103) **or**
Computer course (at or above CIS-110)
or
Additional science course (BIO, CHE,   3
EAR, PHY, SCI

Competency and Proficiency Requirements
Courses taken to satisfy any of the following competencies must be passed with a grade of "C" or better. Students may only achieve a grade of "C" or better in any course used to satisfy university-required competencies only if they have met the competency requirements embedded in the respective course(s).

Competency and Proficiency Requirements	Hours

Writing Competency Requirement   **0-3**
Demonstrated by one of the following: Successful completion of English composition (ENG-120), CLEP Exam, or AP Credit. Students with Advanced Standing in English must either successfully complete one of the following courses (WRI-165, WRI-234, WRI-281, WRI-282) or may elect to successfully complete a portfolio to demonstrate competency. Requirement must be met within the first 30 hours of coursework.

Mathematics Requirement   **0-3**
Demonstrated by one of the following: Successful completion of a math course (MAT) at or above 103, or passing the Math Competency Exam before the beginning of the junior year. Transfer students have not met math competency have two semesters (from enrollment date) to pass the exam. If a student does not pass the exam in two attempts, a course is required.

Communication Requirement   **0-3**
Demonstrated by one of the following: Successful completion of Speech Communication (COM-110) or Interpersonal Communication (COM-352); or when specified by the student's major, completing specific course/competency requirements.

Intercultural Experience   **0-3**
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.

Supporting Requirements   **0-10**
At the time students enroll at IWU, they will be informed whether it is necessary to take any of the following preparatory courses:

ENG-100	English Pre-Composition – Required based on SAT exam score	
ENG-101	Critical Reading and Study Skills – Required based on acceptance Status, SAT/ACT exam scores and placement test score	
MAT-101	Basic Math – Required based on SAT exam score	

Requirements - Other - CAS

Major Requirements   **40-74**
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.)

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

Health and Wellness Credit Limit
Students will be allowed to count up to 8 credits toward graduation from courses numbered PHE-102-139, and to be taken no more than one per semester. This includes Concepts of Health and Wellness (PHE-101).

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

Returning Students

Returning students may register for the fall semester and summer sessions in the spring and summer. Registration for the spring semester and May term occurs in the 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 Records Office. 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. All students must be registered by the first day of classes in any term. 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.

Dean's List

At the end of fall and spring semester, a dean's list is published that includes all students who have passed a minimum of 12 semester hours with a grade-point average of 3.5 or higher. The 12 hours must be passed with a letter grade other than "CR."

Academic Policies

Classification

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

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

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

Grading and Evaluation - CAS

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

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

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

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

Incomplete Courses

A grade of "I" may be given if circumstances beyond the student's control prevent completion of the work. A faculty person, at his or her discretion, may offer an incomplete to a student. Any incomplete extended beyond the end of the next term must be approved by the Associate Dean of the governing school. The entire incomplete policy is available at the Records Office.

Repeating Courses

A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," "F," or "NC") was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once. Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade-point average

(GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning, credit-by-examination, by assessment of prior learning, by transfer of credit, or online.

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

Audit

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 after the first day of class and 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.

Grade Reporting

At the midpoint of each semester, grades below "C" 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.

Grade Changes

A final grade cannot be changed after it has been verified by 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.

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

GPA Requirements

The following table indicates the minimum cumulative grade-point averages (GPA) that will result in the application of academic sanctions:

Earned Credits	Academic Probation	Academic Suspension	Academic Dismissal
0-28 credits	< 1.80	< 1.70	< 1.50
29-44 credits	< 1.90	< 1.80	< 1.70
45-89 credits	< 2.00	< 1.90	< 1.80
90 + credits			< 2.00

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

Probation - CAS

Students who fall below the minimum GPA levels indicated above and are allowed to remain at the university will be placed on "academic probation," 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.

Students who fall below the minimum GPA levels indicated above and have been placed on "academic probation" status are ineligible to participate in campus leadership or represent the university unless such participation is connected with a credit bearing course required in the student's current major area of study. Ineligibility for participation includes, for example, cheer team, club teams, extramural teams, intercollegiate athletics, ministry teams, and theatre productions/performances. Students on academic probation are not eligible to enroll in courses offered through the College of Adult and Professional Studies.

Most student leadership positions have requirements in addition to the minimum above. Please reference *IWU Student Handbook*. http://cas.indwes.edu/resources/handbook.pdf

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.

Suspension - CAS

Students suspended for academic reasons may reapply after one semester away and must complete the following to be considered for readmission

1. Must attend a regionally accredited college.
2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above.
3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.
4. Fulfill all other readmission requirements.

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

Dismissal - CAS

Students dismissed for academic reasons may reapply after two semesters away and must complete the following to be considered for readmission

1. Must attend a regionally accredited college.
2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above.
3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.
4. Fulfill all other readmission requirements.

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

Attendance Policy - CAS

Students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the Academic Affairs Office for absences due to university-sponsored activities* (see below), for illness requiring hospitalization, death of a first degree relative, or other emergencies. University and World Impact groups taking students on off campus trips which require those students to miss class shall notify and gain approval of the Academic Affairs office prior to final arrangements for the trip. 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.

* Policy on Excused absences for Organizational Activities

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

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

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. If a student has more than two final exams scheduled on one day, arrangements can be made with the professor to change the exam that falls in the middle. Request forms may be obtained in the Records Office.

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

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

Honesty and Cheating

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

Coursework

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

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or

communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

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

Examples of plagiarism include:

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

Sanctions

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

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

1. First incident of cheating: failure in paper, assignment, 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 of academic dishonesty or cheating. 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 appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

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

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

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

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

Grievance and Appeal Policy (Non-academic)

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

A.   Informal Procedure

1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.

2. If the complaint is not satisfactorily resolved, the student may request a hearing with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies.

3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies.

4. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

B.   Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.

2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.

3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.

4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.

5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

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

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

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

Grievance and Appeal Policy (Academic)

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

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

Protest of Grade

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

A.   Protest of a Grade - Informal Procedure

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

2. If there is no resolution of the problem, the student may request a review with the division chairperson (or the dean of the college if the complaint involves the chairperson).

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

- Informal discussion of the facts of the case seeking resolution within 15 working days.

- If the faculty member's stated policy for calculating the grade has not been followed, the chairperson or dean will insist that it be followed.

- If the dispute is about a grade on a specific paper or an examination, the chairperson or dean will request that the professor reevaluate the paper or the examination to examine the grade given.

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

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.

2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely mis-evaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

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

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

A. Informal Procedure

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

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

3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs 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.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the office of the vice president for Academic Affairs.

2. The student may then make a request within 15 working days for a hearing with the vice president for Academic Affairs or the vice president for Adult and Professional Studies to review the formal grievance.

3. If the complaint is not satisfactorily resolved with the vice president, the student may then request within 15 working days a hearing with the Academic Affairs Council of the university.

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

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

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

Credit

Classroom Study
The most common way in the College of Arts and Sciences 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.

Transfer
Students who have attended other accredited colleges or universities may transfer credit toward their education at advanced levels, depending on the amount of credit transferable from the other institutions. Transcripts of all other university work must be submitted directly to the Indiana

Wesleyan University Records Office from the office of the registrar at the college or university attended.

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 an IWU program, 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. A $25 per credit hour transcripting fee will be assessed.

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 Aldersgate Center after consulting with the director of records. A $25 per credit hour transcripting fee will be assessed.

Assessment - Portfolio

Students with life experience education may have developed a body of information equivalent to university-level learning. This may be work experience, nonaccredited institutions, or other nontranscripted learning. After a student has been admitted into a major and has accumulated at least 12 classroom credits, assessment of such learning may be attempted. Students must work through their advisors. Guidelines and applicable fees are available in the Records Office or Office of Student Services.

Independent Learning Contract

Occasionally, students may benefit from academic enrichment by Independent Learning. Students with special learning goals may find it possible to obtain credit by independent learning in one or more of the following venues: Independent Scholarship, Tutorial, or Practicum/Internship.

1. *Independent Scholarship* is provided for a unique topic of study, not provided in any specific university course. Enrollment in Independent Scholarship is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.

2. *Tutorials* are catalog courses that are taught on an individual basis.

    a) *Tutorial: Private Instruction* allows a student to work individually with a faculty member on a private lesson or research project.

    b) *Tutorial: Directed Study* is the form of instruction that allows a student to take a regular catalog course in an independent context. Tutorials are designed as an exception and are not open to all students. Enrollment is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.

3. *Practicum/Internship* are learning opportunities designed by a division that enables students to learn in a professional setting outside of class. Each division establishes the guidelines for enrollment.

Independent Learning requires signatures of the Division Chair and faculty member prior to the approval of the Dean of Academic Affairs and must be obtained by petition. A $100 per credit hour fee will be assessed on Independent Learning coursework. For more information on independent learning, contact the Records Office.

Graduation Requirements and Procedures - CAS

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 August and December are eligible to participate in the August and December commencements, respectively. Undergraduate CAS students whose graduation is conditional upon May or summer school attendance may be granted the right to special participation in the spring commencement exercises before all graduation requirements have been met. The degree would then be awarded in August, after all degree requirements have been completed.

1. The number of prescribed courses will vary depending on the major selected and the proficiencies and competencies of a student.

2. 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.

3. 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.

4. A typical student could take the following combination
   - 42 general education core requirements;
   - 6 proficiency or competency requirements;
   - 6 preparation requirements; and
   - 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.

Total Credits Needed For Graduation   124

—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

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

Academic Honors - CAS Undergraduate Candidates

Graduation Honors are a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows

1. A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges).

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

3. All graded hours transferred and transcripted are counted for transfer students.

4. For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows

1. GPA of 3.5 or higher - "cum laude" (with honors)

2. GPA of 3.7 or higher - "magna cum laude" (with high honors)

3. GPA of 3.9 or higher - "summa cum laude" (with highest honors)

No Honors are awarded at the associate or the master's degree level.

Diplomas

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Study Abroad

Semesters of study in off-campus locations are offered to Indiana Wesleyan University students. Students may attend IWU's program in Zambia or pick from affiliated programs offered by other institutions or agencies.

Up to 16 credits may be earned for participation in a full semester of study in one of the cooperating programs. Students who wish to attend a semester abroad must be in good standing with Student Development and may not be on disciplinary probation, must have at least a 2.75 GPA, and have earned 30 credits at IWU.

Students who wish to attend a semester abroad must visit the Academic Affairs Office and their Academic Advisor very early in the process of their considerations. The academic advisor and student will need to consult with the director of records to find the best application of credits from these programs.

Students are required to register with the Records Office at Indiana Wesleyan University prior to departure for the semester program and pay the current year's 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. Partial institutional aid may be awarded to students for cooperative programs. All IWU institutional aid is applicable to IWU Zambia. All students wishing to spend a semester abroad must apply and be approved through the Academic Affairs Office by the appropriate semester deadline (March 30 for fall; October 30 for spring).

All semester abroad programs will cost at least the amount of the current year's IWU tuition, room and board. Any tuition and room and board costs over and above those charged by IWU will be forwarded to and are the responsibility of the student. Remittance is made by the student to IWU and will be forwarded to the cooperating institution by the IWU Business Office. Any other costs (travel, in-country excursions, and incidentals) not included in the program charges of the cooperating institution are the responsibility of the individual student and not paid to IWU.

IWU Zambia

IWU's first semester-long study abroad program takes students to Choma, Zambia. Students are accompanied by IWU faculty and take a minimum of 12 credits. Custom General Education courses and some major-specific courses are offered to help all students earn credit in their majors (contact the Global Studies office in Academic Affairs for current information). Students have the opportunity for practicum experiences, internships, and missions through World Hope International-Zambia. Students are charged the current year's tuition, room and board and are responsible for travel costs and personal incidental expenses. IWU students may apply their full institutional aid

package to this program. Housing, meals, transportation and other in-country resources are provided by World Hope International. For more information, contact: globalstudies@indwes.edu

CCCU Best Semester Programs (descriptions used by permission):

American Studies Program (Washington, D.C.)

Through internships in their chosen field, participants explore pressing national and international issues in public policy seminars led by ASP faculty and Washington professionals. Students select enrollment in the Public Affairs or Marketplace track. Both tracks examine the same public issues and culminate in field projects assessing those issues in light of biblical principles and Christian responsibility. Students in the Public Affairs track use policy concepts to evaluate contending approaches, while students in the Marketplace track analyze the issues by assessing how business and commercial environment shape different perspectives. The aim of the program is to prepare students to live faithfully in contemporary society as followers of Christ. For more information: http://www.bestsemester.com/asp

Australia Studies Center (Sydney, Australia and New Zealand)

Students study theology, global justice issues affecting Australia, indigenous cultures and the arts. Every student is required to take the two core course covering Australian history and current issues, and as well choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Home stays, service learning and travel around Australia and a trip to New Zealand are import components of the ASC. For more information: http://www.bestsemester.com/asc

China Studies Program (Hong Kong, China)

The China Studies Program enables students to engage China's ancient history and intrigue from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes an internship at an international business in China. Students also study standard Chinese language and apply their skills by serving in an orphanage or tutoring Chinese students in English. This program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. For more information: http://www.bestsemester.com/csp

Contemporary Music Center (Martha's Vineyard, Mass.)

This program provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Executive and Technical. Each track is uniquely designed, and students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplaces, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. For more information: http://www.bestsemester.com/cmc

Los Angeles Film Studies Center (Hollywood, Calf.)

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. In addition, students choose one elective course from a variety of offerings in film studies. Internships provide students with hands-on experience. The combination of internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. For more information: http://www.bestsemester.com/lafsc

Latin American Studies Program (San José, Costa Rica)

Based in San José, Costa Rica, the LASP introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Students take part in a practicum/internship and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies, Advanced Language and Literature, International Business, or Environmental Science. Some programs are offered only one more semester per year, and different tracks visit different countries. For more information: http://www.bestsemester.com/lasp

Middle East Studies Program (Cairo, Egypt)

This program offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students will study the Arabic language and will travel in the region (typically Israel, Jordan, and Turkey) and will experience the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, students learn to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. For more information: http://www.bestsemester.com/mesp

Scholar's Semester In Oxford (Oxford, England)

This program is designed for the high-achieving student who wants to study intensively and to a high standard. Students develop their academic writing and research skills while exploring disciplines and interests of their choice in the oldest university in the English speaking world. Designed for those interested in the classics, English language and literature, theology and the study of religion, philosophy, and history, work must be grouped in a concentration so that all elements of the program work together. Student must have a 3.5 GPA to be considered. For more information: http://www.bestsemester.com

Russian Studies Program (Nizhniv Novgorod, Russia)

This program strives to give students a broad learning experience in the largest nation of the world, with time in Moscow, Nizhni Novgorod, and St. Petersburg. Students will prepare how to live out their faith in a multinational and culturally diverse world. The three main components of the Russian Studies Program are designed to integrate study of the Russian culture, language, and history, thereby giving students the best possible opportunity to deepen their cross-cultural understanding. For more information: http://www.bestsemester.com/rsp

Washington Journalism Center (Washington, D.C.)

This program is designed for the student interested in the field of journalism. Students will take courses focusing on personal writing skills as well as the history and future of the media. The Institute blends classroom experience with hands-on work in internships 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. For more information: http://www.bestsemester.com/wjc

Uganda Studies Program (Mukono, Uganda)

Students will attend Uganda Christian University (an international affiliate of the CCCU) and will experience intercultural learning in depth while studying African literature, history or politics and studying side by side with students from Uganda and throughout Africa. They will have the opportunity to explore issues such as poverty, aid and missions, seeking to explore the realities of Africa integrated with their Christian faith. The majority of the semester is on campus, but time is provided for a variety of East African learning experiences and a two-week in-home stay. For more information: http://www.bestsemester.com/usp

Other Affiliated Semester Programs: (description information compiled from program Web sites):

Au Sable Institute for Environmental Studies

(Campuses in the Great Lakes, the Pacific Rim and Florida)

The Institute has several locations including the north woods country of Michigan's Lower Peninsula and along the Pacific Rim of Washington state, and the tropical region of southern Florida. The human and natural resources available to students through the Institute's programs in teaching and research are extensive. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity. For more information: http://www.ausable.org/au.main.cfm

Institute for Family Studies–Focus on the Family (Colorado Springs, Colo.)

This program provides an intense and challenging one-semester experience in both the classroom and in practicum, which uses curriculum that is multi-disciplinary. Coursework explores the meaning and purpose of the family in contemporary culture, politics and law, family development, marriage, parenting, and leadership. The objective of the FFI curriculum is to instruct student leaders in the Christian worldview and how to transform the world around them with compassion. For more information: http://www.focusinstitute.org

Jerusalem University College (Jerusalem, Israel)

This program is located in Jerusalem, Israel, and introduces students to the culture and religions of the area, especially Judaism, Islam and the variety of Christian traditions. Students gain a better understanding of the interplay of ideologies and customs in the Middle Eastern historical, political, and social relationships. Students also gain an understanding of biblical studies, especially the Old Testament Scriptures, the roots of the New Testament in the Old Testament, and the Greco-Roman-Judean world of the first century. For more information: http://www.juc.edu

Houghton in Adirondack Park – (Adirondack Park, N.Y.)

Students in this program will witness the continuing debate over wilderness and sustainable development, with an introduction to environmental students which takes place in a 6-million-acre eco-region and the largest temperate-deciduous forest in the world. Students work in a living laboratory, with over 2,000 lakes and over 30,000 miles of streams and rivers. Faculty and environmental professionals will provide field lectures and an interdisciplinary experience. As a compliment to the Adirondacks, students will spend two weeks in Alaska. For more information: http://www.houghton.edu/academics/ocp/adirondacks

Houghton Down Under – (Melbourne, Australia)

Students will take a seven-hour core in Australian studies, and be able to choose from other options including literature, religion, and physical education classes taught by Houghton College professors. Based in Melbourne, the program will have access to Kingsley College facilities and have time for several excursions as well. For more information: http://www.houghton.edu/academics/ocp/australia

Houghton in London - (London, England)

Students will live in the center of London with access to all its rich historical and cultural resources and study at the London Institute for Contemporary Christianity and London School of Theology taught by both British and Houghton College professors. Academic options include English, Bible, history, social sciences, and art. Different options are offered each semester, and there are a variety of ministry and travel options available. For more information: http://houghton.edu/academics/ocp/London/LONDON.HTM

Houghton in Tanzania - (Tanzania, Africa)

An intensive 12-week semester offering the unique opportunity to experience life as most Africans themselves experience it. Students will be exposed to Africa on a broad front including history, anthropology, environment, languages, politics, and religion. Students will see needs and evaluate them in the light of their Christian beliefs. Extended trips away from Iringa Houghton campus site (Tanzania) include nearby game reserves and Wahehe and Maasai tribal villages. For more information: http://www.houghton.edu/academics/ocp/tanzania

Trinity Christian College Semester in Spain

Semester in Spain provides high quality Spanish language, history and culture instruction in an experiential format. All instruction is in Spanish, and students are required to speak only Spanish while on the premises. Students are housed in homes where continued language and cultural immersion can be experienced. The program is accredited through Trinity Christian College by the Higher Learning Commission of North Central Association of Colleges and Schools. The program offers courses at beginning, intermediate, and advanced levels based upon student entrance exam scores. For more information: http://www.semesterinspain.org

Irish Studies Program - Taylor University - (Greystones, Ireland)

This program is designed to expand cultural and spiritual awareness through the opportunities students have for studying and experiencing the history and culture of Ireland, including Celtic and contemporary Irish studies and the fine arts. Students will also experience fine Irish hill-climbing as part of the curriculum. For more information: http://www.taylor.edu/academics/ocp/semester/irishstudies/

Affiliated Summer Programs:
The following affiliated programs offer summer options:

CCCU - Oxford Summer Programme: (Oxford, England)
"Read, learn, and live in the "city of dreaming spires." The Oxford Summer Programme allows you, as an affiliate member of Wycliffe Hall, University of Oxford, to do intensive scholarship in this historic seat of learning.   Work with world-class academics to hone your research and writing skills and delve into the areas that interest you most. Broaden your thinking by living and learning in this major crossroads of the academic world. For more information: http://www.bestsemester.com/osp

Focus on the Family Institute: (Colorado Springs, Colo.)
Focus on the Family Institute classes challenge you to examine your faith and apply it in ways you have never imagined. You will be empowered to confront the world in which you live and transform it with compassion.   A Christian worldview as it pertains to the family, church and society is presented. For more information: http://www.focusinstitute.org

AuSable Institute for Environmental Studies: (Campus programs in Washington or Florida)
Summer courses are offered at both the Coupeville, Washington and North Ft. Myers, Florida, campuses. Issues in environmental studies and ecology are presented at both. At the Washington campus, students have the opportunity to study marine mammals and alpine ecology. At the Florida campus, students will spend part of their time at an experimental tropical agriculture farm. For more information: http://www.ausable.org

Jerusalem University College: (Jerusalem, Israel)
Various courses including those based in biblical studies, geography and history are offered throughout the summer months at various times. Please consult the Web site for more information. For more information: http://juc.edu

Trinity Christian College - Semester in Spain (Sevilla, Spain)
Although designed for the experienced student in Spanish, the courses offered greatly enrich the Spanish major or minor with literature, culture, history and art options. Travel throughout Spain is possible, and home-stays enable the student to experience the culture of Spain up close. For more information: http://www.semesterinspain.org

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 full time students from both institutions. Although there is no extra charge for the courses in this exchange, the students are responsible for their own transportation between campuses and for payment of any fees beyond tuition.

Center For Adventure Learning

The Center for Adventure Learning within the Center for Life Calling and Leadership arena provides leadership development activities that are experiential rather than curricular that directly support students' discovery process of their life calling, as well as providing them with a living laboratory to experience and practice leadership.

The Center for Adventure Learning (CAL) plays an integral part in leadership and life calling development in the Center for Life Calling and Leadership in several ways. CAL directly impacts students discovering their life calling by designing and delivering experiential activities directly related to the Life Calling curriculum, and by providing creative and innovative delivery methods for the leadership faculty that creates a more engaging environment for student learning.

Students participating in a CAL program have the opportunity to participate in group development and teamwork which allows them to tangibly experience authentic and intentional community, group, and relational development. Participants actively participate in group decision making, problem solving, and teamwork development while observing and engaging in the various facets of leadership. Through "challenge by choice" participants make the personal decision to push themselves beyond their comfort level in a safe supportive group atmosphere increasing self-efficacy. Programs are designed and delivered to alleviate societal distractions and to encourage closer communion with God through immersion in His creation.

CAL also provides student interns real life opportunities to practice and develop their leadership skills in "less than ideal" environments and reflect on their experience in order to transfer the knowledge gained from their experience with CAL to other leadership opportunities. While embodying the dimension of High Impact Leadership, interns gain an understanding and appreciation for the "upfrontness" of leadership as well as the "behind the scenes" leadership that

must happen in order for every participant to have the greatest opportunity for positive growth.

CAL consists of high and low ropes elements at Botany Glen, low ropes elements and a paintball course at Ketcham Woods, a high ropes course and climbing wall in the Recreation and Wellness Center, Soul Search Adventure trips led by qualified students or staff, and a variety of collaborative initiatives with other faculty and departments on campus. The climbing wall, which is open most evenings and weekends during the academic year, provides challenging routes for the beginner and the more advanced climber. Soul Search trips, including rock climbing, backpacking, sea kayaking and white water rafting are offered over fall and spring break as well as various weekends each semester. Students can also participate in classes which provide a framework for outdoor leadership and adventure education.

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

The Center for Life Calling and Leadership's mission is to enable students to find an overriding purpose for their lives, equip them to make life decisions based on this purpose, and then empower them to develop this purpose into world changing leadership.

CLCL helps students explore the concept of vocation in the context of spirituality and faith, looking at vocation as a much broader subject than just a job, position, or occupation. It is more profound than a profession or life's work. Vocation should be seen in the context of a life calling that produces confidence in an overriding purpose for your life to bring about positive change in the world, and then living one's life in congruence with that purpose.

The Center provides faith-based "life coaching" that goes beyond traditional career counseling. The CLCL life coaches utilize a positive approach with students as they look for solutions to future questions. This differs significantly from clinical counselors in that our coaches are primarily forward-focused and proactive. This approach also differs from traditional career counseling in that it goes beyond career issues and looks at life calling in a much larger, strengths-based, holistic context. Life coaches at the CLCL meet with students one-on-one and in workshops to help them through this discovery process.

CLCL also offers the class, "Introduction to Life Calling," each semester. This 3-credit course focuses on developing an understanding of the concept of life calling and the discovery on one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from this life-calling perspective. Students evaluate their values, spiritual gifts, interests, abilities, personalities, experience, preferred work environments, and

career interests. They use this to develop a personal mission that can guide their college experience and their career beyond college.

The Office of Career Development, housed within the Center for Life Calling and Leadership, uses a strengths-based, God-focused approach to assist students in moving through the steps associated with the job search process. A three-credit course, one-credit seminar, three-part workshop series, and individual Career Coaching appointments are all available to guide students in the development of resumes, cover letters, interviewing skills, networking techniques, and other issues facing students as they transition from college into graduate school or the workforce. Beyond these valuable job search skills, however, the Center continues to tie a student's life calling to his or her career direction so that students are better equipped with the staying power to endure adversity in their chosen profession, provide an anchor in the career-related decisions they make, and help avoid jumping from job to job, and career to career.

CLCL also facilitates the leadership major and minor at IWU, and it provides the academic advising for all students who have not declared a major.

Instructional Facilities

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

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

APS Educational Centers
The College of Adult and Professional Studies has educational centers in Fort Wayne, Kokomo, Columbus, Indianapolis, Merrillville, Greenwood, and Shelbyville, Indiana; Lexington and Louisville, Kentucky; and Cincinnati, Cleveland, and Dayton, Ohio. See Education Centers for detailed listing.

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

Botany Glen
This tract of land is designated a nature preserve where biology and botany classes can explore creation in a living laboratory. Home to a low and high ropes course, Botany Glen

is an experiential learning classroom and training center for the IWU community and constituents.

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

Center Hall (CS)
This classroom building provides additional space for math, computer and art courses.

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

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

Goodman Hall (GMN)
This classroom building houses 5 classrooms and divisional offices for the Division of Education.

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

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

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

Noggle Christian Ministries Center (NCMC)

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

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

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

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

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

Student Development

Purpose

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

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

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

Academic, Counseling, and Testing Services

The Aldersgate Center provides students with academic, personal, and testing support. Academic services support includes guidance in study skills such as effective reading and note taking, study habits, test taking, and time management.

Tutoring services are available on a limited basis in all basic education and many specialized courses. Tutoring helps to strengthen a student's basic academic skills and course content knowledge so that he/she experiences further academic development. Tutors are IWU students recommended by faculty, trained by professional staff, and paid to assist their fellow students. The program is beneficial for the students as well as the faculty.

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

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

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

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

The Wildcat women compete in intercollegiate soccer, tennis, 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.

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, 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 for commuter students. Questions concerning commuter students may be directed to the Student Development Office.

Conduct Standards

Indiana Wesleyan University, as a Christian university, is a community joined together to further academic achievement, personal development, and spiritual growth. Together the

community seeks to honor Christ by integrating faith, learning, and living, while its members' hearts and lives mature in relationships to Jesus Christ and each other. With this purpose, it is desired that each member of this community is either committed to Christ or has respect for a Christian perspective.

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

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

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

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

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

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

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

All automobiles 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 dean of the chapel 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.

Disability Services - CAS

Indiana Wesleyan University is committed to providing equal access to students with disabilities. The Aldersgate Center works to make programs and facilities available in a non-arbitrary and beneficial manner. The Disability Services coordinator is responsible for receiving a request for academic or physical accommodations. The coordinator will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing formats, note-taking services, taping lectures, books in alternate format, and adaptive technology. The coordinator may also provide advocacy with the faculty, academic pre-advising, and counseling related to disability issues.

Drug Abuse Prevention

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

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

1. The National Cocaine Hotline, (800) COCAINE, (800) 262-2463.

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

Food

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

A standard meal plan is automatically part of a resident student's room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence hall 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. Commuter students purchase points that are applied to their ID card and used on a declining balance system.

Health Services

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

IMPORTANT: All students need to provide for their own health insurance. 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.

Information Center - Marion Campus

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. Phone 765-677-4636 for more information.

Intercultural Student Services

The mission of IWU's Intercultural Student Services is to use Biblical principles that provide every student with a positive and productive learning environment. We desire to create settings that will encourage students, faculty and staff to ask questions and engage in discussion. Our vision is to increase awareness, sensitivity, knowledge and understanding of multicultural issues and allow for such a change to take place through creative programming. The program allows students to become social agents in developing a culturally sensitive community, thus, changing the world. We believe the necessary components are the discovery, value and importance of diversity, the integration of our faith, Gods' spiritual mandate to reconciliation and engaging in relationships and partnerships that will continue multicultural education well beyond the college experience.

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 is also designed to assist students in meeting new friends and adjusting to life at Indiana Wesleyan University.

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 events. 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 at a price that students, as well as the Marion community, find affordable. Average performances consist of drama, music, or art and are open to the campus community and the public.

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

Publications

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

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

The *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, photos, and creative touches from the editorial staff, each yearbook has a unique

look and approach to capturing the memories of the school year.

Recreation

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

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

Activities include, but are not limited to: intramural sand volleyball, flag football, softball, racquetball, tennis, wallyball, soccer, volleyball, basketball, golf, inner tube water polo, ultimate frisbee, dodgeball, bowling, table tennis, billiards and The Outdoor Adventure Challenge.

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

Residence Life

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

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

The Residence Life program at IWU provides a developmental approach for housing students. Freshman and sophomore students live in one of the traditional residence halls. Kem, Martin, Evans, Shatford, North Hall Complex and Carmin halls are traditional women's residence halls. Bowman, Hodson, Reed and Scripture halls are traditional men's residence halls. Bowman and Shatford are designated as "freshman houses" and house first-time students who desire an environment intentionally designed to meet their unique needs. Each "house" has 10 specially selected upper class students who serve as leaders and mentors for the first-year students. The North Hall Complex is a purposeful environment, tied closely to the university's mentoring program, which was established to provide upper class student mentors for each freshman living in the NHC. Junior, senior, and nontraditional students may stay in one of the apartment-style living areas. These include University Court apartments, the Lodges, and the Townhouse apartments. In addition, students may 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 grow older and more self-disciplined, they may move into more independent-style living in the apartments.

Prospective students interested in attending IWU and living on campus must submit a $100 tuition deposit prior to completing an on-line housing application. 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 application is complete.

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 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 June 1 for a refund of the $50 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 may 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.

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. Some forms of performance choreography as it relates to the public presentations of drama, music, and cultural performances are permitted by the artists involved. Celebratory, folk, ethnic or group dance at wedding receptions is acceptable as long as it remains wholesome and avoids any hint of sensuality. Performances on campus are carefully screened and exclusively selected by university personnel as educational and appropriate to the performance.

Safety Policies and Campus Crime Statistics

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

Spiritual Life

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

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

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

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

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

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

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

Student Center

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

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

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

Student Life and Activities

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

Student Activities Council

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

Student Government Association

The Indiana Wesleyan University Student Government Association (SGA) represents students in matters of self-government and problems of mutual interest to the student body and the university. Student Government is made up of an executive board (president and cabinet), senators for academic divisions, and representatives from each student organizations. 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 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, 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 contact 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.

Financial Information - College of Arts and Sciences

Tuition and Fees - CAS

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 2009/2010 school year):

Number of Credit Hours	Cost Per Semester
1	$436
2	872
3	1308
4	1744
5	2180
6	4392
7	5124
8	5856
9	6588
10	7320
11	8052
12 - 16	10248

Credit hours above 16 per semester will be charged at $732 per credit hour.

Fees

Art Studio Courses and Graphics	$75 per course
Late/Change Registration Fee	$25 additional chg
Medical Laboratory Technology	$30 per semester

PSY-150 Fee	$32 per course
PSY-290 Fee	$35 per course
PSY-291 Fee	$125 per course
SWK-343 Fee	$125 per course
ADC-291 Fee	$125 per course
Nursing/Clinical Fee	$15 per credit hour

Nursing testing fees... vary depending on the semester and will be assessed to student accounts on a semester basis. Please contact the Nursing office to determine if you will have a testing fee for the current semester.

Private Lessons (1/2 hour lesson)	$175 per semester
(1 hour lesson)	$300 per semester
Senior Recital	$200 per course
Teaching/Psychology Practicum Fee	$25 per credit hour
Independent Learning Fee	$100 per credit hour
Transcript Fee	$3 per request
Music Uniform Fee	$30 per semester
Cross-cultural Student Teaching Fee	$300
ATR-196	$20 per course
Athletic Training Education Program Fee	$70 total for traditional 4 year student
Annual TB Test	$10
Physical Examination	$10
Audit (Record is made)	$25 per credit hour
Credits-in-Escrow	$50 per course

Examination/Assessment Fees

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

Room Cost

Cost for the fall 2009 semester, as well as for the spring 2010 semester, is $1630 per semester. This cost covers the periods of time while school is in session, per the approved university calendar.

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

Meal Plan Cost

The full meal plan for the fall 2009 semester, as well as for the spring 2010 semester, costs $1755 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

	2009-2010 Per Semester	2009-2010 Per Academic Year
Tuition	$10,248	$20,496
(full-time student)		
Room	1630	3260
(would not apply to commuter students)		
Board - Full Meal Plan	1755	3510
(would not apply to commuter students)		
Total	**$13,633**	**$27,266**

($10,248 per semester for a full-time commuting student)

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

Payment Terms

The fall 2009 semester charges are due and payable by September 8, 2009. Spring 2010 charges are due and payable by January 12, 2010, 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.

Payment Options

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

Cash Payment Plan
Pay the net amount due by September 8 for the fall 2009 semester or by January 12 for the spring 2010 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.

Loans Payment Plan
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.

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

Installment Payment Plan
See Academic Management Services brochure that is available in the Business Office.

Refund of Tuition

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

Notice about Withdrawal

Failure to pay one's bill does **not** automatically 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.

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

No refunds after the fifth week.

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

Refund of Meal Plan

A student will be charged or refunded $17.55 per day. No board refunds will be given after December 1, 2009, for the fall semester or April 1, 2010, for the spring semester.

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

Financial Aid

General Information - CAS Financial Aid

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

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

Calendar for Financial Aid

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

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

A Complete File Consists of the Following:

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

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

The aid package offered to an applicant consists of a combination of scholarships, grants, loans, or work, depending upon the recipient's aid eligibility. If an aid package includes

certain kinds of federal assistance, the sum total of the individual awards cannot exceed the student's calculated financial need. Also, the total of awards that apply only to tuition/fees is limited to the amount of standard tuition/fee charges. While student aid awards are committed for the whole school year, just one-half the amount of each scholarship, grant, or loan is applied to the student's account each semester.

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

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

Satisfactory Academic Progress

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

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

Students who fail to meet the minimum standards as shown will be placed on financial aid probation for one semester. During their probation semester, students are still fully eligible for financial aid. They must improve their cumulative academic measures by the end of that semester to meet the policy requirements in order to continue to have financial aid eligibility for subsequent semesters. Eligibility resumes when the student raises his or her cumulative academic measurements to the required levels.

SAP SUSPENSION may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

To appeal, the student must submit a legible letter, a completed SAP Appeal Form and supporting documentation to the IWU Financial Aid Office. These should explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how his or her situation has improved. Appeals must be received by the Financial Aid Office no later than 15 business days before the end of the term for which reinstatement is desired. Early appeal submission is strongly encouraged. A committee will review the appeal and will notify the student in writing of their decision. If an appeal is approved, the student will regain financial aid eligibility for a designated period of time.

Scholarships

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists may receive an $8000 award but are not eligible for other IWU academic scholarships. The student must be an entering freshman, submit a copy of the National Merit Certificate, have a 3.5 high school GPA, and enroll full-time each semester. The award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.50 cumulative GPA by the end of May term of each year. This scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. Recipients may receive this scholarship for **eight semesters of full-time enrollment only** (normally four years) as long as other eligibility criteria is maintained. If lost, it may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Academic Scholarship

A full-time incoming freshman may qualify for an academic scholarship by scoring a minimum of SAT 1100 (excluding writing score, math and verbal sections only) or ACT 24 (excluding writing score) and by having at least a 3.40 high school GPA (on a 4.00 scale). This award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.40 cumulative GPA by the end of May term each year. This scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. Recipients may receive this scholarship for **eight semesters of full-time enrollment only** (normally four years) as long as other eligibility criteria are maintained. If lost, may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Eligibility Grid For Academic Scholarship

1. BOTH minimum GPA and test score requirements must be met to qualify.
2. GPA updates are made only through the 7th semester in high school.
3. Test scores may not be updated after an April 15 test date.

GPA/GED	POINTS	SAT/ACT Scores
3.40	1	1100/24
3.50	2	1130/25
3.60	3	1170/26
3.70/60-63	4	1210/27
3.80/64-67	5	1240/28
3.90/68-71	6	1280/29
4.00/72+	7	1360/31

POINTS	ANNUAL AMOUNT
2 – 3	=$3000/year
4 – 5	=$3500/year
6 – 7	=$4000/year
8 – 9	=$5000/year
10 – 11	=$6000/year
12 – 14	=$7000/year

Example: A student with 3.50 GPA (worth 2 points) and 1100 SAT (worth 1 point) would have a total of 3 points and qualify for $3000/year ($1500/semester).

Transfer Academic Scholarship

A full-time transfer 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 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.

This award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.40 cumulative GPA by the end of May term each year. The scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. The number of semesters of eligibility will be determined by the grade level at which the student enters IWU. The chart below shows semesters of eligibility for transfer students entering at each grade level:

First year	eight semesters of full-time enrollment (normally four years)
Sophomore	six semesters of full-time enrollment (normally three years)
Junior	four semesters of full-time enrollment (normally two years)
Senior	two semesters of full-time enrollment (normally one year)

If lost, may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Transfer Academic Scholarship

GPA	AMOUNT
3.40	$2250
3.50	$3000
3.60	$3500
3.70	$4000
3.80	$5000
3.90	$6000
4.00	$7000

Valedictorian or Salutatorian Scholarship
Awards are made to all high school valedictorians ($1000) or salutatorians ($500) who are first-year students (first-time college students) at Indiana Wesleyan University and whose graduating class had a minimum of 50 members. Scholarship is nonrenewable.

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

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

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

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

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

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

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

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

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

Indiana 21st Century Scholars Program - Indiana Residents Only
Potential recipients applied in their 6th, 7th or 8th grade year to be part of the program and fulfilled a pledge of good citizenship. Recipients must submit their FAFSA and have it received at the federal processor by March 10. The student must also enroll full-time in an approved Indiana institution. Awards vary based on eligibility received for the Indiana Higher Education Award and Indiana Freedom of Choice Grant.

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.

Pastor Dependent Grant

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

Grants

Federal PELL Grant

Any U.S. citizen who does not have a baccalaureate degree can apply for a Pell grant by completing the FAFSA. Awards are based on financial need and range from $976-$5350 for the 2009-2010 academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Indiana Wesleyan University Grant

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

Shugart Grant

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

Wesleyan Student Aid

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

Wesleyan Student Grant

This award of $1,000 is given to all Wesleyan students who demonstrate financial need as calculated by the FAFSA information.

Wesleyan Missionary Dependent Grant

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

Out-of-State Wesleyan Grant

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

Wesleyan Pastor Dependent Grant

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

Campus Challenge/Wesleyan Bible Bowl (WBB) Scholarship

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

John Wesley Scholarship

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

Canadian Wesleyan Scholarship

Wesleyan Canadian students who enroll full-time may be awarded a scholarship equal to 25 percent of the tuition 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.

International Wesleyan Grant

International Wesleyan students who attended a Wesleyan church in their home country are eligible for $3,000 per year. A 2.5 grade average is required to renew these monies each year. The award may be received once for a total of eight semesters.

Wesleyan Ministerial Loan/Grant

The Wesleyan Church and Indiana Wesleyan University cooperate in providing Ministerial Loan Grants for full-time junior and senior Christian ministries students who are members of The Wesleyan Church. Indiana Wesleyan University cooperates with The Wesleyan Church and local districts in providing funds for graduate students as well. Juniors may receive $4,000 per year, while seniors may receive $6,000 per year from the university. In addition, The Wesleyan Church provides funds per credit hour as available to assist with educational expenses. 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 (also applicable 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 of the North American General Conference.
2. Examination and approval as a licensed ministerial student by the District Board of Ministerial Development prior to the beginning of the semester in which the loan/grant is to be received.
3. Cumulative grade-point average of 2.0 or higher.
4. Admission to the appropriate undergraduate or graduate Christian ministries or youth ministries major (See School of Theology and Ministry).
5. Approval by the director of financial aid.

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

Loans

Federal Perkins Loan

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

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

TYPICAL REPAYMENT OF LOANS

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

IWU Student Loan

Awards in this institutional loan program range from $200 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 percent.

Typical Repayment Of Loans

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

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

Federal Stafford Loan

The Stafford Loans are need-based and/or non need-based loans for which a student applies through a local commercial lender. Repayment begins six months after the student ceases to be at least a half-time student and is spread over a period of up to 10 years. Deferments are available if the student meets certain conditions. A first-year student may borrow up to $5,500 per academic year, a second-year student may borrow up to $6,500, and students during the third year and thereafter

may borrow up to $7,500, based on financial need. The total amount of undergraduate loans may not exceed $31,000. All students must file the Free Application for Federal Student Aid to qualify for a Stafford Loan.

Students with financial need may qualify for a 5.6 percent interest rate subsidized Stafford Loan, which means the government is paying or subsidizing the interest while the student is in school or in the grace period. Students without financial need qualify for the unsubsidized Stafford Loan at 6.8 percent interest, in which their interest is not paid by the government. Students may pay the interest monthly while in school, or the lender will capitalize the accrued interest each year causing the loan to increase more rapidly.

Typical Repayment Of Unsubsidized Stafford Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
$5500	120	$63.00	$2095.00	$7595.00
10500	120	120.83	4000.00	14500.00
15000	120	172.61	5714.00	20714.00
23000	120	264.68	8762.00	31762.00

Federal PLUS (Parent Loan for Undergraduate Students)

Parents may borrow funds through this program to assist with their child(ren)'s educational expenses. The limit is the cost of education per child minus other financial aid. The interest rate is a fixed 8.5 percent. Borrowers must be creditworthy and can begin repayment upon disbursement of the funds or request a deferment until the student is no longer enrolled full-time.

Work Programs

Federal Work-Study Program

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

Indiana Wesleyan University Employment

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

Right to Know

A student has the right to know...

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

Responsibilities

It is your responsibility to...

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and submit them on time to the right place.
3. Pay special attention to and accurately complete your application for student aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either

the Financial Aid Office or the agency to which you submitted your application.

5. Read and understand all forms that you are asked to sign and keep copies of them.

6. Accept responsibility for all agreements you sign.

7. Notify the lender of changes in your name, address, or school status if you have a loan.

8. Perform in a satisfactory manner the work that is agreed upon in accepting a university Work-Study award.

9. Know and comply with the deadlines for application or reapplication for aid.

10. Know and comply with your school's refund procedures.

Withdrawal and Impact on Financial Aid

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

1. When the student withdrew from a class or classes.

2. Whether the student withdrew from one or more classes, but remained enrolled or if the student completely withdrew from all classes.

3. Type of financial aid awarded.

4. Changes to the charges on the student's account.

Students need to talk with their financial aid counselor prior to withdrawing from any course(s) so that he/she can make an informed decision regarding the financial impact of the withdraw.

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

Federal Aid (Title IV)

Students who receive federal Title IV financial aid (Pell Grant, FSEOG, Perkins Loan, federal work-study, or 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.

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

Academic Competitiveness Grants

National SMART Grants

FSEOG

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

Here is an example of how a calculation might work: If there are 10 calendar days in the term (excluding any breaks of five or more days) and the student withdraws on the 25th day, 25 percent of the term has elapsed. This means that 75 percent of the federal funds must be returned. If the student received $5,000 in federal Title IV aid, the $3,750 must be returned. If the school retained all of the funds to pay for school charged expenses, then the school will return all of the funds. If some of the funds were disbursed to the student, then the student may have to repay some of the funds also.

Institutional Aid

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

Indiana State Aid

The State Student Assistance Commission of Indiana (SSACI) has a refund period that consists of the first four weeks of each academic term. If a student withdraws from one or more classes and thus is not classified as a full-time student at the end of the SSACI refund period, the student is not eligible for any of their state grant funds. If a student withdraws from one or more classes after the SSACI refund period, the impact on the student's state grants will depend on any adjustment of charges made on the student's account.

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

Financial Information - Other

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

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

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

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

Financial Aid - Further Information

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

John Wesley Honors College

Associate Dean - Dr. David Riggs

John Wesley Honors College (JWHC)

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

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

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

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

John Wesley Scholars Program

In order to graduate from the Honors College as a John Wesley Scholar, a student must complete the following course requirements (36-42 hours). Most of the honors coursework fulfills requirements in both the Honors College and general education curricula.

Honors Humanities Core		12 hours
UNV-180HC	Becoming World Changers: Christian Faith and Contemporary Issues	3
HST-180HC	Humanities World Civilization	3
PHL-180HC	Humanities Philosophy	3
ENG-180HC	Humanities World Literature	3
Honors Research Tutorials		**6**
Two semesters of:		
HNR-325	Honors Research Tutorial	3
Liberal Learning/Life Calling Portfolio		**6**
Six semesters of:		
HNR-225	Liberal Learning Tutorial	1
Honors Forum		**0-6**
Six semesters of:		
HNR-100	Honors Forum	0-1
Honors Electives		**6**
Electives	Either honors sections of general education electives or HNR electives	
Honors Research/Creativity Competency		**6**
Track 1 - Majoring in the Natural Sciences:		
SCI-380HC	Impacts of Science on Faith and Society	3
Lab	Research (e.g., BIO-495; CHE-495)	3
HNR-499	Honors Scholarship Presentation	0
Track 2 - Majoring outside the Natural Sciences:		
HNR-350	Honors Research Seminar	3
HNR-497	Honors Scholarship Project I	3
HNR-498	Honors Scholarship Project II	3
HNR-499	Honors Scholarship Presentation	0

Honors Courses

Honors courses in some majors 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.

Areas of Study

Art

    Ceramics
    Computer Graphics
    Fine Art
    Art Minor
    Art History Minor
    Illustration
    Interior Design
    Media Design
    Painting
    Photography
    Printmaking
    Art Education
    Pre-Art Therapy

Communication

    Communication Studies
    Communication Studies Minor
    Journalism
    Journalism Minor
    Media Communication
    Media Communication Minor
    Public Relations
    Public Relations Minor
    Theatre
    Theatre Minor

Language and Literature

    English
    English Minor
    English Education
    Latin American and Iberian Studies Minor
    Spanish
    Spanish Minor
    Spanish Education
    TESOL-Teaching English to Speakers of Other Languages
    TESOL Minor
    TESOL Education
    Writing

    Writing Minor

Music

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

Theology and Ministry

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

Behavioral Sciences
- Addictions Counseling
- Addiction Studies Minor
- Criminal Justice
- Pre-Art Therapy
- Psychology
- Psychology Minor
- Social Work
- Sociology Minor

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

Social Sciences
- Economics
- Economics Minor
- History
- History Minor
- International Relations
- Political Science
- Political Science Minor
- Political Science Pre-Law
- Public Policy
- Public Policy Minor
- Social Studies
- Social Studies Education
- Latin American and Iberian Studies Minor

Life Calling and Leadership
- Leadership
- Leadership Minor
- General Studies
- Pre-Declared Students

Teacher Education
- Elementary Education
- Exceptional Needs Education
- Secondary Education

Health and Human Performance
- Athletic Training
- Coaching Minor
- Exercise Science
- Health, Promotion and Wellness
- Health, Promotion and Wellness Minor
- Physical Education
- Pre-Physical Therapy
- Recreation Management
- Recreation Management Minor
- Sports Management
- Sports Ministries

Natural Sciences
- Biology
- Biology Minor
- Biology Education
- Biochemistry
- Chemistry
- Chemistry Minor
- Chemistry Education
- Medical Technology
- Physics Minor
- Pre-Medical Sciences

Mathematics and Computer Information Sciences
- Computer Information Systems
- Computer Information Systems Minor
- Computer Internet Development
- Computer Science
- Computer Science Minor
- Computer Software Engineering
- Mathematics
- Mathematics Minor
- Statistics Minor
- Mathematics Education

Pre-licensure Nursing
- Nursing
- Transition to Nursing (Accelerated, 2nd degree)

Numbering of Courses

The course number has significance in the following ways:

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

100-199 Courses ordinarily taken in the freshman year

200-299 Courses ordinarily taken in the sophomore year

300-399 Courses ordinarily taken in the junior year

400-499 Courses ordinarily taken in the senior year

500-999 Courses ordinarily taken for graduate/doctoral credit

Course descriptions are available on the Web at http://www.indwes.edu/catalog/CourseDescriptions

Subject Codes

Undergraduate Subject Codes

ACC	Accounting
ADC	Addictions Counseling
ADM	Administration
ART	Art
ATR	Athletic Training
BIL	Biblical Literature
BIO	Biology
BIS	Business Information Systems
BUS	Business
CED	Christian Education
CHE	Chemistry
CIS	Computer and Information Sciences
CIT	Computer Information Technology
COM	Communication
CON	Continuing Education
CRJ	Criminal Justice
EAR	Earth Science
ECO	Economics
EDS	Special Education
EDU	Education
ENG	English
ENT	Entrepreneurship
FIN	Finance
FRE	French
GEO	Geography
GRE	Greek
HBR	Hebrew
HCM	Health Care Management

HNR	Honors College
HST	History
ICD	International and Community Development
INT	Intercultural Studies
LANG	Language
LAT	Latin
LDR	Leadership
MAT	Mathematics
MGT	Management
MKG	Marketing
MNG	Management
MUS	Music
NUR	Nursing
PAT	Pre-art Therapy
PBP	Public Policy
PHE	Physical Education
PHL	Philosophy
PHY	Physics
PMD	Pre-medical Sciences
POL	Political Science
PSY	Psychology
REC	Recreation Management
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SPM	Sports Management
SWK	Social Work
THE	Theology
TSL	TESOL
UNV	University Studies
WRI	Writing
YTH	Youth Ministries

Graduate Subject Codes

ADC	Addictions Counseling
ADM	Administration
CCM	Community Counseling
CHN	Community Health Nursing
CNS	Counseling
DOL	Doctorate Organizational Leadership
EDL	Educational Leadership
EDU	Education
EDUE	Graduate Education Elective
EDUM	Graduate Education Major Course
GNUR	Graduate Nursing
MGT	Management
MIN	Ministry
PYC	Primary Care

School of Arts and Humanities

Interim Associate Dean - Dr. Karen Hoffman

Art Division Chair - Professor Rob Curfman

Communication Division Chair - Dr. Denise Ferguson

Modern Language and Literature Division Chair - Dr. Mary Brown

Music Division Chair - Dr. Todd guy

Art Division

Purpose

The purpose of the Division of Art is to honor God as applicable to all life, including the call of artistic gifting. To accomplish this, the division offers a curriculum that emphasizes the fundamentals of art and challenges each student to excel in their chosen field(s) of study. Each student is expected to develop aesthetic, conceptual, and technical proficiency while learning to express and model Christian values within their chosen discipline. Our mission is to impact the world for Christ through the pursuit of excellence in the visual arts while providing a nurturing and challenging environment for emerging artists.

Programs

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

- **Ceramics**
- **Computer Graphics**
- **Fine Art**
- **Illustration**
- **Interior Design**
- **Media Design**
- **Painting**
- **Photography**
- **Printmaking**

In addition to these **majors**, students may also complete degrees in:

- **Art Education**
- **Pre-art Therapy**

Also available are **minors** in**:**

- **Fine Art**
- **Art History**

Admission to an Art Major

Declaration of Art major(s)/minor(s) is made through the Records Office. We recommend that students declare their major when making application to the university or during first year registration. Students are accepted into their major(s)/minor(s) on a conditional basis until successfully completing the mid-point review.

Mid-Point Assessment

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

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

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

Academic Requirements

Students must maintain a minimum GPA of 2.5 in their declared major(s) or minor(s), and a GPA of 2.0 or above in each course required by the major(s)/minor(s). Failure to do so will require repeating the course(s) or withdrawing from the major(s)/minor(s).

Senior Exhibit

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

Exiting Senior Assessment

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

Equipment and Supplies

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

Art Programs

* Denotes a foundation course for the specific major

Ceramics - B.S.

Required Courses		48 hours
ART-121	Drawing I*	3
ART-221	Drawing II*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-228	Metalsmithing I	3
ART-230	Stained Glass I	3
ART-241	Ceramics I*	3
ART-251	Sculpture I	3
ART-273	Introduction to Computer Graphics	3
ART-280	Visual Communications	3
ART-324	Design II: Three-Dimensional Design*	3
ART-343	Ceramics II	3
ART-351	Sculpture II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3
ART-490	Senior Exhibit	0-2
Take two art history courses from the following:		**6**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Computer Graphics - B.S

Required Courses		51 hours
ART-121	Drawing I*	3
ART-221	Drawing II*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery*	3
ART-273	Introduction to Computer Graphics*	3
ART-280	Visual Communications*	3
ART-281	Commercial Layout and Design	3
ART-324	Design II: Three-Dimensional Design*	3
ART-375	Computer Typography	3
ART-379	Color Theory	3
ART-434	Digital Photography	3
ART-436	Computer Illustration	3
ART-437	Web Design	3
ART-473	Advanced Computer Graphics	3
ART-490	Senior Exhibit - Art	0-2
ART-491	Senior Seminar and Portfolio	3
Take two art history courses from the following:		**6**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Fine Art - B.S.

Required Courses		42 hours
ART-121	Drawing I*	3
ART-221	Drawing II*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery*	3
ART-241	Ceramics I	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design*	3
ART-379	Color Theory	3
Art Electives		9
Take two art history courses from the following:		**6**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Art 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 have an interest in art.

Required Courses		24 hours
ART-121	Drawing I*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery Art*	3
ART-241	Ceramics I*	3
ART-273	Introduction to Computer Graphics	3
ART-331	Painting I	3
ART	Electives	3
Take art history course from the following:		**3**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Art History Minor

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

Requirements		24 hours
Required Course		**3**
MUS-180	Humanities Fine Arts	
Take art history courses from the following:		**18**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3
Take any one course from the following:		**3**
HST-201	World Civilization to 1500	3

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

Illustration - B.S

Required Courses		48 hours
ART-121	Drawing I*	3
ART-245	Storyboarding*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery*	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design*	3
ART-331	Painting I	3
ART-380	History of American Illustration	3
ART-379	Color Theory	3
ART-374	Illustration	3
ART-436	Computer Illustration	3
ART-474	Illustration II	3
ART-477	Thematic Illustration III	3
ART-490	Senior Exhibit - Art	0-2
ART-491	Senior Seminar and Portfolio	3
Take two art history courses from the following:		**6**
ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Interior Design - B.S.

Require Courses		48 hours
ART-121	Drawing I*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-241	Ceramics I **or**	
ART-251	Sculpture	3

ART-246	Introduction to Interior Design*	3
ART-253	Basic AUTOCAD*	3
ART-324	Design II: Three-Dimensional Design*	3
ART-347	Interior Design II	3
ART-348	Materials and Lighting	3
ART-354	Commercial Interior Design	3
ART-357	Advanced AUTOCAD	3
ART-379	Color Theory	3
ART-381	Art History I **or**	
ART-382	Art History II	3
ART-387	Modern Art	3
ART-452	Evolution of Interiors	3
ART-459	Interior Graphic Design	3
ART-492	Interior Design Senior Seminar	3

Media Design - B.S

Required Courses   **48 hours**

ART-121	Drawing I*	3
ART-260	Web Design I	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery	3
ART-247	Motion Graphics*	3
ART-273	Introduction to Computer Graphics*	3
ART-321	3D Modeling and Animation I	3
ART-324	Design II: Three-Dimensional Design*	3
ART-375	Computer Typography	3
ART-379	Color Theory	3
ART-381	Art History I	3
ART-382	Art History II	3
ART-437	Web Design II	3
ART-420	3D Modeling and Animation II	3
ART-434	Digital Photography	3
ART-490	Senior Exhibit - Art	0-2

Painting - B.S.

Required Courses   **48 hours**

ART-121	Drawing I*	3
ART-221	Drawing II*	3

ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery	3
ART-241	Ceramics I	3
ART-266	Printmaking	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design*	3
ART-331	Painting I*	3
ART-332	Painting II	3
ART-346	Painting from Life	3
ART-379	Color Theory	3
ART-431	Contemporary Painting Techniques	3
ART-481	Studio Practicum	3
ART-490	Senior Exhibit - Art	0-2

Take two art history courses from the following: **6**

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

Photography - B.S.

Required Courses   **48 hours**

ART-121	Drawing I*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery*	3
ART-266	Printmaking	3
ART-280	Visual Communications	3
ART-239	History of Photography	3
ART-314	Documentary Photography	3
ART-336	Contemporary Photo Techniques	3
ART-379	Color Theory	3
ART-424	Product Photography	3
ART-434	Digital Photography*	3
ART-435	Photo Illustration and Lighting Techniques	3
ART-458	Fine Art Photography	3
ART-490	Senior Art Exhibit	0-2
*Any one of the following:		**3**

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

Take two art history courses from the following: **6**

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

Printmaking - B.S.

Required Courses **48 hours**

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

Take two art history courses from the following: **6**

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

Pre-Art Therapy Major

See the behavioral sciences section of the catalog for a list of specific courses required.

Art Education Major

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

Communication Division

The Division of Communication equips Christ-centered communicators, grounded in theory, scholarship, and professional skills, who give voice to stories that impact culture. The division offers five majors: Communication Studies, Journalism, Media Communication, Public Relations, and Theatre. Each major provides students with a strong foundation in communication theory and practice; knowledge and skills in utilizing contemporary images, methods, and media; opportunities to apply knowledge and skills in hands-on, professional settings; and an understanding of how their storytelling can impact contemporary culture–all within a Christian worldview.

In many professions–journalism, management, broadcasting, advertising, public relations, politics, community service, teaching, ministry, and increasingly, in government and industry–conscious attention must be devoted to developing professional communication skills. Even in the daily experiences of citizenship, family living, and business, the quality of life depends heavily upon the effective communication of information, values, and feelings.

Communication Organizations and Opportunities

The Division of Communication provides a variety of opportunities and organizations to supplement the academic offerings, and many communication majors participate in programs and organizations in other disciplines.

1. WIWU-TV 51: Students gain practical experience by working for the Grant County community's Class A 24-hour digital television station, housed in the Division of Communication's media-focused facilities. Students work with staff professionals on local news magazine shows, live basketball games, community telethons, and IWU cultural and worship events. Student managers earn stipends based on a competitive interview process and professional fulfillment of responsibilities.

2. *The Sojourn*: Students experience the satisfaction of applying their knowledge and skills, working as a team, and collecting published clips by writing for *The Sojourn*, IWU's award-winning campus newspaper, in print and online. The entirely student-managed and student-written *Sojourn* awards stipends for all editors, business and distribution managers, and photography staff. Advanced journalism students have the added experience of writing for the Marion *Chronicle-Tribune*, our city's daily professional newspaper.

3. WIWU-FM: Student managers, with the assistance of a faculty advisor, operate an FCC licensed radio station. Students serve as on-air announcers as requirements in various radio courses. WIWU-FM (94.3, The Fortress) broadcasts to all of Marion and Grant County with contemporary Christian music and local programming.

4. Theatre: The theatre program provides at least four productions each year–one faculty-directed and one student-directed production in both the fall and spring semesters. Recent productions include *Sunday in the Park With George, Measure for Measure,* and *Wit*.

5. Indiana Wesleyan Theatre Guild: Each fall, in conjunction with the theatrical productions, all IWU students are invited to interview for roles (actors, technicians, production managers) in the Guild. While there is no stated service requirement, Guild members meet periodically to promote the theatre and aid in its advancement as well as participate in limited community service projects. Involvement in theatre productions does not require Guild membership.

6. PRSSA: The IWU Chapter of the Public Relations Student Society of America allows students to gain valuable out-of-classroom experience and knowledge in public relations, and to develop relationships with working professionals.

7. Lambda Pi Eta: The Division of Communication sponsors a chapter of the communication honor society.

8. Indiana Collegiate Press Association and Associated Collegiate Press: The division is active in both journalism organizations, and students and faculty advisors attend annual workshops and conventions.

9. *Caesura* and *Legacy*: The university's literary magazine and yearbook provide opportunities for student writers, layout designers, and photographers to gain practical experience and work collaboratively.

10. SIFE: Students in Free Enterprise, sponsored by the Division of Business, is one of the many student organizations the division partners with to provide opportunities for collaborative hands-on learning and networking with professionals.

CCCU Best Semester Program Options

American Studies Program

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

Los Angeles Film Studies Center

This program, based in Hollywood, Calif., involves a study of the film industry from a Christian perspective, and provides students with hands-on experience and internships in the film business. The program is an intensive one-semester immersion into film studies in which the student may earn 16 credit hours. Students who are interested should anticipate some additional costs beyond regular tuition.

Washington Journalism Center

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

Communications Programs

Communication Studies - B.S.

Purpose

The communication studies major provides comprehensive preparation in communication theory and practice, and prepares graduates for a wide variety of careers and graduate education, and for communication excellence in work and leisure, profession and home, politics and religion, and in many other areas.

Major Requirements		40-43 hours
Division Core		**16-17**
COM-115	Introduction to Human Communication	3
COM-116	Communication Lab	0-1
116J	Journalism	
116P	Public Relations	
116R	Radio	
116V	Television	
116T	Theatre	
COM-229	Media and Society	3
COM-235	Communication Career Seminar	1
COM-340	Communication Theory	3
COM-445	Communication Internship	3
COM-480	Senior Project	3
Major Requirements		**15-17**
COM-140	Communication in Action Practicum	0-2
COM-209	Small Group Communication **or**	
COM-366	Organizational Communication	3
COM-233	Principles of Public Relations	3
COM-227	Research Methods in Communication	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3
Concentration Electives		**9**

Nine hours in a specific field of study, which must be approved by the Division of Communication. At least six of the nine hours must be 200-level or higher.

Communication Studies Minor

Minor		21-23 hours
Division Core		**9**
COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-340	Communication Theory	3
Communication Studies Minor Requirements		**12-14**
COM-140	Communication in Action Practicum x 2	0-2
COM-209	Small Group Communication **or**	
COM-366	Organizational Communication	3
COM-227	Research Methods in Communication	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3

Journalism - B.S.

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

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

Management/Leadership: This concentration supplements newswriting background and skills with business and leadership courses.

Content Area Specialization: Increasingly, news outlets seek graduates with writing skills and a solid background in business or politics, for example, according to a media outlet's niche and/or reporting assignments. With this concentration, students select courses that will provide background and expertise in a specific content area of study.

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

Major Requirements		**43-47 hours**
Division Core		**16-17**
COM-115	Introduction to Human Communication	3
COM-116	Communication Lab	0-1
116C	Communication Studies	
116P	Public Relations	
116R	Radio	
116V	Television	
116T	Theatre	
COM-229	Media and Society	3
COM-235	Communication Career Seminar	1
COM-340	Communication Theory	3
COM-445	Communication Internship	3
COM-480	Senior Project	3
Major Requirements		**18-21**
COM-200	Journalism Practicum x 3	0-1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3
COM-250	Media Scriptwriting	3
COM-353	Magazine Writing	3
COM-363	Media Law and Ethics	3
COM-483	Advanced Journalism	3
Concentrations (Choose one)		
Multi-Media		**9**
COM-214	Radio Production	3
COM-215	Television Production	3
COM-223	Desktop Publishing	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-331	Public Relations Writing and Publicity	3
COM-332	Photojournalism	3
COM-364	Field Production	3
COM-365	Broadcast Performance	3
COM-485	Editorial Operation	3
WRI-282	Writing for Results	3
Leadership/Management		**9**
BUS-100	Foundations of Business	3
COM-233	Principles of Public Relations	3
COM-366	Organizational Communication	3
COM-464	Media Management	3
COM-485	Editorial Operation	3
ECO-212	Microeconomics **or**	

ECO-213	Macroeconomics	3
LDR-200	Servant Leader	3
LDR-350	Team Leader	3
LDR-400	Transforming Leader	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
Content Electives		**9**

Nine hours in a specific field of study, which must be approved by the Division of Communication. At least six of the nine hours must be 200-level or higher.

Journalism Minor

Journalism Minor		**21-23 hours**
Division Core		**9**
COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-340	Communication Theory	3
Requirements		**9-11**
COM-200	Journalism Practicum x 2	0-1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3
COM-363	Media Law and Ethics	3
Electives		**3**
COM-215	Television Production	3
COM-223	Desktop Publishing	3
COM-250	Media Scriptwriting	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-332	Photojournalism	3
COM-364	Field Production	3
COM-365	Broadcast Performance	3
COM-485	Editorial Operation	3
WRI-282	Writing for Results	3

Media Communication - B.S.

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

Production: This concentration recognizes the broader career prospects and leadership opportunities for the student working "behind-the-scenes" in media careers. Courses emphasize off-camera, non-performance aspects of media and theatrical production. In addition to specialized skill courses, the student may also work up to two semesters each with WIWU-TV or WIWU-FM for credit. This puts production experience into an ongoing, real-world context.

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

Major Requirements   43-46 hours
Division Core   16-17

COM-115	Introduction to Human Communication	3
COM-116	Communication Lab	0-1
116C	Communications Studies	
116J	Journalism	
116P	Public Relations	
116T	Theatre	
COM-229	Media and Society	3
COM-235	Communication Career Seminar	1
COM-340	Communication Theory	3
COM-445	Communication Internship	3
COM-480	Senior Project	3

Major Requirements   9-11

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

Writing Electives (Choose one)   3

COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-362	Scriptwriting	3

Department Electives (Choose two)   6

COM-233	Principles of Public Relations	3
COM-251	Script Analysis	3
COM-370	Symbols and Imaging	3
COM-464	Media Management	3

Concentrations (Choose one)   9
Production

COM-214	Radio Production	3
COM-215	Television Production	3
COM-220	Radio Practicum	1-2
COM-240	TV Practicum	1-2
COM-272	Stagecraft	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-364	Field Production	3

Performance

COM-210	Advanced Public Speaking	3
COM-214	Radio Production	3
COM-220	Radio Practicum	1-2
COM-240	TV Practicum	1-2
COM-252	Beginning Acting	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3

Media Communication Minor

Media Communication Minor   21-23 hours
Division Core   9

COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements   9-11

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

Electives (Choose one)   3

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

Public Relations - B.S.

The Public Relations major prepares graduates for careers in public relations firms, advertising agencies, health care organizations, educational institutions, social service organizations, retail and manufacturing, financial institutions, government agencies, lobbying, and sports and entertainment

industries. Grounded in the theoretical strengths of the division's core classes, the public relations curriculum develops students' practical skills and perspectives through coursework in theory, technique, and application of skills in partnership with nonprofit and on-campus organizations, and local media outlets. Students gain expertise in strategic planning, writing, promotion and publicity, graphic design, and media tools and techniques. In addition, students select nine credit hours in one of three concentrations, based on their area of interest:

Media Relations: This concentration equips public relations professionals with the understanding and skills for a wide variety of media (e.g. television, film, radio, journalism, etc.), focusing on writing, production, and technological expertise.

Business/Organizational: This concentration offers students entering corporate, nonprofit, higher education, or ministry/para-ministry contexts specialized business, marketing, and leadership background and skills.

Public/Political Affairs: This concentration equips graduates for positions in government, public affairs, and public policy advocacy. Interdisciplinary study in history, political science, and international relations provides theoretical knowledge and preparation in practicing public relations.

Major Requirements		43-46 hours
Division Core		**16-17**
COM-115	Introduction to Human Communication	3
COM-116	Communication Lab	0-1
116C	Communication Studies	
116J	Journalism	
116R	Radio	
116V	Television	
116T	Theatre	
COM-229	Media and Society	3
COM-235	Communication Career Seminar	1
COM-340	Communication Theory	3
COM-445	Communication Internship	3
COM-480	Senior Project	3
Major Requirements		**18-20**
COM-201	Public Relations Practicum x 2	0-2
COM-223	Desktop Publishing	3
COM-224	Introduction to Newswriting	3
COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3

Skill Concentrations (Choose one)		9
Business/Organization		
BUS-100	Foundations of Business	3
COM-209	Small Group Communication	3
COM-366	Organizational Communication	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
Media		
COM-211	Introduction to Mass Communication	3
COM-215	Television Production	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-332	Photojournalism	3
COM-364	Field Production	3
HST-250	Contemporary Affairs	3
Public Affairs		
HST-250	Contemporary Affairs	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
POL-100	American Government	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-302	American Political Parties	3

Public Relations Minor

Public Relations Minor		21-23 hours
Division Core		**9**
COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-340	Communication Theory	3
Minor Requirements		**9-11**
COM-201	Public Relations Practicum x 2	0-2
COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-331	Public Relations Writing and Publicity	3
Electives (Choose one)		**3**
BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
COM-211	Introduction to Mass Communication	3

COM-215	Television Production	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-332	Photojournalism	3
COM-364	Field Production	3
COM-366	Organizational Communication	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
HST-250	Contemporary Affairs	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
POL-100	American Government	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
WRI-282	Writing for Results	3

Theatre - B.S.

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

Major Requirements		**43-46 hours**
Division Core		**16-17**
COM-115	Introduction to Human Communication	3
COM-116	Communication Lab	0-1
116C	Communication Studies	
116J	Journalism	
116P	Public Relations	
116R	Radio	
116V	Television	
COM-229	Media and Society	3
COM-340	Communication Theory	3
COM-235	Communication Career Seminar	1
COM-480	Senior Project	3
COM-445	Communication Internship	3
Major Requirements		**15-17**

COM-116T	Communication Lab: Theatre x 2	0-2
COM-120	Introduction to Theatre	3
COM-251	Principles of Script Analysis	3
COM-252	Beginning Acting	3
COM-272	Stagecraft	3
COM-317	Theatre History and Dramatic Literature	3
Concentrations (Choose one)		
Performance		**12**
Required		**3**
COM-355	Advanced Acting	3
Electives		**9**
COM-214	Radio Production	3
COM-226	Voice and Interpretation	3
COM-315	Principles of Stage Directing	3
COM-365	Broadcast Performance	3
COM-370	Symbols and Imaging	3
EDU-216	Literature, the Young Child and Response **with**	2
MUS-114	Class Voice	1
PHE-260	Health, Physical Activity and Human Movement	3
Technical		**12**
Required		**3**
COM-310	Stage Design I (stage and light)	3
Electives		**9**
ART-121	Drawing I	3
ART-224	Design I	3
COM-214	Radio Production	3
COM-215	Television Production	3
COM-270	Stage Management	3
COM-315	Principles of Stage Directing	3
COM-370	Symbols and Imaging	3
COM-367	Stage Design II (costume/makeup and sound)	3
Theatre Management		**12**
Required		**3**
COM-368	Theatre Management	3
Electives		**9**
BUS-100	Foundations of Business	3
COM-233	Principles of Public Relations	3
COM-315	Principles of Stage Directing	3
COM-331	Public Relations Writing and Publicity	3

COM-352	Interpersonal Communication	3
COM-362	Scriptwriting	3
COM-370	Symbols and Imaging	3
MKG-210	Marketing Principles	3
WRI-235	Creative Writing	3

Theatre Minor

Theatre Minor		**21-23 hours**
Division Core		**9**
COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-340	Communication Theory	3
Requirements		**9-11**
COM-116T	Communication Lab: Theatre x 2	0-2
COM-120	Introduction to Theatre	3
COM-252	Beginning Acting	3
COM-272	Stagecraft	3
Electives (Choose one)		**3**
COM-226	Voice and Interpretation	3
COM-270	Stage Management	3
COM-310	Stage Design I (stage and light)	3
COM-355	Advanced Acting	3
COM-367	Stage Design II (costume/makeup and sound)	3
COM-368	Theatre Management	3

Modern Language and Literature Division

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

The division offers seven majors: English, English Education, Spanish, Spanish Education, TESOL (teaching English to speakers of other languages), TESOL Education, and Writing. Students prepare both theoretically and practically for a personal and professional life that recognizes language and literature as among God's great gifts.

The Division of Modern Language and Literature offers general education classes for all students in reading, writing, literature, language study, Spanish, and French. It operates both a language lab and a writing center, featuring appropriate technology and tutoring. It sponsors trips abroad open to all students, oversees the student publication *Caesura*, and arranges for speakers and performers in the areas of language and literary arts. It promotes the love of language arts and the deliberate study and use of careful, powerful language in the IWU community and in God's world.

Modern Language and Literature Programs

English - A.B.

The major in English is designed to provide students with a broad, liberal arts background, an in-depth study of literature and language, a developing understanding of the human condition, and proficiency in effective communication, both written and oral. The major leads to a wide variety of professional opportunities, whether the graduate looks toward higher education, business, industry, government, law, medicine, social service, or editing. It is an excellent basis for graduate studies not only in English but also in other areas, particularly when combined with a second major such as Philosophy, History, or Religion. The education major in English is further designed to add training and specific professional experience to the liberal arts major (see education section of the catalog).

Major Requirements		40 hours
Required Courses		**9**
ENG-220	Approaches to Literary Analysis	3

ENG-352	History of the English Language	3
ENG-481	English Capstone **or**	
WRI-481	Writing Capstone (ENG/WRI double majors only)	3
Advanced Writing		**3**
WRI-234	Advanced Writing **or**	3
WRI-281	Rhetorical Strategies **or**	3
WRI-282	Writing for Results	3
Upper-Level Literature-		**9**
Three Required Categories		

Category I (American Lit) Colonial - 19th Century
Choose one of the following:

ENG-371	American Renaissance	3
ENG-372	Hawthorne	3
ENG-373	American Fiction	3
ENG-374	American Poetry	3
ENG-476	American Literature to 1830	3
ENG-477	Melville	3
ENG-478	Pre-20th Century American Literature-Advanced Study	3

Category II (British Lit) Pre-20th Century
Choose one of the following:

ENG-361	Shakespeare	3
ENG-362	Victorian Literature	3
ENG-364	Romantic Literature	3
ENG-462	Milton	3
ENG-466	Chaucer	3
ENG-468	Pre-20th Century British Lit	3

Category III (American/British Lit) Post 1900
Choose one of the following:

ENG-360	Modern Drama	3
ENG-365	20th-Century British Literature	3
ENG-370	20th-Century American Literature	3
ENG-430	Contemporary Literature	3
ENG-469	Post 1900-British Literature	3
ENG-479	Post 1900-American Literature-Advanced Study	3

Literature Electives (not ENG-180)	**6**
Electives in English/Writing (except ENG-180)	**6**
Supporting hours in English, Writing, or Education (above 120 except ENG-180)	**7**

Foreign Language   **0-12**

> Intermediate competency
> in modern or ancient
> foreign language

Foreign Language Requirement

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

English Minor

Requirements		24 hours
ENG-220	Approaches to Literary Analysis	3
	Electives in ENG or WRI (except ENG-180), at least 9 hours in upper-level courses.	21

English Education Major

See the education section of the catalog for a list of specific requirements for this teaching major.

Spanish - A.B.

The Spanish major is designed to help students develop proficiency in the communication, cultures, connections, and communities important to the language. In order to meet these goals, the Spanish major emphasizes practical applications and service learning experiences. Since the U.S. is the fifth largest Spanish-speaking country in the world and the Latino population is increasing rapidly, opportunities for multilingual professionals are also increasing. The IWU Spanish major equips students to be "world-changers" through the power of the Spanish language. The education major in Spanish is further designed to add training and specific professional experience to the liberal arts major (see education section of the catalog).

Prerequisite: SPA-117 and SPA-118 or beginning level competency by examination.

Major Requirements		**41-47 hours**
Language		**3-9**

SPA-237	Intermediate Spanish I	0-3
SPA-238	Intermediate Spanish II	0-3
SPA-347	Spanish Conversation/ Composition	3

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes. Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

History and Culture		**6**
SPA-348	Latin American Studies	3
SPA-354	Latin American History	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
Literature		**6**
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
Foreign Study Experience		**3**
SPA-370	Hispanic Culture and Language Studies	3
	and/or	

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture, or literature of a Spanish-speaking country or the theory or practical use of the Spanish language. Must be taught in Spanish and *must* be from an approved, accredited program.

Senior Seminar		**1**
SPA-470	Senior Seminar	1
Spanish Electives		**12**
SPA-357	Spanish Linguistics and Phonology	3
SPA-420	Advanced Spanish Grammar	3
SPA-475	Independent Learning - Spanish **or**	1-3

Any SPA course listed above not taken to meet another requirement	3

Cognate	**10**

Choose from one of the following fields:
> Second Foreign Language
> History
> Religion
> Intercultural Studies **or**
> another field approved by the division

Spanish Minor
Spanish courses numbered 237 or above. **24 hours**

Spanish Education Major

See the education section of the catalog for a list of specific requirements for this teaching major.

TESOL - A.B.

TESOL-Teaching English to Speakers of Other Languages
The TESOL major provides specialized instruction in the theory and skills of teaching second language acquisition, equipping students to change the world in a tangible way. The TESOL curriculum includes a rigorous core that covers language/linguistics, language acquisition, TESL/TEFL theory, assessment practices, and cultural awareness and experience. Graduates with a TESOL major should be prepared to teach English to adult speakers of other languages around the world. The education major in TESOL is further designed to add training and specific experience in elementary and secondary schools (see education section of the catalog).

Major Requirements		42-54 hours
Intercultural		**3**
INT-220	Intercultural Relationships	3
English/TESOL		**18**
ENG-170	Introduction to Linguistics	3
ENG-241	Studies in English Grammar	3
TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-420	English Linguistics for TESOL	3
TESOL Methods and Practicum		**6**
EDU-382TE	TESOL Methods and Materials	3
TSL-385	Practicum in TESOL	3
Foreign Language		**0-12**
	Foreign language, **or**	0-12
	demonstration of intermediate-level competency	0

Electives		15
(Choose at least one course from all three areas)		
Language Studies		
ENG-352	History of the English Language	3
WRI-165	English Language and Composition	3
WRI-210	Theories and Methods of Writing Consultancy	1-3
WRI-230	Sentence Strategies	3
WRI-281	Rhetorical Strategies	3
	Any foreign language course (in addition to competency requirement)	3-6
Intercultural Studies		
ICD-210	Introduction to Development Theory	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3
Communication		
COM-115	Introduction to Human Communication	3
COM-210	Advanced Public Speaking	3
COM-226	Voice and Interpretation	3
COM-252	Beginning Acting	3
COM-352	Interpersonal Communication	3

TESOL Minor

Requirements		24-36 hours
Intercultural		**3**
INT-220	Intercultural Relationships	3
English/TESOL		**15**
ENG-170	Introduction to Linguistics	3
ENG-241	Studies in English Grammar	3
TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TESOL Methods and Practicum		**6**
EDU-382TE	TESOL Methods and Materials	3
TSL-385	Practicum in TESOL	3
Foreign Language		**0-12**
	Foreign language, **or**	0-12
	demonstration of intermediate-level competency	0

TESOL Education Major

See the education section of the catalog for a list of specific requirements for this elementary/secondary teaching major.

Writing - A.B.

The liberal arts major in Writing is designed to prepare students to become outstanding communicators with a high level of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to communication challenges in everyday life. Graduates may elect to pursue careers as writers, editors, or communications consultants, or may wish to apply their expertise in education, business, or the ministry. With its strong liberal arts emphasis, a Writing major is recommended as an excellent professional degree program. Majors graduate with a range of writing experience in various genres, with exposure to modern composition theory, and with training in the practical application of rhetoric to life. While the program requires a comprehensive study and practice of writing, it also encourages the student to discover his or her best voice and style.

Foreign Language Requirement

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

Major Requirements		**42 hours**
WRI-230	Sentence Strategies	**3**
WRI-234	Advanced Writing	**3**
WRI-235	Creative Writing	**3**
WRI-481	Writing Capstone **or**	
ENG-481	English Capstone (ENG/WRI double majors only)	**3**
Literature Electives (except ENG-180)		**12**
Electives in WRI-200 (or above) or the following COM courses:		**18**
COM-210	Advanced Public Speaking	3
COM-223	Desktop Publishing	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-353	Magazine Writing	3
COM-362	Scriptwriting	3

COM-483	Advanced Newswriting and Reporting	3
COM-485	Editorial Operation	3

Requirements for Writing 30-hour Major (Taken only as a second major)		
WRI-230	Sentence Strategies	**3**
WRI-234	Advanced Writing	**3**
WRI-235	Creative Writing	**3**
WRI-481	Writing Capstone **or**	
ENG-481	English Capstone (ENG/WRI double majors only)	**3**
Literature Electives (except ENG-180)		**12**
Electives in WRI-200 (or above) or the following COM courses:		**6**
COM-210	Advanced Public Speaking	3
COM-223	Desktop Publishing	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-353	Magazine Writing	3
COM-362	Scriptwriting	3
COM-483	Advanced Newswriting and Reporting	3
COM-485	Editorial Operation	3

Writing Minor

Writing courses 200 or above or COM courses listed above	**24 hours**

Writing Center

The Writing Center seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division.

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

Modern Language and Literature Programs - Other

Latin American and Iberian Studies

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies. See the social sciences section of the catalog for specific requirements.

Music Division

Purpose

The Division of Music is committed to preparing men and women to be the best possible musicians who recognize that all gifts and talents are from God, to be cultivated to their highest potential for humble service to God and others. Since 1994, Indiana Wesleyan University Division of Music has been an accredited member of the National Association of Schools of Music (NASM), http://nasm.arts-accredit.org or phone 703-467-0700. Music scholarships are available for Music majors by audition. Contact the division for applications.

General Education Competencies

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

Admission to the Music Major

Permission to declare a music major at IWU is neither automatic nor assumed merely because a student wants to study music. Students must demonstrate a degree of aptitude and preparedness, both academically and musically. Those conditions can be met by the following means:

1. Academic readiness can be demonstrated by completing a placement exam in music theory. If students are not prepared for the exam, equivalency can be met by taking MUS-160, Introduction to Music Theory, and earning a grade of "C" or above.

2. Performance readiness can be proven by an audition before selected music faculty or by submitting an audio or video recording of pieces showing appropriate levels of accomplishment.

3. Audition for the music faculty. Two pieces in contrasting styles must be performed in the student's applied area. One additional piece may be performed in a second applied area. No taped accompaniments; an accompanist will be provided if needed.

4. All students are required to submit three letters of reference from former music teachers, from music directors, or from other musicians who can verify the student's readiness to study music at the collegiate level.

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

If an applicant fails in any of the above requirements but still wishes to be admitted as a major, the status of provisional music major will be granted. The student will be expected to re-audition and successfully complete MUS-160 at the end of the first semester of study. Upon satisfactory completion, the applicant will be classified as a music major.

Admission to Upper-divisional Studies

Admission to upper-level studies is granted by the music faculty through the Upper-divisional Hearing. This consists of a performance and written examination in which the candidate's applied and academic progress is evaluated, and the candidate is questioned regarding content of courses completed and progress toward career goals. An overall grade-point average of 2.75 is required for admission to upper-divisional studies and no grade below a "C" in any music class.

Other Requirements for all Music majors

MUS-200 Recital Attendance (seven semesters)

Class Piano Requirements

Large Ensemble Participation (participation in major ensemble each semester)

Upper Divisional Hearing

Young Performer Series Recital

Music Programs

Applied Music - A.B.

The applied music degree prepares the student for graduate study, or private studio teaching. It may be effectively combined with other majors such as Christian Ministries, Christian Worship, or Christian Education. Emphasis may be choral (C), instrumental (I), or general (G).

Required Core Courses		40-42 hours
MUS-101-401	Applied Music	7
MUS-160	Introduction to Music Theory (Prerequisite for Music Theory I)	(0-2)
MUS-162	Music Theory I	3
MUS-261	Music Theory II	3
MUS-264	Music Theory III	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-285	Beginning Conducting	2
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-442	Senior Recital	2
MUS-490	Senior Seminar	2

	Ancient or Modern Language	3

Additional Required Core Course for Vocal Emphasis only

MUS-120	Diction for Singers (Vocal Emphasis)	2

Additional Required Core Course for Keyboard Emphasis only

MUS-119	Keyboard Skills I	1
MUS-248	Keyboard Literature	2
MUS-321	Keyboard Skills II	1

Electives selected from the following: **10**

Instrumental Emphasis (All 4 Techniques courses)

MUS-114	Class Voice (non-vocal major)	1
MUS-275	Introduction to Computer Applications	1
MUS-281*	Woodwind Techniques	2
MUS-282*	String Techniques	2
MUS-283*	Percussion Techniques	2
MUS-284*	Brass Techniques	2
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1

Vocal Emphasis (3 Techniques courses including 1 * instrumental)

MUS-275	Introduction to Computer Applications	1
MUS-280	Choral Techniques	2
MUS-286	Advanced Conducting	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2

Piano Emphasis

MUS-100	Secondary Applied	2
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-275	Introduction to Computer Applications	1
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-218	Collaborative Piano	2

General emphasis applied music majors must add the following:

	Four semesters of secondary applied	4
	Large ensemble in secondary area	2
MUS-280	Choral Techniques	2
	Instrumental Techniques	2

Piano Proficiency	**2-8**
Competency through Level III (instrumental) **or** Level IV (vocal)	

APPLIED MUSIC

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

Church Music - A.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, and the required ensemble will be choral.

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

Required Core Courses   38-40 hours

MUS-101-201	Major Applied Studies	4
MUS-149	Introduction to Contemporary Worship	2
MUS-160	Introduction to Music Theory	(0-2)
MUS-162	Music Theory I	3
MUS-175	Chapel Ensemble	1
MUS-261	Music Theory II	3
MUS-264	Music Theory III	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-266	Ear Training III	1
MUS-254	Church Music I	3
MUS-354	Church Music II	3
MUS-280	Choral Techniques	2
MUS-285	Beginning Conducting	2
MUS-371	Music History and Literature I **or**	
MUS-372	Music History and Literature II	3
MUS-450	Church Music Practicum	2
MUS-490	Senior Seminar	2
Electives selected from the following:		**6**

MUS-124	Guitar Techniques for Leading Worship	1
MUS-220	Organ Class	1
MUS-255	Contemporary Keyboard	1
MUS-260	Hymnology	1
MUS-265	Form and Analysis	2
MUS-275	Introduction to Computer Applications	1
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1
MUS-442	Senior Recital **or**	2
MUS-445	Church Music Senior Project	2
REL-441	Christian Theology I	3
REL-469	Pastoral Counseling	3

Piano Proficiency   2-8
Competency through Level IV
Competency through Keyboard Skills I (piano)

MUSICAL ORGANIZATION AND ENSEMBLE
Participation is by arrangement with the music faculty. Four credits in ensemble may be counted toward a degree. Music majors must participate in an ensemble of their major area each semester (excluding semester of student teaching). General majors must also spend one year (2 semesters) in a major ensemble of their second applied area.

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

Students must follow the specific requirements of their ensemble director. Each student is expected to participate for the entire year.

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

Required Courses   31-33 hours

MUS-160	Introduction to Music Theory	(0-2)
MUS-162	Music Theory I	3
MUS-261	Music Theory II	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-254	Church Music I	3
MUS-280	Choral Techniques	2
MUS-285	Beginning Conducting	2
MUS-354	Church Music II	3
MUS-450	Church Music Practicum	2
	Music Electives	3

MUS-111-211	Major Applied (3 semesters)	3
MUS-200	Recital Attendance (4 semesters)	0
MUS-260	Hymnology	1
	Large Ensemble Participation (4 semesters)	
	Young Performer Series Recital (during final semesters of applied study)	

Piano Proficiency   2-4
Competency through Level II

Music Composition - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, further study in composition, or as a private teacher of music theory and composition.

Requirements   81 hours
Required Core Courses   45

MUS-102P	Applied Music	4
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-180	Humanities Fine Arts	3
MUS-202P	Applied Music	4
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-302P	Applied Music	4
	EITHER a Junior Recital or a Collaborative Project (i.e. composing for film or drama) required during second semester of Junior year	
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-402P	Applied Music	2
MUS-442	Senior Recital	2
MUS-490	Senior Seminar	2

Supportive Courses in Music:		**36**
		16
MUS-105	Class Piano I	2
MUS-165	Class Piano II	2
MUS-205	Class Piano III	2
MUS-305	Class Piano IV	2
MUS-119	Keyboard Skills I	1
MUS-268	Counterpoint	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2
MUS-318	Orchestration	2

Ensembles: Choose seven from the following: **7**

Major Ensembles:

MUS-182	Piano Ensemble	(0-1)
MUS-192	University Chorale	(0-1)
MUS-193	University Singers	(0-1)
MUS-194	Chamber Singers	(0-1)
MUS-196	Wind Ensemble	(0-1)
MUS-198	Orchestra	(0-1)

Minor Ensembles:

MUS-173	Handbell Ensemble	(0-1)
MUS-174	Women's Chorus	(0-1)
MUS-175	Chapel Ensemble	(0-1)
MUS-177	Clarinet Quartet	(0-1)
MUS-178	Saxophone Quartet	(0-1)
MUS-179	Woodwind Quartet	(0-1)
MUS-181	Guitar Ensemble	(0-1)
MUS-183	Jazz Combo	(0-1)
MUS-184	World Music Ensemble	(0-1)
MUS-185	Flute Ensemble	(0-1)
MUS-186	String Quartet(s)	(0-1)
MUS-189	Honors Brass Quintet	(0-1)
MUS-195	Percussion Ensemble	(0-1)
MUS-197	Jazz Ensemble	(0-1)

Secondary Instrument **4**

MUS-111	Secondary Applied	1
MUS-112	Secondary Applied	1
MUS-211	Secondary Applied	1
MUS-212	Secondary Applied	1

Music Elective hours selected from the following: **9**

MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1

Music Education Major

See the education section of the catalog for a list of specific courses required for this teaching major.

Music Programs - Other

Music Minor

The Music minor is designed for the student with a major in another discipline who has an interest in music. The curriculum strengthens and enriches the music background.

Ensembles may be taken for credit but cannot be counted for the elective hours needed in the music minor.

Required Courses		**24-26 hours**
MUS-160	Introduction to Music Theory	(0-2)
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-371	Music History and Literature I **or**	
MUS-372	Music History and Literature II	3
MUS-111-212	Applied Studies	4
MUS-285	Beginning Conducting	2
MUS-200	Recital Attendance (4 semesters)	0
	Second Applied and / or Music Electives	3
	Large Ensemble Participation (4 semesters)	
	Young Performer Series Recital (during final semesters of applied study)	

Piano Proficiency **2-4**

Competency through Level II

School of the Physical and Applied Sciences

Associate Dean - Dr. Burton Webb

Health and Human Performance Division Chair - Dr. Michael Fratzke

Mathematics and Computer Information Division Chair - Dr. Mel Royer

Natural Sciences Division Chair - Dr. Dennis Brinkman

Health and Human Performance Division

Purpose

The Health and Human Performance 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 professionals in this division are afforded a great opportunity to reach all aspects of the whole person. Each individual will be challenged to develop professionally and in turn be prepared to serve others upon completion of the degree.

Eight degrees are offered within the Division of Health and Human Performance. They are a Bachelor's of Science degree in Applied Health and Fitness, Athletic Training, Exercise Science, Physical and Health Education-secondary certification (5-12) or all grade certification (K-12), Recreation Management, Sports Management, and Sports Ministries.

In addition to these majors, there are minors available in Health Promotion And Wellness, Recreation Management, and Coaching. There is also a Pre-physical Therapy program.

Admission to Majors

Admission to majors in the Health and Human Performance Division follow the procedures established for the university. Majors seeking teaching certification must apply for admission to teacher education through the Department of Education. Also see the athletic training and exercise science application process.

General Education Requirements	45-51 hours

Most majors within the Health and Human Performance Division follow the traditional general education requirements. Recommended courses for specific areas are below. If this differs, the courses are identified under the specific major.

Health and Human Performance Programs

Applied Health and Fitness - B.S.

A growing demand in the field of health, wellness, and fitness is creating a need for qualified professionals. The Applied Health and Fitness degree prepares students for careers in areas such as corporate fitness, personal training, strength and conditioning, and related fields. Students will also be prepared to sit for certification exams from organizations such as the National Strength and Conditioning Association (NSCA), the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Required Courses		44 hours
BIO-112	Anatomy and Physiology II	4
PHE-170	Introduction to Exercise Science	3
PHE-225	Psychology of Sport and Exercise	3
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-235	Professional Experience I	1
PHE-264	Principles of Strength and Conditioning **or**	3
PHE-265	Personal Training **and**	2
PHE-236	Professional Experience II	1
PHE-286	Kinesiology	3
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-370	Biomechanics	3
PHE-374	Physiology of Exercise	3
PHE-375	Fitness Assessment and Exercise Prescription	3
PHE-410	Wellness Internship	2
PHE-413	Health Promotion and Wellness Management	3
PHE-485	Senior Seminar I	1

Health Promotion and Wellness Minor

Required Courses		25 hours
BIO-111	Anatomy and Physiology I	4
PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-413	Health Promotion and Wellness Management	3

Athletic Training - B.S.

This bachelor's degree is designed to prepare the student for a career in the field of athletic training/sports medicine. The Commission on Accreditation of Athletic Training Education (CAATE), http://caate.net, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, accredits IWU's athletic training education program. The major can be completed in 8 semesters of study. The current route to become a BOC certified athletic trainer is through a CAATE accredited athletic training education program. IWU's athletic training education program received accreditation in April 2003 and is committed to program excellence. This is a competitive program and application alone does not guarantee admittance. Any student designating Athletic Training as their major is given a pre-athletic training major description which signifies their intent to apply to the program. The application process should be started in the fall of the first year of declaring the major, with formal application due on December 1 of that semester. Decisions will be made by the athletic training faculty, and students will be notified by mail during Christmas vacation of the decision.

Transfer Students
A prospective student must declare an interest in Athletic Training as a chosen field within his or her first year of study. A student beyond his or her freshman year at IWU (e.g., changing majors) will also be considered for the program: however, an additional year or two of study may be necessary to satisfy the educational and clinical requirements for IWU's ATEP program. A transfer student may apply certain athletic training courses from another university/college towards our major if the course is acceptable to the athletic training program director (e.g., course content, credit hours, and description) and meets all transfer requirements by the Records office.

Athletic Training Education Program Application Procedure
All students applying to the IWU ATEP must meet the technical standards of our program. Should accommodations need to be made, the student must contact the athletic training program director. The technical standards for our program are available on the athletic training Web site or from the athletic training faculty. Applications are available from the athletic training faculty upon request. If a pre-athletic training student does not gain acceptance into the program, they can continue to take the necessary steps (listed below) to apply to the athletic training education program within three semesters or change majors. The following criteria must be met to gain admittance into the athletic training education program as an athletic training student

1. A formal letter of application stating why you want to apply to our program and why you want to become a certified athletic trainer.

2. Completion of the Indiana Wesleyan University Athletic Training Education Program application, recommendation forms, technical standards, interview with the athletic training faculty, and a minimum of 75 hours of direct observation. (A photocopy of the observation log should be included in the application.)

3. Completion of ATR-195 and 196 with at least a 2.0 GPA (C) or above in each course. A student cannot enroll in other athletic training courses until the athletic training course with the unacceptable grade (C- or below) is retaken and passed with a grade of "C" or above. A student changing his or her major to athletic training at the start of the spring semester may take approved classes towards the athletic training major. Spring semester applications to the program will be considered on an individual basis for students changing majors or transfer students depending on their academic standings and previous coursework.

4. Completion of one semester of attendance at Indiana Wesleyan University or transferring to IWU with the proper coursework in athletic training and a minimum overall GPA of 2.5 (C).

5. Commitment to the mission of the university as demonstrated by professional conduct. Apparent interest and motivation, as evidenced by work habits, promptness, etc. Athletic Training background through previous high school and/or college-level experience prior to application to the ATEP program is desirable but not required.

Athletic Training Education Program Retention Policy
To remain in the Athletic Training Education program as an athletic training student, the student must achieve the following standards each semester

1. Earn at least a 2.0 GPA (C) or above in all required classes within the major.

2. Earn at least a 2.5 cumulative GPA (C+).

3. Be in good standing with the university (e.g., no citizenship probation).

4. Participate in blood borne pathogen training at the beginning of each academic year.

5. Maintain CPR-PR certification every year.

6. Show progress through clinical instruction and learning over time.

7. Perform all duties assigned to the best of one's ability.

8. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Athletic Training Education Program Probation Policy

Any athletic training student within the program may be subject to a probationary status. A probationary status will be assigned if an athletic training student does not abide by the standards of the IWU Athletic Training Education program. The athletic training program director is the only authority that can administer a probationary status or remove a probationary status within this program. The athletic training program director and athletic training faculty may also remove athletic training students from the program for infractions of divisional and university policies. Athletic training students may not accumulate clinical hours while on probation but may progress through the Athletic Training major course sequence.

Athletic Training Student Health Policy

Athletic training students must have the appropriate health forms and records on file with the athletic training program director to be considered for admittance to the Athletic Training Education program. In addition, athletic training students will be required to have the following tests and vaccinations by the start of their first semester in the major (or in the process to receive the vaccinations - HBV);

1. **Tuberculin Skin Test**   If the TB test is positive, a chest x-ray must be done. A yearly TB test is required and written results are given to the athletic training program director to be added to that student's file. The athletic training student may have this test done at the IWU Health Center.

2. **Hepatitis B Vaccination**   Athletic training students are strongly encouraged to be vaccinated with the Hepatitis B vaccine (HBV). A sum of three injections in a six-month period is required for this vaccination. Each injection will vary in cost depending on where you obtain the vaccination. A waiver must be signed and in the athletic training student's permanent file if he or she chooses not to obtain the vaccination.

3. **Physical Examination**   Athletic training students will undergo a physical with the Athletic Training Education program's team physician, if the student does not have a physical on file in the Health Center.

Courses   55 hours

ATR-195	Introduction to Athletic Training	2
ATR-196	Athletic Training Clinical Education Experience I	1
ATR-197	Athletic Training Clinical Education Experience II	1
ATR-199	Athletic Training Practicum I	1
ATR-220	Therapeutic Modalities	3
ATR-225	Lower Extremity Evaluation and Assessment	2
ATR-226	Upper Extremity Evaluation and Assessment	2
ATR-231	Advanced Athletic Training	2
ATR-296	Athletic Training Clinical Education Experience III	1
ATR-297	Athletic Training Clinical Education Experience IV	1
ATR-299	Athletic Training Practicum II	1
ATR-332	Therapeutic Exercise and Rehabilitation I	2
ATR-333	Therapeutic Exercise and Rehabilitation II	2
ATR-396	Athletic Training Clinical Education Experience V	1
ATR-397	Athletic Training Clinical Education Experience VI	1
ATR-399	Athletic Training Practicum III	1
ATR-440	Pharmacology for the Athletic Trainer	2
ATR-450	Senior Seminar in Sports Medicine	2
ATR-492	Administration of Athletic Training	2
ATR-495	Athletic Training Practicum IV	1
ATR-496	Athletic Training Clinical Education Experiences VII	1
ATR-497	Athletic Training Clinical Education Experiences VIII	1
BIO-112	Anatomy and Physiology II	4
PHE-225	Psychology of Sport and Exercise	3
PHE-286	Kinesiology	3
PHE-362	Nutrition for Health	3
PHE-370	Biomechanics	3
PHE-374	Physiology of Exercise	3
PHE-377	Physics of Sport Movement	3

Athletic Training Major Requirements for Graduation

1. Complete all athletic training practicum courses along with the hour requirement for those courses.

2. Become certified in CPR for the Professional Rescuer and First Aid /AED (accomplished with ATR-197) and maintain that certification while at IWU.

3. Experience upper and lower extremity clinical rotations as well as an equipment intensive sport and general medical rotation.

4. Complete the clinical education instruction plan consistent with the learning over time model.

Exercise Science - B.S.

This program also is designed to prepare students for post-graduate academic pursuits in exercise science and specifically exercise physiology, cardiac/pulmonary/cancer rehabilitation, biomechanics, or fitness leadership. Students interested in continuing their education in physical or occupational therapy or becoming a physician's assistant would benefit from this exercise science program as well. The final purpose of this program design is to prepare students for certifications by professional organizations relative to exercise science, specifically the clinical exercise specialist certification by the American College of Sports Medicine (ACSM). Contact exercise science department for application process.

Required Courses		44 hours
BIO-112	Anatomy and Physiology II	4
BIO-125	Principles of Biology	4
CHE-120	Introduction to Organic and Biological Chemistry	4
PHE-170	Introduction to Exercise Science	3
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I (Lab Tech)	1
PHE-236	Professional Experience II	1
PHE-286	Kinesiology	3
PHE-352	Sport Law and Risk Management	3
PHE-370	Biomechanics	3
PHE-374	Physiology of Exercise	3
PHE-375	Fitness Assessment and Exercise Prescription	3
PHE-377	Physics of Sports Movement	3
PHE-415	Nutrition for Sport and Performance	4
PHE-485	Senior Seminar I	1
PHE-486	Senior Seminar II	1

Physical and Health Education Major (5-12, K-12)

See the education section of the catalog for a list of specific courses required for this teaching major.

Recreation Management - B.S.

Career opportunities in recreation management have expanded because of the increasing amount of recreation time discovered by Americans in recent years. Career options include work in such areas as church recreation, parks, playgrounds, recreation in business and industry, hospitals, nursing homes, camps, resorts, hotels, cruise ships, youth organizations, zoos, and environmental centers.

Students majoring in Recreation Management are expected to complete 51 hours of credit, including two hours of internship and two hours of professional experience. Internships will consist of on-site experience with agencies that deliver leisure services. These may include public recreation park agencies, voluntary agencies (youth service agencies), correctional institutions, industries, recreation for the ill and handicapped (including hospitals), and college unions.

Required Courses		51 hours
PHE-156	Wesleyan **IS**land **E**xperience in **O**utdoor **W**ilderness **L**earning (**WISE OWL**)	3
PHE-210	Computers and Technology in Physical Education and Sport	2
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-352	Sport Law and Risk Management	3
REC-160	Introduction to Recreation	3
REC-180	Recreation Games and Intramural Sports	3
REC-260	Recreation Leadership and Programming	3
REC-280	Commercial and Social Recreation	3
REC-370	Therapeutic Recreation and the Aged	3
REC-380	Camp Management	3
REC-385	Challenge Education	3
REC-390	Introduction to Therapeutic Recreation	3
REC-410	Recreation Internship	2
REC-450	Recreation Administration	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3
Additional activities from the following:		**6**
PHE-109	Canoeing	1
PHE-110	Bicycling	1
PHE-120	Backpacking	1
PHE-122	Active Recreation Games	1
	Aquatics course	1

	Individual Dual Sport Activity	1
	Team Sport Activity	1

Suggested courses for TRS

BIO-112	Anatomy and Physiology II	4
PSY-250	Development Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3
PSY-366	Psychology of Abnormal Behavior	3
REC-405	Clinical Aspects of Therapeutic Recreation	3
REC-472	The Therapeutic Process, Protocols, and Facilitation Techniques in Leisure Education Programs for the Disabled	3
REC-480	TRS Internship	3

Recreation Management Minor

Required Courses		**24 hours**
PHE-156	**W**esleyan **IS**land **E**xperience in **O**utdoor **W**ilderness **L**earning (**WISE OWL**)	3
PHE-235	Professional Experience I	1
REC-160	Introduction to Recreation	3
REC-180	Recreation Games and Intramural Sports	3
REC-260	Recreation Leadership and Programming	3
REC-380	Camp Management	3
REC-410	Recreation Internship	2
REC-450	Recreation Administration	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3

Sports Management - B.S.

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

Required Courses		**41 hours**
PHE-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-225	Psychology of Sport and Exercise	3
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-350	Ethics and Character Development in Sports	3
PHE-352	Sport Law and Risk Management	3
PHE-354	Sports Management	3
PHE-371	Administration of Physical Education and Athletics	3
BUS-100	Foundations of Business	3
PHE-264	Principals of Strength and Conditioning	3
PHE-420	Sports Marketing, Promotion, and Fund Raising	3
PHE-422	Sports Management Internship	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3
PHE-210	Computers and Technology in Physical Education and Sport	2
PHE-480	Senior Seminar in Health and Human Performance	2

Sports Ministries - B.S.

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, individual sport coach training, and para-church sports ministries.

General Education Requirements

Students in this major meet some of the general education requirements by taking PHE-248, PSY-150, and SOC-150.

Required Courses		48 hours
BIL-202	Inductive Bible Study	3
PHE	Team Sport Activity (select 1)	1
PHE-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-225	Psychology of Sport and Exercise	3
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-235	Professional Experience I	1
PHE-371	Administration of Physical Education and Athletics	3
REL-232	Basic Christian Doctrine	3
REL-241	Survey of Christian History	3
Choose one of the following sets of two courses:		**4**
REC-260	Recreation Leadership and Programming **and**	
PHE-236	Professional Experience II	(4)
	or	
YTH-355	Youth Programming and Management **and**	
YTH-355P	Youth Programming Management Practicum	(4)
	or	
CED-255	Local Church Education **and**	
CED-255P	Local Church Education Practicum	(4)
PHE-350	Ethics and Character Development in Sport	3
PHE-470	Sports Ministries Internship	3
REL-345	Sports Evangelism and Discipleship	3
REL-340	Models of Sports Ministries	3
YTH-370	Youth Counseling	3
Choose one of the following:		**2**
PHE-480	Senior Seminar	2
YTH-480	Youth Ministries Capstone	2

Health and Human Performance Programs - Other

Pre-physical Therapy Program

NOTE: Another major must be declared as this is a program to enable the student to pursue graduate education in a professional physical therapy school.

Description

The Pre-physical Therapy program consists of a combination of courses in addition to the course requirements for any other official university major. However, majors in Athletic Training, Biology, Exercise Science, and Psychology best compliment this program and application to a professional physical therapy school. This program leads to a Bachelor of Science degree and is designed to prepare the student for application to a professional physical therapy school. Some professional schools may require additional coursework; therefore it is imperative that the student obtain the appropriate prerequisite requirements and related information from potential graduate schools and work with their advisors to meet all admissions requirements.

Admission

Due to the high academic achievement that is required for admission to professional schools, there is an admission process for entry into the Pre-physical Therapy program. Upon completion of the sophomore year, students interested in the Pre-physical Therapy program must have a minimum GPA of 3.0 and interview with the pre-physical therapy advisor (this individual is usually the student's academic major advisor). It is essential that the GPA be maintained. Should a students' GPA fall below the 3.0 requirement, the student will be put on probation from the program and be given one semester to increase his or her GPA back into the acceptable range. If the GPA is not increased to a 3.0 or above, the student will be dismissed from the program but may continue in his or her major. Transcript the same way Pre-med is done.

Requirements

Pre-physical Therapy Core   36 Credit hours

BIO-125	Principles of Biology	4
BIO-111	Anatomy and Physiology I **or**	
BIO-311	Mammalian Anatomy	4
BIO-112	Anatomy and Physiology II **or**	
BIO-312	General Physiology	4
MAT-112	General Statistics	3
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
PHY-211	General Physics I	4
PHY-212	General Physics II	4
PSY-150	General Psychology	3

BIO-311 Mammalian Anatomy and BIO-312 General Physiology are two biology courses that would also meet most professional physical therapy schools prerequisites for admittance and can replace BIO-111 and BIO-112 as adequate substitutes for the program requirements.

Recommended Electives

ATR-220	Therapeutic Modalities	3
ATR-225	Lower Extremity Evaluation and Assessment	2
ATR-226	Upper Extremity Evaluation and Assessment	2
ATR-332	Therapeutic Exercise and Rehabilitation I	2
ATR-333	Therapeutic Exercise and Rehabilitation II	2
PHE-286	Kinesiology	3

Coaching Minor

Coaching Minor   24 hours

ATR-195	Introduction to Athletic Training	2
ATR-196	Athletic Training Clinical Education Experience I	1
PHE-165	Principles and Problems of Coaching	3
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-374	Physiology of Exercise	3
PHE-286	Kinesiology	3
Choose four from the following courses:		**4**

PHE-261	Coaching Baseball and Softball	1
PHE-263	Coaching Basketball	1
PHE-274	Coaching of Track and Field	2
PHE-275	Coaching of Volleyball	1
PHE-276	Coaching of Soccer	1

General Physical Activity Courses

Courses PHE-101-PHE-139 fulfill general education requirements. Course PHE-101 is required. One other course must be selected. Individuals with severely limited physical capabilities or working adult students may arrange with the physical education coordinator to take adult fitness.

PHE-101	Concepts of Health and Wellness	1

A study of the values, components, development, and maintenance of fitness. Required of all students.

PHE-102	Adult Fitness	1

A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

Other physical education activity electives

PHE-103	Aerobic Exercise	1
PHE-105	Badminton	1
PHE-106	Basketball - Men	1
PHE-107	Basketball - Women	1
PHE-109	Canoeing (fee required)	1
PHE-110	Cycling	1
PHE-113	Walk, Jog, Run	1
PHE-114	Golf (fee required)	1
PHE-115	Aqua Exercise	1
PHE-116	Horsemanship (fee required)	1
PHE-117	Varsity Athletics (may be repeated once in a second sport)	1
PHE-120	Backpacking (fee required)	1
PHE-121	Racquetball	1
PHE-122	Active Recreation Games	1
PHE-124	Soccer (coed)	1
PHE-126	Swimming Skills	1
PHE-128	Lifeguarding	2
PHE-129	Water Safety Instructor (17 years old, certified)	2
PHE-130	Tennis	1
PHE-131	Cross-Country Skiing (fee required)	1
PHE-132	Volleyball	1
PHE-134	Weight Training	1
PHE-135	Introduction to Climbing	1

Natural Sciences Division

Biology Programs

The curricula of the Biology Department support the efforts of a wide range of career opportunities. In addition to providing general background for minors in Biology and developing scientific competence in its own majors, the Biology Department provides curricula for the pre-med program and support courses for other divisional majors with science requirements. We seek to prepare students who major in Biology for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc.; and (3) entry-level positions in related fields as laboratory assistants or technicians. The complete biology curricular outline is available upon request.

Related Curricula
The pre-medical program curricula and the nursing curricula may be found in the Natural Sciences and Mathematics and School of Nursing sections, respectively. In addition to the curriculum for majors, pre-meds, and pre-nursing students, the Biology Department provides science curriculum to prepare students in other majors like science education, careers in business, or other careers that may demand a knowledge of scientific information. The Biology Department also offers a four-year medical technology program in cooperation with affiliated hospitals.

Science Education majors will complete certain courses within the Biology major as one of the possible content areas leading toward teacher certification. Professionalization of this certification occurs in the Division of Education curricula with the choice of either the single field biology major or the dual field Biology/Chemistry major. Other campus divisions of study will advise students into service courses that meet their needs for science training related to other career paths.

Biology - B.S.

Mission
The Biology Department at Indiana Wesleyan University is committed to the belief that all truth is God's truth. To that end, we endeavor to instill students with biological knowledge, technical skill, and a Judeo-Christian disposition, empowering them to positively impact the world around them.

General Education Objectives
The Biology Department offers classes that fulfill the laboratory science general education objectives for the College of Arts and Sciences. Upon completion of any general education lab, science students should be able to:

1. Articulate the steps used in the scientific method.
2. Gather, analyze, and draw conclusions based on observations.
3. Hypothesize and design an experiment to test the hypothesis.
4. Understand the strengths and weaknesses of scientific inquiry.
5. Evaluate sources of information for scientific validity.
6. Attain amateur expertise and hands-on experience in a sub-discipline of science.
7. Articulate what is meant by a scientific world-view.
8. Appreciate the natural world as god's creation.
9. Value the concept of stewardship of the creation.
10. Integrate a Christian world-view in the context of scientific discovery.

The following biology courses meet or exceed these objectives:

BIO-102, BIO-105, BIO-106, BIO-108, BIO-109, BIO-111, BIO-112, BIO-113, BIO-125

It is incumbent upon the student to meet any prerequisites that may be necessary to enroll in the classes listed above.

Biology Major Outcomes:
The Biology major at Indiana Wesleyan University is designed to provide the student with a broad understanding of the most important topics in biology. Specialized knowledge about more advanced topics is also available by taking upper division courses in the student's area of interest.

Our goal is to assist the student in achieving competence (defined by assessment in each objective of the following three domains: Cognitive, Psychomotor, and Affective). Upon completion of the curriculum in the Biology major, the student should be able to:

Knowledge: (Cognitive Domain)

1. Define and defend the characteristics of life, in general, and human life in particular.
2. Describe the cell as the structural and functional building block of life, list the structures that make up the cell, and explain their function in precise terms.
3. Demonstrate, using examples, the many ways by which cells communicate with one another and live in communities whether they are biofilms, tissues, or organ systems.
4. Identify and describe the general anatomy of the major organ systems common to animals; explain the physiology of these systems, and show how form and function are related.

5. Identify and articulate the similarities and differences that exist in the various groups of animals.

6. Identify and articulate the similarities and differences that exist in the various groups of plants.

7. Identify and articulate the relationships between plants, animals, and their environment.

8. Use bioinformatics as a tool to access the information needed to describe and predict biological phenomenon.

9. Describe and evaluate the evidence regarding the relatedness and common origin of life in the context of a broadly Christian world-view.

10. Identify the patterns of genetic inheritance and explain the mechanisms of genetic regulation and dysregulation.

Skills: (Psychomotor Domain)

1. Mount, illuminate, and focus slides on a microscope, then use the microscope to identify cellular structures, tissues, and various classes of microbes.

2. Make proper use of the instruments of dissection (scalpel, forceps, scissors, etc.) to correctly identify plant and animal structures.

3. Demonstrate proper technique for the collection of samples.

4. Identify, appropriately use, and cite scientifically credible sources in the literature.

5. Utilize the scientific method to create experiments with appropriate controls and variables.

6. Analyze data for validity and reliability using appropriate statistical tools.

7. Organize and present data in a logical and professional manner.

Dispositions: (Affective Domain)

1. Committed to the pursuit of truth in science while reconciling apparent conflicts between science and faith.

2. Use data gleaned from the scientific method to critically analyze a problem, hypothesize a solution, and test the veracity of the hypothesis.

3. Develop a love of learning that crosses many academic disciplines and continues throughout the life span.

4. Recognize and appreciate the beauty and wonder of the creation.

5. Value and adhere to a lifestyle consistent with the conscientious stewardship of creation.

6. Recognize and appreciate the complexity of creation, realizing that explaining things in scientific terms does not negate the miracle of it all.

Requirements for the Biology major (B.S.)

A major in Biology requires 52 hours of coursework (42 hours in biology and 10 hours in chemistry). Only courses numbered 125 and above may be applied toward the major or a minor in biology. All prerequisite courses require a grade of "C" or better.

To begin taking classes toward the Biology major, students must be eligible to take ENG-120 and have achieved the following:

Math   SAT   I   >   480   (or   MAT-120)
ACT > 21 (or MAT-120)

Biology Core   30 hours

BIO-125	Principles of Biology	4
BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-301	Ecology	3
BIO-311	Anatomy	4
BIO-312	Physiology	4
BIO-351	Cell Biology	3
BIO-412	Genetics	3
BIO-490	Biology Senior Seminar	1

Students are not allowed to register for classes with numbers > 300 if their GPA is below 2.5.

Because the study of biology relies heavily on a solid foundation in chemistry, students are required to take CHE-125 and CHE-126. These two courses fulfill the 10 hours in chemistry that are required as part of the Biology major.

Biology Electives   12-17 hours

In addition to the biology core and chemistry requirements, the Department of Biology requires all Biology majors to complete 5 elective courses in biology (a minimum of 12 additional credit hours in biology).   Courses may be selected from the following list:

BIO-203	Environmental Conservation	3
BIO-204	Ornithology	3
BIO-213	Microbiology	4
BIO-220	Field Biology	3
BIO-302	Entomology	3
BIO-303	Marine Ecology	3
BIO-330	Histology	3
BIO-396	Advanced Studies in Biology	1-3
BIO-411	Vertebrate Development	4
BIO-432	Molecular Biology	4
BIO-440	Immunology	3

BIO-495	Research in Biology	1-3
CHE-430	Biological Chemistry I	3
CHE-432	Biological Chemistry II	4
Au Sable	courses above 200	

Although not required for the Biology major, it is highly recommended that students planning on applying to any of the various medical or graduate schools in the sciences should also complete the following courses:

CHE-235	Organic Chemistry I	4
	and	
CHE-236	Organic Chemistry II	4
PHY-211	General Physics I **and**	4
PHY-212	General Physics II	4
	or	
PHY-221	University Physics I	4
	and	
PHY-222	University Physics II	4
MAT-253	Calculus I	4
MAT-204	Applied Statistics I	3

Biology - A.S.

Associate of Science
The Associate of Science degree requirements are the same as the Biology minor.

Biology Minor

Requirements		24 hours
BIO-125	Principles of Biology	4
BIO-201	Animal Biology	4
	Additional BIO electives at or above the 200 level	15
BIO-490	Biology Senior Seminar	1

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

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

Students registering at IWU for courses offered at Au Sable will use the current corresponding Au Sable course numbers. Complete, up-to-date course listings are available online. For more information: http://www.ausable.org.

Biology Education Major

See the education section of the catalog for specific requirements for a science teaching major.

Biochemistry - B.S.

Purpose
Biochemistry is an exciting, cutting-edge field which directly works with the biomolecules needed for life's processes. The Biochemistry major is designed to integrate the Christian perspective into a rigorous background and training in biochemistry and to develop skills so that the student is well prepared for a wide variety of options in chemistry and the life sciences. The primary options include (1) entrance into graduate school to obtain a Master's or Ph. D. degree in biology, Biochemistry, chemistry, molecular biology, pharmacology, or the biomedical sciences--an option which prepares the student for a research and/or teaching career; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in biochemical and related discipline research laboratories in academia or the pharmaceutical industry, and (4) entrance into a combined degree program such as an M.D.-Ph.D. program--an option which prepares the student for a clinical research and/or teaching career.

For students wishing to complete the Biochemistry major as part of a Pre-med program curriculum, it is advised that they have extremely strong aptitudes in math and chemistry. Students choosing this path must successfully complete the rigorous Biochemistry core plus complete key electives from the Biology major offerings in order to prepare for the professional school admission tests. These key electives typically include BIO-311, BIO-312, BIO-412, BIO-213, and BIO-440. As a result, completing the Biochemistry major with a competitive GPA for professional school admission requires exceptional abilities. Medical and other health care professions schools **do not** look upon a Biochemistry degree with more favor than a Biology or Chemistry degree. Instead, nationally standardized admissions test scores (e.g. the MCAT, DAT, and GRE) and GPA are given priority in admission decisions. These factors should be considered very carefully before pursuing the Biochemistry major/Pre-med program path.

Bachelor of Science Requirements
A Bachelor of Science degree in Biochemistry requires 68 hours of coursework in the Division of Natural Sciences and the Division of Mathematics and Computer Information

Systems. A grade of "C" or better is required for all courses. The following courses must be included in the major:

*Standards Required to Enter the Gateway Courses
BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these are as follows:

1. Completion of CHE-110 with a grade of "C" or better **OR**
2. One year of high school chemistry **and** one of the following acceptable scores:
   - Math SAT (480 or above) or ACT (21 or above)

Requirements		68 hours
Required Courses		**47**
CHE-125	General Chemistry I (*Gateway Course)	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-430	Biological Chemistry I	3
CHE-432	Biological Chemistry II	4
CHE-440	Physical Chemistry I	3
CHE-490	Senior Seminar	1
BIO-495	Research in Biology **or**	
CHE-495	Research in Chemistry	1
MAT-112	General Statistics **or**	
MAT-204	Applied Statistics I	3
BIO-351	Cellular Biology	3
BIO-432	Molecular Biology	4
Prerequisite Courses		**21 hours**
MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
BIO-125	Principles of Biology (*Gateway Course)	4

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 Bachelor of Science degree with a major in Medical Technology (MTE) requires a minimum of three years of university study and a full year of clinical experience in an approved hospital. Indiana Wesleyan University will accept 12 months of clinical experience successfully completed in a hospital-based medical technology program or clinical laboratory science program that is accredited by NAACLS (National Association of Accreditation for Clinical Laboratory Sciences). This 12-month clinical experience is taken instead of the senior year at Indiana Wesleyan University and is considered equivalent to 32 semester hours of work in the major area of concentration. (It is the student's responsibility to gain admission to this hospital-based program. Said hospital may have health and program requirements that must be met at the student's own cost and expense.) When all specific requirements for the degree are met, including the 12 months of hospital experience, candidates will be awarded the Bachelor of Science degree and will be eligible to take the national registry examination of the ASCP (American Society of Clinical Pathologists) and/or the NCA (National Certification Agency).

Required Courses		39-40 hours
BIO-125	Principles of Biology	4
BIO-213	Microbiology	4
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-440	Immunology	3
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry	4
CHE-236	Organic Chemistry II **or**	(4)
CHE-430	Biological Chemistry I	(3)
MAT-112	General Statistics	3

Additional recommended courses are as follows::

BIO-351	Cell Biology	3
BIO-412	Genetics	3

Affiliated Hospitals-Medical Technology Program

Ball Memorial Hospital, Muncie, Indiana

Parkview Memorial Hospital, Fort Wayne, Indiana

Chemistry Programs

Purpose

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

General Education Competencies

The general education speech and intercultural requirements can be met by enrolling in COM-110, Speech Communications, and any intercultural activity approved by the general education committee. For chemistry majors/minors, a grade of "C" is required in all chemistry and required cognate courses. Non-majors must obtain a grade of "C" in all prerequisite coursework. Only courses numbered 125 or higher will be counted toward the major or minor.

Biochemistry Major

See the biology section of natural sciences for specific requirements for this major.

Chemistry - B.S.

The Bachelor of Science B.S. degree in Chemistry is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 52 hours of coursework, which is met by taking a minimum of 35 hours in chemistry and 17 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

Requirements		52 hours
Chemistry		**35**
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3
CHE-461	Physical Chemistry Lab	1
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	2
Cognate		**17**
MAT-253	Calculus I	4

MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5

Students seeking a Bachelor of Science degree are strongly advised to add additional cognate coursework from the following:

MAT-255	Calculus III	4
MAT-353	Differential Equations	3
BIO-125	Principles of Biology	4

Chemistry Minor

The Associate of Science degree or the Chemistry minor requires a minimum of 24 hours of coursework in chemistry.

Requirements		24 hours
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-490	Chemistry Senior Seminar	1
CHE	Electives at or above the 200 level	1-4

Chemistry - A.S.

The Associate of Science degree requirements are the same as the Chemistry minor.

Chemistry - A.B.

The Bachelor of Arts A.B. degree is designed for those science majors who plan to pursue science related careers in medicine or an entry-level position in industry. This degree requires 45 hours of coursework, which is met by taking 26 hours in chemistry and 19 hours in required cognate courses.

Requirements		45 hours
Chemistry		**26**
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-440	Physical Chemistry I **or** an elective approved by department	3
CHE-490	Chemistry Senior Seminar	1
Cognate		**19**
MAT-253	Calculus I	4

PHY-221	University Physics I	4
PHY-222	University Physics II	5
	Any foreign language	6

Students seeking a Bachelor of Arts degree are also strongly advised to add additional cognate coursework from the following:

| MAT-254 | Calculus II | 4 |
| BIO-125 | Principles of Biology | 4 |

[Note: for the A.B. major CHE-450, CHE-461, CHE-495, and MAT-254 are not required. They are replaced by 6 hours of a foreign language, which will meet the intercultural requirement if taken at IWU.]

Chemistry Education Major

See the education section of the catalog for specific requirements for a science teaching major.

Physics Programs

Physics Minor

Physics deals with the basic nature and reality of the physical universe. An understanding of the basic operating principles of the universe gives us an appreciation of both the complexity and beauty of the creation. The study of physics helps philosophers shape their worldview, while it helps others prepare for professions in natural sciences, mathematics, computer science, engineering, medicine, and education. A Physics minor provides an in-depth study of several major areas of physics, enabling students in different disciplines to understand and apply underlying principles. The problem-solving skills developed through the study of physics are as important as the conceptual understanding of the nature of physical quality.

A minor in Physics requires satisfactory completion ("C" or better) of at least 24 credit hours taken from the courses listed below.

Courses		24 hours
PHY-221	University Physics I	4
PHY-222	University Physics II	5
PHY-311	Analytical Mechanics	3
PHY-321	Thermodynamics/ Statistical Mechanics	3
PHY-331	Electromagnetism I	3
PHY-385	Advanced Physics Laboratory/Measurements	4
Electives (one of the following):		**3**
CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3

PHY-230	Electronics	3
PHY-341	Waves and Optics	3
PHY-351	Quantum Mechanics I	3
PHY-361	Introduction to Health and Medical Physics	3

Pre-medical Science Programs

- Pre-dentistry
- Pre-medicine
- Pre-occupational Therapy
- Pre-optometry
- Pre-pharmacy
- Pre-physical Therapy
- Pre-physician Assistant
- Pre-veterinary

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

Admission to the Program
Because high academic achievement is required for admission to professional schools, the Division of Natural Sciences and Mathematics has developed an admissions process for entry into the pre-medical science program. Upon completion of the freshman year, students interested in pre-medical sciences must have a minimum GPA of 3.2, complete a prescribed essay, and interview with the Pre-med Committee. The essay and interview are administered as part of the PMD-110 course (completed by the student in the spring of his or her first year). It is essential that the GPA be maintained; students whose 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.

Major Requirements		Credit hours
Pre-med Core		
BIO-125	Principles of Biology	4
BIO	Elective above 200 level	4
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5

CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
PHY-211	General Physics I	4
PHY-212	General Physics II	4
BIO-490	Biology Senior Seminar	1
	or	
CHE-490	Chemistry Senior Seminar	1
PMD-110	Preparing the Christian Health Professional	1
PMD-310	Perspectives in Scientific Reasoning	1

Check with the advisor on program-specific course requirements.

Pre-physical Therapy

See the Health and Human Performance section for specific requirements.

Mathematics and Computer Information Sciences Division

Computer and Information Sciences Programs

Computer Information Systems – A.S., B.S.

Computer Science – A.S., B.S.

Computer Internet Development – B.S.

Computer Software Engineering – B.S.

It is an exciting time to take up the study of computers! At the dawn of the 21st Century almost every aspect of human endeavor has been affected in fundamental ways by computers and their abilities to process information. The discipline of computing sciences itself has come of age. Beginning four decades ago as a specialization within mathematics or electrical engineering, computing has grown in scope and depth, having matured as a fully independent discipline in academics, with multiple fields of study and countless areas of emphases.

Here at IWU several programs of study in the computing sciences are offered to meet the career interests and God-given natural inclinations of different students. These majors fall into two primary categories, computer science and information systems. Information systems are more on the applied side of the discipline, and a professional career in this field evokes an image of one whose work entails working with and around computers, but not necessarily centered in the business of computing. Computer science, by contrast, is more theoretical and lends itself to preparing for a career working directly in the computer industry. Two majors are offered in each of these areas: Computer Information Systems (CIS) and Computer Internet Development (CID) fall in the applied part while Computer Science (CSC) and Computer Software Engineering (CSE) are the theory intensive programs of study. All four majors consist of a common computing core, major specific requirements, an elective requirement within the topic of computing, and a capstone sequence. All four majors prepare students to be problem solvers, helping to create and maintain software systems for the betterment of society.

Since Computer Information Systems (CIS) majors purpose to work in an industry or area of commerce that is not computer specific, CIS majors take a sequence of courses in an area of specialization. Students may elect to complete one of the approved course sequences in the disciplines of business, mathematics, or computer graphics, or to develop a personalized emphasis track in another discipline. Internet Development (CID) majors focus their emphasis studies on the Internet, taking courses which prepare them to develop and maintain Web based systems, using a solid software development approach. Computer Science (CSC) majors complete a more demanding supporting course sequence in math and physics, and pursue computing theory to a greater depth.   Software Engineering (CSE) majors also take a rigorous set of supporting math and physics courses, and a series of computing courses in which the essential principles of engineering are applied to the development of very large software systems.

Upper division courses specific to each major are available as electives to students majoring in other computing fields, along with other courses offered purely on an elective basis. All the majors develop an understanding of systematic problem-solving techniques and the systems approach to the design of solutions. In addition, extensive emphasis is placed on the translation of algorithmic solutions to various languages and computing techniques. Intentional focus is placed upon education, the training of the mind, rather than mere repetition of previously applied techniques. To that end, all computing majors are exposed to a variety of high level computer programming languages, such as C++, Java, Python or Ada, and assembly level programming as well. Additionally, numerous opportunities are presented for students to investigate other languages, such as Scheme, Visual Basic, Perl and others. All required courses require a grade of "C" or better, and all prerequisite courses must be passed with a grade of "C" or better to qualify for following courses. No student may take two majors or a major and a minor within the Computer and Information Sciences Department.

The senior year capstone course sequence gives students firsthand experience in creating an entire system from start to finish, and also points the way forward for further scientific inquiry and self-guided learning. IWU computing alumni have consistently rated the capstone experience as extremely beneficial in finalizing their preparation for a professional career.

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 "mini-labs." Additionally, each dormitory room has network connections for student-owned computers to make use of the network, as well as wide campus coverage by wireless networks. A computing major laboratory is supplied with a variety of computer and network hardware for students to use in coursework as well as self-discovery.

Recognizing that so much learning takes place outside of the classroom, faculty strive to develop personal relationships with the students and create scenarios that foster student interactions among themselves. These include social events, a student chapter of the professional society Association of Computing Machinery, and other opportunities to dialog with

students in other majors across campus, as well as computing majors at other institutions. Across the curricula, students are encouraged towards professionalism, a view of their future not so much as one of employment, but as a career in computing, serving Jesus Christ by changing their world through technology.

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

Computer Information Systems - B.S.

Requirements for CIS
The CIS major is designed as an applied major. Each student majoring in CIS takes 40 hours within the department: a core of common courses, plus approved elective courses. Additionally, each student selects and completes a companion track in a complementary discipline. At present, designated tracks include business, communications, computer graphics, and 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 supporting courses in support of a CIS major.

Core Courses for CIS   40 hours

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-236	Machine Structures and Programming	3
CIS-336	Programming Languages	3
CIS-382	Database Programming Development	3
CIS-480	Applied Software Development Project	3
CIS-490	Senior Seminar	1
Electives*		9

*CIS courses: one class 200 and above, other classes 300 and above

CIS Business Track Required Courses

ACC-200	Survey of Accounting	3
BUS-100	Foundations of Business	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3

CIS Communications Track Required Courses

COM-115	Introduction to Human Communication	3
COM-229	Media and Society	3
COM-209*	Small Group Communications	3
COM-233*	Principles of Public Relations	3
COM-366*	Organizational Communications	3
COM-340	Communication Theory	3

*A student may complete any one of these courses.

CIS Computer Graphics Track Required Courses

ART-224	Design I: Two-Dimensional Design	3
ART-273	Introduction to Computer Graphics	3
ART-260	Web Design I	3
ART-434	Digital Photography	3
ART-473	Advanced Computer Graphics	3

CIS Mathematics Track Required Courses

MAT-253*	Calculus I	4
MAT-254*	Calculus II	4
MAT-255*	Calculus III	4
MAT-280	Linear Algebra	3
MAT-353	Differential Equations	3
MAT-373	Numerical Analysis	3

*A student may complete any two of these courses.

CIS Independent Track   12-15 hours
Cognate Courses
Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Computer Information Systems - A.S.

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

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 plus approved elective courses numbered 200 and above. A student may not take a CIS minor along with another computer major.

Core Courses for CIS   24 hours

CIS-117	Essential Foundations of Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221*	Data Structures **or**	
CIS-222*	Object-Oriented Programming	3
CIS-225	Systems Analysis	3

*A student may complete either one of these courses.

Computer Science - B.S.

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 approved elective courses. Additionally, each student completes supporting courses in mathematics and physics. The CSC major requires a greater depth of mathematics skill for the entering student.

Core Courses for CSC   49 hours

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-236	Machine Structures and Programming	3
CIS-320	Introduction to Software Engineering	3
CIS-325	Analysis of Algorithms	3
CIS-336	Programming Languages	3
CIS-385	Theory of Computation	3
CIS-425	Operating Systems	3
CIS-480	Applied Software Development Project	3
CIS-490	Senior Seminar	1
Electives*		9

*CIS courses: one class 200 and above, other classes 300 and above

CSC Mathematics and Physics Cognate Courses

PHY-230	Electronics	4
MAT-253*	Calculus I	4
MAT-254*	Calculus II	4
MAT-255*	Calculus III	4
MAT-280	Linear Algebra	3
MAT-353	Differential Equations	3
MAT-373	Numerical Analysis	3

*A student may complete any two of these courses.

Computer Science - A.S.

Two Year Associate Degree
The requirements for an associate degree in Computer Science are the same as those listed for the CSC minor.

Computer Science Minor

Requirements for CSC
A minor in computer science requires 24 hours of courses in the major, including the courses listed below and approved elective courses numbered 200 and above, as well as eight hours of mathematics and physics supporting courses. A student may not take a CSC minor along with another computer major.

Core Courses for CSC   24 hours

CIS-117	Essential Foundations of Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221	Data Structures	3
CIS-222	Object-Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-336	Programming Languages	3

CSC Mathematics and Physics Cognate Courses

PHY-230	Electronics	4
MAT-253	Calculus I	4

Computer Internet Development - B.S.

Requirements for CID

The CID major is designed as a dedicated major. Each student majoring in CID takes 43 hours within the department, and also completes supporting courses in business and computer graphics. These courses give a rich addition of artistic understanding and business principles to prepare students for the multi-disciplinary environment of the Internet. CID includes traditional software creation and maintenance while emphasizing the languages and techniques of the Internet.

Core Courses for CID   43 hours

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-236	Machine Structures and Programming	3
CIS-250	Internet Programming	3
CIS-252	Programming for E-Commerce	3
CIS-382	Database Programming	3
CIS-340	Internet Database Programming	3
CIS-390	Distributed Systems	3
CIS-440	Advanced Internet Concepts	3
CIS-480	Applied Software Development Project	3
CIS-490	Senior Seminar	1

CID Business and Computer Graphics Cognate Courses

ART-224	Design I: Two-Dimensional Design	3
ART-273	Introduction to Computer Graphics	3
ART260	Web Design I	3
ART-434	Digital Photography	3
ART-473	Advanced Computer Graphics	3
BUS-100	Introduction to Business	3
MKG-210	Marketing Principles	3

Computer Software Engineering - B.S.

Requirements for CSE

The CSE major is designed as an advanced major. Each student majoring in CSE takes 49 hours within the department: a core of common courses, plus approved elective hours. Additionally, each student completes supporting courses in mathematics and physics. The CSE major requires a greater depth of mathematics skill for the entering student.

Core Courses for CSE   49 hours

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Science I	3
CIS-126	Introduction to Computer Science II	3
CIS-221	Data Structures	3
CIS-222	Object-Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-236	Machine Structures and Programming	3
CIS-320	Introduction to Software Engineering	3
CIS-330	Software Testing: Verification and Validation	3
CIS-336	Programming Languages	3
CIS-421	Advanced Software Engineering	3
CIS-430	Requirements Engineering and Specifications	3
CIS-435	Software Process and Quality Assurance	3
CIS-480	Applied Software Development Project	3
CIS-490	Senior Seminar	1
Electives*		6

*CIS courses: one class 200 and above, other classes 300 and above

CSE Mathematics and Physics Supporting Courses

PHY-221	University Physics I and Lab	4
PHY-230	Electronics	4
MAT-253*	Calculus I	4
MAT-254*	Calculus II	4
MAT-255*	Calculus III	4
MAT-280	Linear Algebra	3
MAT-353	Differential Equations	3
MAT-373	Numerical Analysis	3

*A student may complete any two of these courses.

Mathematics Programs

Mathematics - B.S., A.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 52 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.

Required Courses		52 hours
MAT-223	Introduction to Mathematics via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling	4
MAT-342	Number Theory	3
MAT-344	Modern Abstract Algebra	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	3
MAT-481	History and Foundations of Mathematics	3
MAT-490	Math Senior Seminar	2
Electives	**Choose two MAT courses numbered 253 or higher including at least one of the following:**	**6-8**
MAT-373	Numerical Analysis	3
MAT-446	Advanced Calculus	3
MAT-456	Elementary Real Analysis	3
MAT-457	Complex Variables	3
Supporting Courses		
CIS-125	Introduction to Computer Science I	3
PHY-221	University Physics I (meets lab science requirement)	4

Mathematics Minor

Requirements
As many professionals use mathematical concepts in their work, a minor in Mathematics combined with other majors is an excellent preparation for future careers or graduate studies in such areas as statistics, computer science, economics, or business. A minor in Mathematics requires at least 24 hours in mathematics consisting of the courses listed below.

Courses		24 hours
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	4
Electives	**Two MAT courses numbered 253 or higher**	**6-8**

Statistics Minor
A minor in Statistics is applicable to a variety of disciplines. Statistics is a universal language, used in academics, media, sports, and so forth. It is an intricate part of graduate studies and research and is prevalent in professional settings. There is also a growing emphasis for statistics in K-12 curriculum in education.

Requirements
A minor in Statistics requires at least 24 hours in statistics consisting of the courses listed below.

Courses		24 hours
MAT-204	Applied Statistics I	3
MAT-253	Calculus I	4
MAT-304	Applied Statistics II	3
MAT-322	Mathematical Modeling I	4
Electives	**Three MAT courses numbered 253 or higher including at least two of the following:**	**10-12**
MAT-254	Calculus II	4
MAT-324	Mathematical Modeling II	4
MAT-363	Mathematical Statistics I	3
MAT-370	Statistics Research Design I	3

Mathematics Education Major

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

School of Social and Behavioral Sciences and Business

Interim Associate Dean - Dr. James Fuller

Behavioral Sciences Division Chair - Dr. B.J. Fratzke

Business Division Chair - Dr. Harriet Rojas

Graduate Counseling Chair - Dr. Mark Gerig

Leadership Studies Department Chair - Dr. Bill Millard

Social Sciences Division Chair - Dr. David Bartley

Behavioral Sciences Division

Behavioral Sciences Programs

Addictions Counseling - B.S.

Purpose
The Addictions Counseling program mission is to develop (pre)professionals who understand the biopsychosocial and spiritual correlates of addictive behavior and are capable of facilitating appropriate interventions with affected individuals, families, and communities. The program offers a Christian perspective (worldview); academic rigor involving critical knowledge, attitudes and skills, and compassionate service in a manner that resonates with the mission of the university.

General Outcomes
The Addictions Counseling program encourages undergraduate development in the areas of Christian character, critical thinking, oral/written communication, analytical reasoning, scholarship, awareness of diversity issues, and service learning. Successful ADC graduates will evidence a comprehensive understanding of addictive behavior and a Christian worldview, the capacity to facilitate useful client interventions, and a commitment to ethical standards and cultural sensitivity.

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 and a 2.5 GPA in addictions coursework. Failure to do so may necessitate repeating courses or withdrawal from the Addictions major.

Requirements
The addictions counseling major consists of 30 hours in addictions, 6 hours in psychology, 3 hours in sociology, and 3 elected from Behavioral Sciences Division for a total of 42 credits hours.

Required Courses		**42 hours**
ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-/PSY-291	Urban Encounter for the Helping Profession	1
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-410*	Addictions Seminar x 3	1
ADC-458	Evidence-Based Practice and Professional Development in Addictions Counseling	3
ADC-461	Addictions Counseling Practicum I	2
ADC-462	Addictions Counseling Practicum II	2
ADC-463	Addictions Counseling Practicum III	2
ADC-464	Addictions Counseling Practicum IV	2
PSY-250	Developmental Psychology **or**	
PSY-251	Child Development **or**	
PSY-252	Adolescent Growth and Development	3
PSY-366	Psychology of Abnormal Behavior	3
SOC-210	Minority Group Relations	3

*Seminar credits in ADC are interchangeable with PSY-390 courses.

Addictions Studies Minor
The Addictions Studies minor consists of 24 credit hours with 18 hours in addictions, 3 hours in psychology, and 3 hours in sociology.

Required Courses		**24 hours**
ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Evidence-Based Practice and Professional Development in Addictions Counseling	3
PSY-366	Psychology of Abnormal Behavior	3
SOC-210	Minority Group Relations	3

Addictions Studies - A.S.

Associate Degree in Addiction Studies
This degree is intended for those who plan to pursue 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.

Criminal Justice Education - 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 31 hours in the Criminal Justice Department and a cognate of 9 hours, which should be in one related area. Recommended areas include: Spanish, psychology, sociology, political science, addictions counseling, business, chemistry, or biology are recommended.

Required   **31 hours**

Required Core Courses   **25 hours**

CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-485	Practicum in Criminal Justice	3
CRJ-463	Forensics	3
CRJ-309	Youth and Crime	3
CRJ-358	Criminal Law	3
CRJ-268	Crisis Intervention	3
CRJ-490	Criminal Justice Senior Seminar	3

Criminal Justice Electives   **6**

The following courses are recommended:

BIO-109	Forensic Science with lab	4
MAT-104	Sample Surveying **or**	
MAT-112	General Statistics **or**	
MAT-305	Statistics for Social Sciences	3

The following courses are cognate choices:

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-366	Psychology of Abnormal Behavior	3
SOC-150	Principles of Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-210	Minority Group Relations	3
POL-200	State and Local Government and Politics	3
HST-400	American Constitutional History	3

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

Criminal Justice Education - A.S.

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 courses in two fields.

The undergraduate major in Pre-art Therapy would include 30 hours in psychology and 30 hours in art with the following designated courses:

* Denotes art foundational course

Major Requirements   30 hours

Art Courses

ART-121	Drawing I*	3
ART-221	Drawing II*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-241	Ceramics I*	3
ART-331	Painting I*	3
ART-332	Painting II	3
ART-343	Ceramics II	3
ART-251	Sculpture	3
ART-324	Design II: Three-Dimensional Design*	3

Take one course in Art History:

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

Additional art courses recommended:

ART-281	Commercial Layout and Design	3
ART-351	Sculpture II	3
ART-379	Color Theory	3
ART-441	Ceramics III	3

Psychology Courses

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-250	Developmental Psychology or	
PSY-251	Child Development **or**	

PSY-252	Adolescent Growth and Development	3
PSY-355	Research Methods for the Behavioral Sciences	3
PSY-366	Psychology of Abnormal Behavior (includes Practicum hours)	3
PSY-370	Personality Theory	3
PSY-485	Theories of Counseling (includes Practicum hours)	3
PSY-487	Techniques of Counseling (includes Practicum hours) **or**	
PSY-385	Psychology Practicum	3

Additional electives recommended:

PSY-210	Introduction to Art Therapy	3
PSY-225	Learning and Motivation	3
PSY-322	Physiological Psychology	3
PSY-371	Family Systems Therapy	3
PSY-380	Cognitive-Behavioral Counseling	3
PSY-390	Psychology Seminar	1

Psychology - B.S.

Purpose

The courses in the Psychology major have been designed to give the student a broad base and solid foundation in several areas of psychology to provide the student with many career options. Students may choose to pursue careers in mental health, school guidance, clinical psychology, family counseling, teaching, or further graduate study. A strong emphasis is made in integrating principles of Christianity and psychology with practical applications.

General Education Competencies

Students in these majors meet the general education competencies by taking the approved standard courses, including options of COM-352 and includes MAT-305.

Admission to Psychology major

Admission to the Psychology major requires a formal screening process separate from initial declaration of intent to major in Psychology. The process includes 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 coursework in the Psychology major. Failure to do so may necessitate repeating courses or withdrawal from the Psychology major.

Personal Qualities

Students must evidence emotional stability and adherence to a lifestyle representative of the Christian principles on which Indiana Wesleyan University is established.

The Psychology Department faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the psychology requirements of relationship skills, mental and social fitness, physical health, and quality of academic performance.

Requirements

Required Core Courses   36-37 hours

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-225	Learning and Motivation **or**	
PSY-227	Advanced Topics in Behavioral, Cognitive and Neuropsychological Research	3
PSY-290	Psychology Seminar	1
PSY-291	Urban Encounter for the Helping Profession	1
PSY-322	Physiological Psychology	3
MAT-305*	Statistics for Social Sciences	3
PSY-355	Research Methods in Behavioral Science	3
PSY-360	Social Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-250	Developmental Psychology (strongly recommended) **or**	
PSY-251	Child Development **or**	
PSY-252	Adolescent Growth and Development	3
PSY-390	Psychology Seminar	1
PSY-370	Theories of Personality **or**	
PSY-485	Theories of Counseling	3
PSY-385	Practicum	3-4

Double Majors   42-43 hours

Required Core	36-37
Psychology Electives	6

Single Majors   48-49 hours

Required Core	36-37
Psychology Electives	6
Behavioral Science Electives	6

Elective Options

PSY-250	Developmental Psychology	3
PSY-251	Child Psychology	3
PSY-252	Adolescent Growth and Development	3
PSY-370	Theories of Personality	3
PSY-485	Theories of Counseling	3
PSY-371	Family Systems Therapy	3
ADC-320	Theory and Practice of Group Counseling	3
PSY-210	Introduction to Art Therapy	3
PSY-380	Cognitive Behavioral Theory	3
CRJ-268	Crisis Intervention	3
ADC-212	Psychopharamacology	3
PSY-487	Techniques of Counseling	3
PSY-490	Senior Capstone	1
PSY-475	Psychology Independent Learning	1-3
PSY-473	Independent Learning in Psychology: Supervised Practicum	1-3
PSY-471	Independent Learning in Psychology: Research	1-3
PSY-493	Integration of Psychology and Christianity	3
PSY-495	History of Systems of Psychology	3

*Counts as general education MAT requirement for psychology majors.

Psychology Minor

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

Minor Requirements   24 Hours

Courses recommended for a major not including PSY-485 and PSY-487	24

Social Work - 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 one's 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 lifelong learning.

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 (CSWE); phone 703-683-8080.

Throughout the curriculum, theory and practice are integrated through a variety of classroom experiences and agency settings. The senior field placement involves working 32 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   70 hours

BIO-106	Environment and Society **or**	
BIO-111	Anatomy and Physiology I	4
ECO-211	Introduction to Economics	3
POL-200	State and Local Government and Politics	3
PSY-150	General Psychology	3
SOC-150	Principles of Sociology	3
SOC-152	Social Problems	3
SOC-210	Minority Group Relations	3
SOC-482	Social Research	3
SWK-170	Introduction to Social Work	3

SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
SWK-342	Human Behavior/Social Environment I	3
SWK-343	Human Behavior/Social Environment II	3
MAT-305*	Statistics for Social Sciences	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-366	Social Work Field Placement I	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-466	Social Work Field Placement II	9
SWK-470	Social Work Field Placement Seminar II	3

*Counts as General Education math course for Social Work majors.

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 or her choice of major. High school courses which provide a good foundation for the study of social work include social studies, sociology, psychology, American government, economics, English, writing, and communications.

Admission to the Social Work program

The admission of students to the Social Work program is a formal process separate from the initial declaration of social work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade-point average of 2.5 at the time of application to the program. Each student must submit to the Social Work program an 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 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 or she will meet with the director of field placement. At this time, the student will complete a student interest form and a resume which will be used in the selection of suitable field placement settings. Students must complete all courses required for the social work major prior to the senior field placement.

Continuation in the Social Work program

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade-point average of 2.5 and a 2.7 in the major. Most social work courses are offered only one semester a year, so a delay in graduation of one or two semesters may occur. A senior must present a grade-point average of 2.7 in the field placement experience and a cumulative grade-point average of 2.5 in order to graduate. Juniors or seniors who fall below this grade-point average will be placed on probation for the following semester. Failure to raise the grade point average to 2.5 could then result in dismissal from the program.

Sociology

Sociology Minor

Minor Requirements   24 Hours

SOC-150	Principles of Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-225	Cultural Anthropology	3
Electives from the following:		**12**
SWK-170	Introduction to Social Work	3
CON-252	Contemporary Social Problems	2-3
PSY-250	Development Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3

SOC-210	Minority Group Relations	3
SOC-246	Criminology	3
BUS-398	Business Research	3
CED-354	Working with Children	3
COM-352	Interpersonal Communication	3
SOC-360	Social Psychology	3

Business Division

Mission
The mission of the Division of Business is to equip business students to become world changers in their chosen profession. It is our profound desire to graduate students who are prepared and eager to impact the world for the cause of Christ.

Curriculum
The curriculum combines theory and practice, is built upon a Christian liberal arts foundation, and emphasizes the need to apply Christian principles to the workplace. Business students graduate with the knowledge and skills they need to succeed.

Programs
The Division of Business offers six majors: Accounting, Business Administration, Entrepreneurship, Finance, Management, and Marketing. These majors are designed to meet the needs of students who are preparing for an occupation in business or who, for personal or career reasons, want to receive instruction in certain areas of business.

Degrees Available
The four-year B.S. degree is available in these six majors: Accounting, Business Administration, Entrepreneurship, Finance, Management, and Marketing. A student may select a minor or a two-year A.S. degree in Accounting or Business Administration. Minors and two-year degrees are not available in Entrepreneurship, Finance, Management, or Marketing. The Accounting and Business Administration minors are not available to students who have a major within the Division of Business.

Double Majors
A student may double major in any two of the six majors by completing the specific requirements of each major. Students with double majors within the Division of Business must complete a minimum of 66 unique Business Division credit hours (75 unique credit hours if one of the two majors is Accounting). Other double majors are possible by combining the study of one of the six departmental majors with any major, such as (but not limited to) Art, Communications, Computer Information Systems, Criminal Justice, Economics, English, History, Leadership, Mathematics, Music, Political Science, Psychology, Sociology, or Sports Management.

Admission to Division Guidelines and Criteria
Before being admitted to the division, students will be classified as pre-majors. After admittance, students will be classified according to their major(s). With the exception of ACC-311 (Intermediate Accounting I), ACC-312 (Intermediate Accounting II), and ACC-371 (Federal Income Tax I), students cannot take 300-400 level classes unless they are admitted to the Division of Business.

Admission to the division is neither automatic nor assumed simply because a student wants to study in the division. To be admitted to the division, students must demonstrate a degree of knowledge and preparedness. Students must satisfy the following criteria before applying to the division:

1. Complete 40 total credit hours.
2. Complete all of the following: BUS-100 (Foundations of Business); ACC-201 (Accounting Principles I); and BUS-210 (Business Law).
3. Complete **one** of the following: MNG-210 (Management Principles); MKG-210 (Marketing Principles); FIN-210 (Managerial Finance); or ACC-202 (Accounting Principles II).
4. Have a **2.5** overall GPA.
5. Have a **2.5** GPA within the Division of Business.
6. Satisfy the **writing competency** requirement (transfer students who do not meet this criteria must submit a writing sample).
7. Satisfy the **math competency** requirement.
8. Have a minimum grade of "C" in all courses that apply to the major taken within the Division of Business.

Students who satisfy the above criteria must complete an **Application for Admission to the Division** and submit it to their faculty advisor. The application will be approved unless there is a problem that needs to be discussed with the chair of the division. The Division of Business faculty reserves the right to deny admission to the major to any student who fails to satisfy the behavioral expectations outlined in the student handbook.

Transfer students who satisfy substantially all of the above criteria may petition the Division of Business to be admitted to the division. The same holds true for IWU students with a major outside the Division of Business who want to change their major to one that is offered in the division.

To continue in the Division of Business, students must maintain an overall 2.5 GPA and a 2.5 GPA in the division. Students must also have a minimum grade of "C" in all courses that apply to the major taken within the Division of Business. Failure to do so may necessitate repeating courses or withdrawal from the division. The Division of Business faculty reserves the right to request the withdrawal of any student from the major who fails to satisfy the behavioral expectations outlined in the student handbook.

Note: If a student has questions regarding action taken by the Division of Business he or she has the right to appeal the action through established procedure in the IWU Catalog.

Transfer Credit

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

1. The Division of Business will accept 100-200 level courses taken at other institutions for our 100-200 level courses, so long as they are approved by the instructor in the discipline.

2. The Division of Business will not accept 100-200 level courses from a junior college or community college for upper level credit.

3. The Division of Business will waive BUS-100 for any transfer student, who transfers in at least 12 hours of business courses, but the division will not waive the credits—the student must still make up the 3 hours of credits.

4. Transfer students must complete a minimum of 18 credit hours from the Division of Business.

General Education Competencies
Students in the Division of Business must meet the general education competencies by taking the approved standard courses. The intercultural experience requirement may be met by successfully completing either ACC-390 or BUS-390.

Business Programs

Accounting - B.S.

Requirements		60 hours
Common Core		**36**
BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3
Major Requirements		**21**
ACC-311	Intermediate Financial Accounting I	3
ACC-312	Intermediate Financial Accounting II	3

ACC-341	Managerial Cost Accounting I	3
ACC-371	Federal Income Tax I	3
ACC-423	Auditing	3
Choose two of the following:		**6**
ACC-342	Managerial Cost Accounting II	3
ACC-372	Federal Income Tax II	3
ACC-451	Advanced Accounting	3
Choose one of the following:		**3**
ACC-399	Service Learning	3
ACC-381	Accounting Practicum	3
ACC-390	International Business	3

Accounting Minor
*A minor in Accounting is available by completing the same requirements as for the two-year associate degree.

Accounting - A.S.

Requirements		24 hours
Common Core		**18**
BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC_202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
BUS-210	Business Law	3
Choose two of the following:		**6**
ACC-311	Intermediate Financial Accounting I	3
ACC-312	Intermediate Financial Accounting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-342	Managerial Cost Accounting II	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3

Business Administration - B.S.

Requirements		51 hours
Common Core		**36**
BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3

MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements — **15**

300-400 level courses taken within the Division of Business (If the student has another major outside the Division of Business, this requirement will be satisfied by 12 hours of 300-400 level courses from the other major).		12
Choose one of the following:		**3**
BUS-399	Service Learning	3
BUS-382	Business Administration Practicum	3
BUS-390	International Business	3

Business Administration - A.S.

Requirements — **24 hours**

Common Core — **15**

BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3

Minor Requirements — **9**

MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
Choose one elective from the following areas:		**3**
BUS		3
FIN		3
MKG		3
MNG		3
ACC		3

Entrepreneurship - B.S.

Requirements — **51 hours**

Common Core — **36**

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3

MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements — **15**

ENT-340	Entrepreneurship and New Venture Creation	3
ENT-341	Organizational Intrapreneurship	3
ENT-455	Entrepreneurial Planning and Strategy	3
MNG-324	Small Business Management	3
Choose one of the following:		**3**
BUS-390	International Business	3
ENT-399	Service Learning	3
ENT-483	Entrepreneurship Practicum	3

Finance - B.S.

Requirements — **51 hours**

Common Core — **36**

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements — **15**

FIN-330	Investments	3
FIN-383	Real Estate Investment and Marketing	3
FIN-440	Financial Management	3
Choose one of the following:		**3**
FIN-450	Investment Services: Series 7	3
ACC-371	Federal Income Tax I	3
ECO-444	Money and Banking	3
Choose one of the following:		**3**
FIN-399	Service Learning	3
FIN-384	Finance Practicum	3
BUS-390	International Business	3

Management - B.S.

Requirements		51 hours
Common Core		**36**
BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3
Major Requirements		**15**
MNG-324	Small Business Management	3
MNG-328	Human Resource Management	3
MNG-443	Organizational Behavior	3
Choose one of the following:		**3**
BUS-310	Business Communications	3
MNG-334	Production and Operations Management	3
Choose one of the following:		**3**
MNG-399	Service Learning	3
MNG-385	Management Practicum	3
BUS-390	International Business	3

MKG-353	Selling and Relationship Marketing	3
MKG-357	Advertising and Promotion	3
MKG-370	E-Commerce	3
MKG-444	Pricing	3
FIN-383	Real Estate Investment and Marketing	3
Choose one of the following:		**3**
MKG-399	Service Learning	3
MKG-386	Marketing Practicum	3
BUS-390	International Business	3

Marketing - B.S.

Requirements		51 hours
Common Core		**36**
BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3
Major Requirements		**15**
MKG-348	Service Marketing	3
MKG-424	Strategic Marketing	3
Choose two of the following:		**6**
MKG-346	Consumer Behavior	3

Social Sciences Division

The Division of Social Sciences consists of two departments and offers eight majors: Economics; History; International Relations; Political Science; Political Science Pre-law; Public Policy; Social Studies; and Social Studies Education. In addition to offering minors in Economics, History, Political Science, and Public Policy, the division offers a cross-discipline minor in Latin American and Iberian Studies. An associate degree is offered in Economics.

Majors in the Division of Social Sciences are designed to enable students to develop an integrated perspective and an analytical understanding of the world and its various institutional components. Herein division majors are designed to foster discernment of present realities and trends, and greater understanding of global contemporary patterns from the perspective of biblical presuppositions and a biblical Christian worldview.

Students majoring in Division programs are encouraged to consider double-majoring, completing a second program (outside or within the Division) within a four-year period. Frequently selected combinations are noted under each major. Careful advising and course planning is necessary, in close consultation with academic advisors. In addition to meeting all requirements for both majors, students must be able to show that they meet the university requirement for a double major: a minimum of 30 hours of credit in each of two specific areas with a minimum of 51 unduplicated hours.

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 COM-110, Speech Communications, or COM-352, Interpersonal Communications, to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: economics and international relations majors are required to complete any approved standard course. Political science, Political Science Pre-law, Social Studies Education, and Social Studies majors are required to complete GEO-202, Political and Cultural Geography. History majors are required to complete three hours of modern language study or GEO-202, Political and Cultural Geography.

General Education Degree Requirements

Students who have selected as their **first** major Economics, International Relations, Political Science, Political Science Pre-law, or Public Policy will graduate with a B.S. To complete their B.S., students will be required to complete seven semester hours in math and science courses, which also count toward their general education requirements, including four hours of any lab science and three 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 semester hours in math and science courses, which also count toward their general education requirements, including four hours of a lab science and three additional hours in math or science. In selecting these courses, students majoring in Social Studies Education need the approval of both the Education Division and the History and Political Science Department.

Students majoring in History (as their **first** major) will graduate with an A.B. They will need to satisfy the following language requirement: Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or by taking two years of college foreign language.

Social Sciences Programs

Economics - B.S.

Purpose

The Department of Economics has designed the Economics major to prepare students for graduate study and for careers in business, government, or teaching. The study of economics is presented as one component of a larger biblical Christian worldview. Career opportunities for students majoring in Economics include financial analyst, investment broker, banker, economics researcher, market forecaster, government analyst, and with further study, university teacher. (Economics majors desiring to teach economics in the secondary schools need to take a double major in Economics and Social Studies Education.) Employment opportunities are to be found in financial services, banking, real estate, insurance, business management, government service, research or teaching. The department also offers a 24-hour minor and a two-year Associate of Science degree; see requirements listed below.

General Education Competencies

Please refer to general education requirements and competencies section under the Division of Social Sciences.

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, finance, history, management, marketing, mathematics, political science, psychology, social work, or as directed by the department.

Students whose **first** major is Economics must take the senior capstone courses ECO-498, Economics Seminar/Research, and ECO-499, Economics Seminar/Presentation.

Required Courses   40 hours

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II **or**	
MAT-112	General Statistics **or**	
	Equivalent	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-444	Money and Banking	3
ECO-463	Economic Thought	3
Economics Electives		12
Cognate		10

Electives
BUS-320	Business Statistics	3
CON-253/	Contemporary Economic Problems:	
ECO-263	Free to Choose	2-3
ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-322	Research Design and Methods of Political Science and Economics	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
ECO-483	Economics Practicum	1-4
ECO-498*	Economics Seminar-Research	2
ECO-499*	Economics Seminar-Presentation	1

*Required for students taking Economics as their first major

Economics Minor
Minor		24 hours
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II **or**	
MAT-112	General Statistics **or** Equivalent	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
Economics Electives		12

Electives
BUS-320	Business Statistics	3
CON-253/	Contemporary Economic	
ECO-263	Problems: Free to Choose	2-3
ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-315	Urban Economics and Policy	3
ECO-322	Research Design and Methods in Political Science and Economics	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-444	Money and Banking	3
ECO-454	International Economics	3
ECO-463	Economic Thought	3
ECO-483	Economics Practicum	1-4
ECO-498*	Economics Seminar-Research	2
ECO-499*	Economics Seminar-Presentation	1

*Required for students taking economics as their first major

Economics - A.S.

Associate of Science
The Associate of Science degree is a two-year program that requires a 24 hour concentration identical to the Economics minor listed above.

History - A.B.**

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

Purpose

The History major is offered by the Department of History and Political Science. The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries, and graduate study. (History majors desiring to teach in secondary schools need to major in Social Studies Education, and are encouraged to consider History as a second major.) 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, International Relations, Mathematics, Music, Political Science, Psychology, Religion/Philosophy, Social Studies, Social Work, Spanish, or Writing. The department also offers a 24-hour minor; see requirements listed below.

General Education Competencies

Please refer to general education requirements and competencies section under the Division of Social Sciences.

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 suggested 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, Spanish, writing, or as directed by the department.

In place of HST-180, students majoring in History, Social Studies, and Social Studies Education, or minoring in History, should complete HST-185 and HST-190. Students majoring in History are required to take a minimum of 12 hours upper-division courses (numbered 300 or higher) offered by the department.

The specific social studies requirements for a History/Social Studies teaching major (social studies education) are detailed under the social studies/social studies education major later in this division section.

Major Requirement		40 hours
Required Courses		**18 hours**
All students will take the following courses:		**12**
HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
HST-450	History and Social Science Seminar	3
Regional Studies: two courses from the following:		**6**
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
Electives-as approved by the Division		**12 hours**
Cognate		**10 hours**
Electives		
HST-103	Recent History and Politics	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
HST-250	Contemporary Affairs	1
CON-253/ ECO-263	Contemporary Economic Problems: Free To Choose	2-3
HST-220	Topics in History	3
HST-295	American Portraits	1-3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-312	Medieval Civilization	3
HST-320	American Economic History	3
HST-321	History of the Muslim-Christian Encounter	2
REL-331	Church History I	3
REL-332	Church History II	3
HST-341	History of England to 1688	3
HST-342	History of England 1688-Present	3
HST-355	Modern Mexico	3

HST-361	History of Russia and Eastern Europe	3
HST-370	International Cultural Studies	3
HST-380	History of Middle East and Africa	3
HST-381	History of East Asia	3
HST-395	Renaissance and Reformation	3
HST-400	American Constitutional History	3
HST-442	World War II	3
HST-475	Independent Learning in History	3
HST-499	History Honors	3

Language Proficiency Requirement
NOTE: Students majoring in History (as their **first** major) will graduate with an A.B. They will be required to satisfy the following language proficiency requirement:

Language Proficiency

Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or by taking two years of college foreign language.

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

History Minor

Minor Requirements   24 hours

All students will take the following courses:		**15**
HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
Regional Studies: two courses from the following:		**6**
HST-211	American Civilization to 1865	3

HST-212	American Civilization after 1865	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
Electives		**9**
HST	3 courses from list of electives with at least 2 numbered 300 level or above	

International Relations - B.S.

The International Relations major offered by the Department of History and Political Science is designed for students interested in gaining an understanding of world politics and global affairs. Students will be introduced to important areas of study within the field of international relations including foreign policy analysis, global politics and governance, international political economy, and contemporary international policy issues.

Purpose
The International Relations major enables students to develop a theoretical and practical understanding of global politics and contemporary international affairs. International Relations majors will be equipped with the necessary knowledge and skill for professional careers in government agencies, international organizations, domestic and international non-governmental organizations, and diplomacy. Students completing the major will also be prepared to pursue teaching, research and graduate studies in international relations, and global public policy. Students majoring in International Relations may consider complementing their preparation with another major or minor in Business, Communication Arts, Economics, History, Intercultural Studies, International and Community Development, Political Science, Religion/Philosophy, TESOL, or Writing.

General Education Competencies
Please refer to general education requirements and competencies section under Division of Social Sciences.

Requirements
The 51 credit-hour major in International Relations requires a core program of 42 credit hours, a nine credit hour concentration or cognate, and demonstrated proficiency in a foreign language at the intermediate level. The core of the program consists of required courses focusing on the foundations of international studies as well as elective courses selected by students within designated areas of international study. A concentration or cognate should be chosen according to a student's professional goals in completing the major's requirements. Students should fulfill part of their general education requirements in the social sciences by taking POL-100 and ECO-211. SOC-225 or PSY-150 are suggested

courses for completing the remaining social science general education requirement. These required and recommended courses will allow students to meet general university requirements while also serving as prerequisites for a number of upper-level courses in concentration or cognate areas.

Language Proficiency

Proficiency in a non-native modern language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or by taking two years of college foreign language.

Required Core Courses — 51 hours

Foundations in International Relations — 24

Students should complete all of the following:

POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-322	Research Design and Methods in Political Science and Economics	3
INR-432	Global Governance	3
HST-301	American Foreign Relations	3
MAT-305	Statistics for Social Sciences	3

Choose two of the following capstone courses:

POL-350	Political Science Practicum	3
POL-371	International Studies	3
INR-470	International Relations Capstone	3

World Politics Electives — 9

At least three courses from the following:

INR-332	Conflict Processes	3
INR-375	Foreign Policy Analysis	3
HST-442	World War II	3
CRJ-322	Terrorism and Counter-Terrorism	3

Regional History and Politics Electives — 6

At least two courses from the following:

GEO-202	Political and Cultural Geography	3
POL-354	Foreign Governments	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
HST-355	Modern Mexico	3
HST-361	History of Russia and Eastern Europe	3
HST-380	History of Middle East and Africa	3

HST-381	History of Asia	3

Global Economics and Development Electives — 3

At least one course from the following:

INT-210	Introduction to Development Theory	3
ECO-213	Macroeconomics	3
ECO-340	Globalization and Economic Development	3
ECO-454	International Economics	3

Concentration or Cognate — 9 hours

Students should complete a concentration or cognate in a field consistent with their vocational goals. The student's advisor will provide counsel and support for the approved courses of study.

Potential concentrations:
- Political Science
- History
- Economics

Suggested cognate areas include the following:
- Leadership Studies
- Business
- Communications

Declaring and Maintaining an International Relations Major

In order to pursue International Relations as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare the major in the Records Office. Students majoring in International Relations should strive to maintain a 3.0 or higher cumulative GPA.

Political Science - B.S.

Purpose

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 governing arrangements, political processes, and the civil-social order. The major is designed to prepare students for one of the numerous careers in government service and political organizations. Additionally, the Political Science major offers preparation toward teaching, research, and graduate study for advanced degrees in political science, public policy, and law (see Political Science Pre-law below). (Political Science majors desiring to teach in secondary schools need to take a double major in Political Science and Social Studies Education.) The Political Science major often serves as a companion double major with Business, Communication Arts, Criminal Justice, Economics, English, History, Intercultural Studies, International Relations,

Mathematics, Psychology, Religion/philosophy, Social Studies, Social Work, or Writing.

General Education Competencies
Please refer to the general education requirements and competencies section under Division of Social Sciences.

Requirements
The Political Science major consists of 38 hours in political science and a cognate area of 10-12 hours. The core of the program consists of required courses focusing on fundamental political science concepts and skill formation. Political science electives are selected by students to enhance their preparation given substantive interests and career goals unique to each individual. A concentration or cognate should be chosen by the student according to his or her professional objectives.

Political Science Core Courses   38 hours
Division Foundational Course   <u>2</u>

SOS-180	Introduction to the Social Sciences	2

Fundamentals in Political Science   <u>21</u>
Students should complete all of the following:

POL-100	American Government	3
MAT-112	General Statistics*	3
POL-215	Foundations of Political Science	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science Research Seminar	3

Choose any two of the following:

POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3

*or equivalent

Political Science Electives   <u>15</u>
Students should complete any three of the following:

HST-301	American Foreign Relations	3
POL-355	American Political Processes	3
POL-360	Policy Formation	3
POL-367	Political Thought	3
POL-432	Global Governance	3

And any two of the following not already taken:

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3
MAT-204	Applied Statistics I	3
ECO-213	Macroeconomics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3
HST-250	Contemporary Affairs	3
ECO-270	Comparative Economic Systems	3
HST-300	Western Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MAT-304	Applied Statistics II	3
POL-332	Conflict Processes	3
ECO-340	Globalization and Economic Development	3
ECO-315	Urban and Economics and Policy	3
POL-350	Political Science Practicum	1-3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
ECO-365	Public Administration and Finance	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-375	Foreign Policy Analysis	3
POL-399H	Honors College Thesis	3
HST-400	American Constitutional History	3
POL-401	Political Science Travel Seminar	3
POL-420	American Institutions	3
POL-425	Federalism and Public Policy	3
POL-432	Global Governance	3
POL-470(H)	International Relations Capstone	3
POL-475	Independent Learning-Political Science	1-3

Concentration or Cognate
10-12

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Suggested concentrations include additional hours in political

science or courses in history, international relations or economics. The cognate may be 10 hours from any one of the following areas: accounting, addictions counseling, biology, business administration, communication arts, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, religion/philosophy, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science Major
In order to pursue political science as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a political science major in the Records Office. Students majoring in political science need to achieve no less than a 2.5 GPA in the major to graduate with a political science degree.

Political Science Minor

Purpose
The Political Science minor enables students with an interest in politics to enhance their primary major. This companion program is designed to accommodate students who are not able to complete a full double major, but who see the relevance of government and politics to their major course of study. Students interested in graduate study in political science should consider the Political Science major, as the minor is not designed for this purpose. Students may begin in the minor and migrate to the Political Science major, if they choose.

Political Science Core Courses		**21 hours**
Fundamentals in Political Science		**15**
Students should complete all of the following:		
POL-100	American Government	3
POL-215	Foundations of Political Science	3
Students should complete any three of the following:		
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3
Political Science Electives		**6**
Students should complete any two of the following:		
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
POL-332	Conflict Processes	3
POL-350	Political Science Practicum	3
POL-354	Foreign Governments	3

POL-355	American Political Processes	3
POL-360	Policy Formation	3
ECO-365	Public Administration and Finance	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-375	Foreign Policy Analysis	3
POL-401	Political Science Travel Seminar	3

Political Science Pre-Law - B.S.

The Political Science Pre-law major, offered by the Department of History And Political Science, enables students to develop both theoretical and practical analysis, understanding, and evaluation of the American federal system of jurisprudence and the constitutional nature of the civil-social order, in preparation for the Law School Admissions Test (LSAT).

Purpose
Political science Pre-law students are trained in the fundamentals of political science while receiving additional preparation in the foundations of American legal processes and procedures. Elective courses designed to prepare political science pre-law majors for law school studies such as Latin, logic, criminal law, and court procedures are highly encouraged by the department. Additionally, students majoring in Political Science Pre-law are encouraged to take a second major of their choosing. The following second majors are frequently chosen by pre-law students: Business, Criminal Justice, Economics, English, History, International Relations, Psychology, Religion/Philosophy, Social Work and Writing.

General Education Competencies
Please refer to general education requirements and competencies section under the Division of Social Sciences.

Requirements
The Political Science Pre-law major consists of 38 hours in political science and related fields and a concentration or cognate of 10-12 hours. The core of the program consists of required courses focusing on fundamental political and legal concepts and skill formation. Program electives are selected by students to enhance their preparation given substantive interest and career goals unique to each individual. A concentration or cognate should be chosen by the student according to their professional objectives and LSAT preparations.

Political Science Core Courses   38 hours
Division Foundational Course   **2**

SOS-180	Introduction to the Social Sciences	2

Fundamentals in Political Science   **21**
Students should complete all of the following:

POL-100	American Government	3
MAT-112	General Statistics*	3
POL-215	Foundations of Political Science	3
POL-291	Introduction to Law	3
POL-322	Research Design and Methods in Political Science and Economics	3
HST-400	American Constitutional History	3
POL-471	Political Science Research Seminar	3

*or equivalent

Pre-Law Electives   **15**
Students should complete any two of the following:

HST-301	American Foreign Relations	3
POL-355	American Political Processes	3
POL-360	Policy Formation	3
POL-367	Political Thought	3
POL-420	American Institutions	3
POL-432	Global Governance	3

And any three of the following not already taken:

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3
MAT-204	Applied Statistics I	3
BUS-210	Business Law	3
ECO-213	Macroeconomics	3
POL-220	Special Topics in Political Science	3
LAT-220	Beginning Latin I	3
LAT-221	Beginning Latin II	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3
HST-250	Contemporary Affairs	3
ECO-270	Comparative Economic Systems	3
POL-275	Pre-Law Tutorial Study	0-1
PHL-285	Logic	3

HST-300	Western Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MAT-304	Applied Statistics II	3
POL-332	Conflict Processes	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
POL-350	Political Science Practicum	1-3
POL-354	Foreign Governments	3
CRJ-358	Criminal Law	3
ECO-365	Public Administration and Finance	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-401	Political Science Travel Seminar	3
POL-420	American Institutions	3
POL-425	Federalism and Public Policy	3
POL-432	Global Governance	3
CRJ-472	Court Procedures	3
POL-475	Independent Learning-Political Science	1-3

Concentration or Cognate

10-12

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Potential concentration may include additional hours in political science or courses in history, international relations or economics. The cognate may be 10 hours from courses directed in any one of the following suggested areas: accounting, addictions counseling, biology, business administration, communication arts, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, religion/philosophy, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science-Pre-Law Major
Pre-law students need to consult with the Department of History and Political Science coordinator/pre-law advisor and then declare a political science pre-law major in the Records Office. Pre-law students are expected to maintain no less than a 3.0 GPA in the political science pre-law major to graduate with the degree.

Public Policy - B.S.

Purpose

The Public Policy major offered by the Department of History and Political Science is designed for students interested in multidisciplinary training organized around understanding the policy process in the public, private, and nonprofit sectors at both the domestic and international levels. Coursework integrates tools of analysis from disciplines in Behavioral Sciences, Business, Education, Health, Sports Studies, Communication, Leadership, Natural Sciences Mathematics/computing, Nursing, International/Community Development, Religion/philosophy, and Social Sciences. This multidisciplinary emphasis is intended to encourage students to be culturally aware and socially sensitive and to consider career opportunities in the public, private, and nonprofit sectors in order to strengthen the leadership capacity of public, private, and nonprofit organizations throughout the world. In addition, the capstone course for the Public Policy major provides opportunities for students to work together in teams and apply their skills in the analysis of contemporary policy problems.

General Education Competencies

Please refer to the general education requirements and competencies section under Division of Social Sciences.

Requirements

The Public Policy major consists of 36 hours in public policy and a cognate area of 10-12 hours. The core of the program consists of required courses focusing on foundational public policy concepts, skill formation, and applied knowledge, as well as select public policy electives to enhance student preparation given substantive interests and career goals unique to each individual. A concentration or cognate should be chosen by students, in cooperation with both their advisor and the sponsoring department, based on their professional objectives.

Public Policy Core Courses   46-48 hours
Foundations in Public Policy   27
Students should complete all of the following:

POL-100	American Government	3
MAT-112	General Statistics	3
POL-240	Public Policy Processes	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-360	Policy Formation	3
ECO-365	Public Administration and Finance	3
ECO-315	Urban Economics and Policy	3
PBP-479	Public Policy Capstone	3

Students should complete any one of the following:

HST-290	Historiography	3
POL-350	Political Science Practicum	3
HST-450	History and Social Science Seminar	3
POL-471	Political Science Research Seminar	3

Public Policy Electives   9
Students should complete any three (not already taken) of the following:

BIO-106	Environment and Society	4
ECO-212	Microeconomics	3
ECO-275	Economics of Poverty	3
ECO-340	Globalization and Economic Development	3
GEO-202	Political and Cultural Geography	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-355	American Political Processes	3
POL-375	Comparative Foreign Policy	3
PBP-320	Environmental Economics and Policy	3
POL-425	Federalism and Public Policy	3

Concentration or Cognate

10-12

In cooperation with the sponsoring department and the student's advisor, a concentration or cognate should be selected by students based on their vocational goals. Potential concentrations: political science, history, international relations, or economics. Suggested cognate areas include, but are not limited to, the following: addictions counseling, biology, business, chemistry, communications, computer and information sciences programs, criminal justice, earth science, education, intercultural studies, international and community development, journalism, leadership studies, mathematics, nursing, public relations, social studies, social work and programs in health, recreation and sports studies.

Declaring and Maintaining a Public Policy Major

In order to pursue Public Policy 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 Public Policy major in the Records Office. Students majoring in Public Policy need to achieve no less than a 2.5 GPA in the major to graduate with a Public Policy degree.

Public Policy Minor

Requirements

The Public Policy minor consists of 21 credit hours in public policy foundation courses and select electives.

Public Policy Core Courses   21 hours
Foundations in Public Policy   12
Students should complete all of the following:

POL-100	American Government	3
POL-240	Public Policy Processes	3
POL-360	Policy Formation	3
ECO-365	Public Administration and Finance	3

Public Policy Electives   9
Students should complete any three of the following:

BIO-106	Environment and Society	4
ECO-212	Microeconomics	3
ECO-275	Economics of Poverty	3
ECO-340	Globalization and Economic Development	3
GEO-202	Political and Cultural Geography	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
ECO-315	Urban Economics and Policy	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-355	American Political Processes	3
POL-375	Comparative Foreign Policy	3
PBP-320	Environmental Economics and Policy	3
POL-425	Federalism and Public Policy	3

Social Studies - B.S. and Social Studies Education - B.S.

Purpose

The Social Studies major is offered by the Department of History and Political Science. The Social Studies major serves primarily as preparation toward teaching social studies in the senior high/junior high/middle schools and also serves as preparation for research and graduate study. Social studies majors desiring certified teaching credentials need to declare a Social Studies Education (SSE) major. (See also the education section of the catalog.) A major in Social Studies Education (SSE) with a minor in Psychology is an excellent combination for those desiring to take a master's degree in counseling and guidance in order to become guidance counselors in the secondary schools. Social Studies Education (SSE) majors often earn a second major in Economics, History, International Relations, or Political Science.

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

General Education Competencies

Completed in consultation with the Division of Education (if SSE) and in reference to the general education requirements and competencies section under the Division of Social Sciences.

Major Requirements

The Social Studies Education (SSE) major and the non-teaching Social Studies (SOS) major are 60 hours. The major includes required and elective courses in six social science disciplines: History, Geography, Government, Economics, Psychology, and Sociology. Students majoring in either of these programs must complete one year of American history survey, one year of world history survey (rather than HST-180), and three hours of upper-level history electives; American Government, Comparative Politics, and six hours of political science electives, at least three hours of which must be upper-level; twelve hours in psychology as specified below; nine hours in sociology; Macroeconomics, Microeconomics, and three additional upper-level hours in economics; and Political and Cultural Geography. Students majoring in SSE should complete at least three courses, in different disciplines, from the "Scholarship List." These upper-level courses include a significant writing component evaluated by a common rubric.

Required Courses   60 hours
Historical Perspectives   15

HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3

HST	Elective (300 or 400 level; to identify possible courses, see catalog course descriptions for courses which count toward a history major)	3
Government		**12**
POL-100	American Government	3
POL-232	Comparative Politics	3
POL	Elective	3
POL	Elective (300 or 400 level)	3
Psychology		**12**
EDU-240	Educational Psychology*	3
PSY-150	General Psychology*	3
PSY-276	Psychology of the Exceptional Learner*	3
PSY	Elective (300-400 level)	3
Sociology		**9**
SOC-150	Principles of Sociology **or**	
SOC-210	Minority Group Relations	3
SOC	Elective (upper or lower level)	3
SOC	Elective (300-400 level)	3
Economics		**9**
ECO-213	Macroeconomics *	3
ECO-212	Microeconomics	3
ECO	Elective (300-400 level)	3
Geography		**3**
GEO-202	Political and Cultural Geography	3

*These courses duplicate general education or professional education requirements.

Among content course electives listed above, SSE majors are required to complete at least three upper-level courses (300-400 level) from the "Scholarship List" in different content disciplines. Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment.

Declaring and Maintaining a Social Studies Major
In order to pursue a non-teaching Social Studies (SOS) major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Social Studies (SOS) major in the Records Office. Students majoring in Social Studies must maintain no less than a 2.25 GPA.

Declaring and Maintaining a Social Studies Education Major
Students desiring certification to teach social studies in the senior high/junior high/middle schools (grades 5-12) must take a Social Studies Education (SSE) major. In order to pursue a Social Studies Education (SSE) major, students need to consult with the coordinator of the Department of History and Political Science and with the director of secondary education in the Division of Education and then declare a Social Studies Education (SSE) major in the Records Office. Students majoring in Social Studies Education (SSE) must maintain no less than a 2.75 cumulative GPA and no less than a 3.00 major GPA in social studies education.

Social Sciences Programs - Other

Latin American and Iberian Studies Minor
The Divisions of Modern Languages and Literature; Social Sciences; and Religion and Philosophy have cooperated to create an interdisciplinary minor in Latin American and Iberian Studies. This minor is designed to complement the student's primary major and can be tailored to deepen his or her specific cultural knowledge and language skills as a preparation for graduate study or for a career in an increasingly diverse workplace. Students have the opportunity to integrate traditional coursework with internships and/or study abroad experiences to apply and appreciate the relevance of course material to their career and the world around them. The flexibility of electives makes this minor useful to students from ALL majors.

Minor Requirements
The minor in Latin American and Iberian Studies consists of a total of 24 hours. Eighteen hours are core courses from the three sponsoring divisions: a one year survey of Latin America (HST-230, 231), an introduction to intercultural studies (INT-220), one year of Spanish to fulfill or add to intermediate level fluency, and a social science elective from ECO, HST, INR, or POL.

In addition to the 18-hour core, students must complete six hours of electives from the specified courses listed below or new offerings approved by program director, one of which must be upper level (numbered 300 or above).

Mandatory International/Cross Cultural Experience: Each student, in consultation with his or her advisor, is required to complete an international/cross cultural experience which provides significant opportunity for interaction in Spanish and offers an academic focus appropriate to the student's goals. Requires approval by both the student's primary academic advisor and the chair of the hosting division or his or her designate.

Requirements		24 hours
Core Courses		**18**
Intercultural Studies		
INT-220	Intercultural Relationships	3
Social Studies		
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
ECO, HST, INR, POL	Social Science Elective	3
Spanish		
SPA (except SPA-360)	Spanish courses to fulfill or add to intermediate-level fluency	6

International /cross cultural experience

Prior approval of chair is required (see text above). If a course is taken and it qualifies, it may be included in the above 18 hours or the 6 elective hours.

Elective Courses		**6**
At least one elective must be 300 or above		
ENG-170	Introduction to Linguistics	3
INT-210	Developmental Theory	3
POL-232	Comparative Politics	3
INT-315	Cross Cultural Communication of Faith	3
ECO-340	Globalization and Economic Development	3
HST-355	Modern Mexico	3
INT-360	Development Internship	3
ECO-454	International Economics	3
SPA (except SPA-360)	Any Spanish course beyond those taken to meet the core requirement	
Transfer Credit for Study Abroad		

Leadership Studies Department

Leadership Studies Programs

Purpose
The Leadership program is designed to enhance any field of study or profession. 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 those being led before their own self-interest. The focus of this undergraduate program is on personal leadership development with an application to organizational and community leadership. This program is designed for the student who desires to develop himself as a servant leader within his selected fields of study.

Leadership - B.S.

Requirements
The Leadership major may be taken as a stand-alone major; however, students are encouraged to consider taking this as a double major or with a minor so as to connect the interdisciplinary study of leadership to a particular field of study.

Required Courses		40 hours
Leadership Core		**30 hours**
LDR-200	The Servant Leader: Foundations of Leadership	3
LDR-300	The Relational Leader: The Leader and Others	3
LDR-350	The Team Leader: The Leader and Building Community	3
LDR-400	The Transforming Leader: The Leader and Change	3
LDR-420	The Authentic Leader: The Leader and Self	3
LDR-450	Leadership Seminar: Current Issues in Leadership	3
LDR-475	Leadership Project: Leading for Community Improvement	3
Selected courses from the following:		**3-9**

LDR-265	International Servant Leadership Experience **or**	1-3
ACC-/ BUS-390	International Business	3
LDR-150	Introduction to Life Calling	3
LDR-310	Life Skills, Career and Leadership	3
LDR-225	Student Leadership Practicum	1
LDR-235	High Adventure Leadership Experience	1
LDR-245	Peer Leader Practicum	1
LDR-255	Honors Leadership Practicum	1
LDR-325	Leadership Internship	1-3
LDR-335	Independent Learning in Leadership Research	1-3
Selected courses from the following:		**0-6**
MNG-210	Management Principles	3
MNG-324	Small Business Management	3
MNG-328	Human Resource Management	3
MNG-443	Organizational Behavior	3
Cognate		10

All majors must choose a cognate in a specific field of study to enrich the 30 hours leadership core. This cognate must be approved by the leadership program.

Admission to the Major
Admission to the leadership major requires a formal screening process separate from the initial declaration of major. The applicant must:

1. Have completed LDR-200 with a grade of "C" or better.
2. 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).
3. Complete a formal application (available at the Center for Life Calling and Leadership).
4. Submit an essay on their personal leadership vision and rationale for entering the leadership major.
5. Participate in a formal interview.

Continuation in the Major
Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in coursework 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.

Leadership Minor
The Leadership minor is designed to build students' leadership skills and understanding as an enhancement to their particular field of study and future profession.

Required Courses		18 hours
LDR-200	The Servant Leader: Foundations of Leadership	3
LDR-475	Leadership Project	3
Selected courses from the following:		**12**

General Studies Program

Purpose
The purpose of the program in general studies is to provide a general college education. The major is General Studies. There is no departmental major, although a concentration of 20 credits must be completed in one subject area. The program in general studies is open to any student who meets general admission requirements to the university.

General Studies - B.S.

Requirements for B.S. degree
1. Completion of the general education requirements-- B.S. degree: 48-54 credits
   See degree requirements
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

General Studies - A.S.

Requirements for A.S. degree
1. Completion of the general education requirements-- A.S. degree: 23 credits
   See degree requirements
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

LDR-150	Introduction to Life Calling or	3
LDR-310	Life Skills, Career and Leadership	3
LDR-300	The Relational Leader: The Leader and Others	3
LDR-350	The Team Leader: The Leader and Building Community	3
LDR-400	The Transforming Leader: The Leader and Change	3
LDR-420	The Authentic Leader: The Leader and Self	3

Pre-declared Students

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

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

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

ROTC - U.S. Army Reserve Officers' Training Corps Program

Purpose
ROTC is offered on the IWU campus as a way for students who sense a calling to serve our country in the military to prepare for service at the same time they are pursuing a college education. Students can earn a commission as an officer in the US Army while attaining a college degree. IWU's unit, "Roaring Lambs in Uniform," is a detachment of the Cardinal Brigade of Ball State University in Muncie, Indiana. Qualified students can obtain a commission as a

second lieutenant in the United States Army and serve with the Active Army, Army National Guard or Army Reserves by successfully completing the Reserve Officers' Training Corps Program.

Students at IWU who are interested in joining Army ROTC can start by taking an Army ROTC basic elective course.

Required Courses   18 hours

MSC-101	Introduction to Military Science	1
MSC-102	Introduction to Leadership	1
MSC-201	Leadership/Military Tactics	2
MSC-202	Leadership/Team Development	2
MSC-301	Military Leadership and Operations 1	3
MSC-302	Military Leadership and Operations 2	3
MSC-401	Leadership Challenges and Goal Setting	3
MSC-402	Transition to Lieutenant	3

The 100-level and 200-level classes meet once a week for one hour. The 300-level and 400-level classes meet twice a week for two hours each session. One day is dedicated to classroom lecture and the second day of the week is a combined lab that encompasses all of the contracted cadets and applies what they have learned in their lectures into training scenarios.

Graduate Counseling

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.

2. Students will demonstrate competence in reading, interpreting, evaluating, and applying scholarly research.

3. Students will demonstrate clinical proficiency.

4. Students will demonstrate multicultural awareness in clinical practice.

5. Students will demonstrate professional integrity.

6. Students will demonstrate an ability to integrate faith with the counseling profession.

7. Students will demonstrate proficiency in communication skills.

8. Students will demonstrate proficiency in their selected area of specialization.

Four majors - Clinical Mental Health Counseling, Community Counseling, Marriage and Family Therapy, and School Counseling - of the counseling program at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave, Alexandria, VA 22304, 703-823-9800). CACREP is the accrediting arm of the largest association of professional counselors, the American Counseling Association (ACA). The Community Counseling program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Therapy Program requires 60 semester hours, and the School Counseling Program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana. The School Counseling Program is approved by the Indiana Professional Standards Board.

The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling Program. Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission - Graduate Studies in Counseling

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.

2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

3. Six semester hours in psychology of which three semester hours must be in Abnormal Psychology.

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

5. Graduate Record Exam (GRE) taken within five years of application to the program. Overall score of 1000 (V + Q) strongly preferred; Verbal (V) score of at least 400 is required.

6. A typewritten autobiography, philosophy of counseling, and supplemental application.

7. An official transcript from each undergraduate and graduate institution attended.

8. Three recommendations – at least one from a professor and one from a supervisor/professional.

9. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances. GRE scores must be no older than five years. Successful graduate coursework may be substituted for the GRE.

Prerequisites - Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in Psychology which must include three hours in Abnormal Psychology.
2. Six semester hours in Bible, Religion, or Theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Program Requirements - Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial twelve hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the mid-term of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students may choose to not register for one semester and remain in good standing.   However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive.   In such cases, students must seek readmission in order to resume work in the program.

In order to remain in good academic standing within the program, students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Coursework, practica, and internships provide both students and faculty opportunities to determine "professional goodness-of-fit."   In addition to assessing academic performance, faculty utilizes these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remediative plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remediative plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practica, or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American Association of Christian Counselors (AACC), and/or the Counselor Licensure laws in the State of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators, or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale, or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.
7. Behavior that violates one of the lifestyle expectations of the university.

Programs of Study - Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. For the majors in Addictions Counseling, Community Counseling – non-licensure track, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Community Counseling – Licensure track and Marriage and Family Therapy. Programs of study in the majors of Community Counseling (48 and 60 semester hours), Marriage and Family Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the program of study in Addictions Counseling consists of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Addictions Counseling

Core Courses

CNS-511	Issues in Addiction and Recovery	3
CNS-535	Theories and Treatment of Addiction	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internship	6
	Elective	3
TOTAL		**48**

*For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling – Non-licensure Track

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3

CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
	Electives	6
TOTAL		**48**

Clinical Mental Health Counseling

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS 505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives	3
TOTAL		**60**

Marriage and Family Therapy

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-520	Sexuality, Intimacy, and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3

CNS-542	Major Models of MFT I: Theory, Assessment and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Electives	3
TOTAL		**60**

School Counseling

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-519	Theories and Techniques of School Counseling I	3
CNS-529	Theories and Techniques of School Counseling II	3
	Electives	6
TOTAL		**48**

Certificate Programs - Graduate Studies in Counseling

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University.   This includes persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborates with the student to develop a specific program of study that seeks to fulfill the identified academic requirements.   It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

In addition, an Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose programs do not offer sufficient coursework in addictions counseling.   Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Objections of Certificate programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Therapy);
2. Student meets learning objectives specified in his/her plan of study.

Admission Requirements include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
5. A letter clearly stating reason(s) for seeking admission into the certificate program.
6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Addictions Counseling Certificate - 15 hour certificate requires the following courses: CNS-511, CNS-512, CNS-533, CNS-535, CNS-545.

Course Descriptions - Graduate Studies in Counseling

CNS-501   Human Growth and Development   3
The study of individual and family development across the life span. An examination of cognitive, personality, and moral development throughout life stages. Additional emphasis will be placed on human sexuality.

CNS-502   Multicultural Counseling   3
The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

CNS-503   Theory and Techniques in the Helping Relationship   3
An investigation of a range of counseling theories and their applications in the helping relationship.   Application of basic and advanced helping skills that will facilitate positive change in the helping process.

CNS-504   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.   A weekly therapy group experience is required for this class in addition to the scheduled class time. There is also an additional lab fee to cover the cost of the group therapist.

CNS-505   Theory and Techniques in Career Counseling   3
An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS-506   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.

CNS-507   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.

CNS-508   Legal, Ethical, and Professional Issues   3
An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

CNS-509   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.   Prerequisite: CNS-501, CNS-504, CNS-508

CNS-511   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.

CNS-512   Psychopharmacology   3
The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of the effects and side effects of the medications.

CNS-513   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.

CNS-519   Theories and Techniques of School Counseling I   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.

CNS-520   Sexuality, Intimacy, and Gender   3
The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual identity formation, and sexual abuse. Strategies for counseling interventions will be explored.

CNS-522   Foundations in Clinical Mental Health Counseling   3
This course offers students a comprehensive introduction to clinical mental health counseling. The history and philosophy of mental health counseling, including professional identity, legal and ethical considerations, and credentialing are explored. Students gain an understanding of models and theories related to mental health counseling as well as the operation of mental health services and programs. Additional emphasis will be placed on pastoral counseling and church settings. Prerequisites: CNS-501-504, and CNS-508.

CNS-523   Clinical Mental Health Assessment and Intervention   3
This course provides students with the knowledge and skills necessary to complete clinical mental health assessments and diagnostic interviews. Students learn various assessment techniques for individuals, couples, families, children, and adolescents. Emphasis will be placed on mental status examinations and procedures for ensuring the safety of suicidal clients. This course will also explore theory and practice of various crisis intervention models and the use of emergency management systems. Culturally responsible interventions for clients and communities will also be explored. Prerequisite: CNS-522

CNS-524   Ecological Counseling and Prevention   3
This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services.
An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized and a wellness model of counseling is considered. In addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. Prerequisite: CNS-522

CNS-525   Contemporary Issues Seminar   1-3
This course will supply theoretical and practical direction to contemporary issues. Attention will be given to etiology, theory, research and practice. Topics will be discussed from psychological and Christian perspectives, with an eye towards how therapists can more helpfully conceptualize and respond to various relevant issues. Topics will vary to meet the needs/interests of students, professors, and contemporary culture.

CNS-527   Child and Adolescent Development and Treatment 3
The purpose of this course is to equip future counselors to effectively respond to the unique needs of children and adolescents in a variety of settings. Developmental theory, interventions, and prevention strategies will be presented relevant to this population. Coordination and consultation will be encouraged in order to respond to the needs of the child and adolescent using a comprehensive team approach.

CNS-529   Theories and Techniques of School Counseling II   3
This course is a continuation of CNS-519, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. The introductory course focused on the role of the school counselor. This course, building on the first, will include the philosophy and mechanics of building relationships with key individuals and groups in the school community as well as other tools for developing and maintaining a school counseling office, including assessing and meeting needs in the school community, collaborative action research, advanced consultation, and the use of technology. Students will also be exposed to additional theory and practice of integration of Biblical principles into their school counseling practice. Prerequisite: CNS-519

CNS-533   Psychopathology   3
The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS-534   Understanding Addictions for the Greater Good   3
This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

CNS-535   Theories and Treatment of Addiction   3
The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined.   Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addiction counseling.

CNS-538   Theory and Practice of Play Therapy   3
This course is an introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents, and adults. This course will familiarize participants with the history of play therapy, its primary theoretical models, and general applications. This class will provide hours that can be applied to therapy instruction necessary to become a Registered Play Therapist (RPT).

CNS-541   Foundations of Marriage and Family Therapy   3
This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms.   It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family.   A significant part of the class involves use of family of origin models to enable students to identify systemic, intergenerational, cultural, and spiritual contexts and how these impact families, including each student's own family.   Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced studies in family therapy.

CNS-542   Major Models of MFT I: Theory, Assessment, and Application   3
This course is designed to further the students' knowledge of the history, theory, and techniques of marital and family therapy.   This course presents the underlying philosophy, theory, and practice of structural and strategic approaches to marital and family therapy including the major theorists associated with each.   A brief introduction to object relations, couples therapy, and Gottman's research will be discussed.   Marriage and family therapy skills associated with these theories will be emphasized.

CNS-543   Major Models of MFT II: Theory, Assessment, and Application   3
This course will examine widely implemented and empirically validated marriage and family treatment approaches including emotionally focused, solution focused, and cognitive behavioral family therapy.   This class will explore challenges facing today's contemporary family.   The postmodern movement and its influence on family therapy and theories such as Interpersonal Process Theory and Collaborative Theory will be introduced.   Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families.

CNS-544   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.

CNS-545   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.

CNS-546   Major Models of MFT III: Theory, Assessment, and Application   3
This course focuses on contemporary approaches to counseling including trauma and ambiguous loss and their relevant theories of treatment. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Biological, emotional, and spiritual wellness will be emphasized. This course will present effectiveness research as it relates to marriage and family therapy across a multitude of disorders and populations. An emphasis on current issues and events in the field of marriage and family therapy will facilitate further development of advanced marriage and family students and their professional identity. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy.

CNS-550   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.   Prerequisites: CNS-501, CNS-508, and CNS-541 or CNS-522.

CNS-551   Supervised Internship   3
The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision.   Prerequisite: CNS-550

CNS-552   Supervised Internship   3
See CNS-551.

CNS-554   Supervised Internship   3
See CNS-551.

CNS-559   Thesis Project   3
This course will be culmination of the student's graduate course work.   The student will assimilate the knowledge and skills from all previous course work to complete a cogent and relevant thesis of individual written research in the area of addictions.   The thesis is to be original and should use accepted research methods of inquiry. The thesis will contribute to deeper understanding or new knowledge to the field and professional practice of addictions counseling.   The topic of investigation must have signed prior approval of the course professor and the graduate Director of Addictions Counseling.

CNS-560   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.

CNS-561   Emotionally Focused Therapy with Couples and Families: Creating Secure Attachment Bonds   3
Emotionally Focused Therapy for Couples (EFT), a contemporary empirically validated approach, offers a comprehensive theory of adult love and attachment, as well as a process for healing distressed relationships.   It recognizes that relationship distress results from a perceived threat to basic adult needs for safety, security, and closeness in intimate relationships.   This course will thoroughly explore the theory and application of EFT with couples and families. Emotional engagement and attachment theory will be

compared/contrasted to a Christian anthropology of being created as relational beings. This elective is open to all students who have completed Practicum and are currently enrolled in Internship.

Student Development Counseling and Administration

The Master of Arts degree with a major in Student Development Counseling and Administration is a 36 semester-hour degree designed for individuals who have a focused interest in Student Life and in one of the various venues at the college and university level (e.g. Dean or Vice President, Residence Life, Experiential Learning, Leadership Programs, Mentoring, Campus Recreation, etc.) The program, a combination of theory and practical experience, will approach student development from the perspective of a Christian worldview and fits with the Graduate Counseling majors with many overlapping courses. The program includes a core of counseling courses as well as courses in higher education administration and two supervised internships.

Admission - Student Development and Counseling

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.

2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

3. Six semester hours in psychology of which three semester hours must be in Life-Span Development.

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

5. Graduate Record Exam (GRE) taken within five years of application to the program. Overall score of 1000 (V + Q) strongly preferred; Verbal (V) score of at least 400 is required.

6. A typewritten autobiography, philosophy of counseling, and supplemental application.

7. An official transcript from each undergraduate and graduate institution attended.

8. Three recommendations – at least one from a professor and one from a supervisor/professional.

9. Applicants whose application documents demonstrate potential for success in the Student Development

Counseling and Administration will participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances. GRE scores must be no older than five years. Successful graduate coursework may be substituted for the GRE.

Prerequisites - Student Development Counseling and Administration

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in Psychology which must include three hours in Life-Span Development.

2. Six semester hours in Bible, Religion, or Theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Program of Study - Student Development Counseling and Administration

SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-501	History of Higher Education	2
SDC-525	Special Topics in Student Life Administration	3
SDC-508	Legal and Ethical Issues in Student Development	2
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the in Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
SDC-505	Career Counseling for Student Development	2
CNS-506	Appraisal of Individuals	3
SDC-551	Supervised Internship - Student Development	3
SDC-552	Supervised Internship - Student Development	3
CNS-507	Research and Evaluation of Methods and Practice	3
TOTAL		**36**

Course Descriptions - Student Development Counseling and Administration

CNS-502 Multicultural Counseling   3
The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

**CNS-503   Theory and Techniques in the Helping Relationship
                3**
An investigation of a range of counseling theories and their applications in the helping relationship. Application of basic and advanced helping skills that will facilitate positive change in the helping process.

CNS-504   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. A weekly therapy group experience is required for this class in addition to the scheduled class time. There is also an additional lab fee to cover the cost of the group therapist.

CNS-505   Theory and Techniques in Career Counseling   3
An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS-506   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.

CNS-507   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.

CNS-508   Legal, Ethical, and Professional Issues   3
An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

School of Teacher Education

Associate Dean - Dr. James Elsberry

School of Teacher Education Programs

Purpose

The Teacher Education program (TEP) offers professional education courses and coordinates the work in other departments of the university to prepare students to become teachers of excellence for elementary and senior high/junior high/middle schools in both public and private school arenas. The faculty at Indiana Wesleyan University believes that teacher education is a campus-wide responsibility. As a product of this cooperative perspective, the program reflects a collaboration of general education, subject matter concentration, and professional education courses. The IWU Teacher Education program is approved by the National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Ave., NW, Suite 500 Washington, D.C. 20036; phone (202) 466-7496. The Teacher Education program is also a member of the American Association of Colleges for Teacher Education (AACTE). 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 29 semester hours, including 4 semester hours of teacher education courses completed at IWU, and completion of the math competency requirement. In addition, the applicant must:

1. Have a minimum cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses.
2. Meet state-required cutoff scores on the Pre-Professional Skills Test (Praxis I).
3. Complete a formal application (available in the Teacher Education Office and at the TEP Web site).
4. Complete the Gateway 1 Dispositions Assessment form.
5. Submit a portfolio for evaluation.
6. Participate in and pass a formal interview.

Students who are denied admission may follow the appeals process as outlined in the Teacher Education program Handbook.

Once admitted, the student must maintain the 2.75 cumulative and 3.0 major GPA standards on all university course work through the student teaching semester, exhibit professional demeanor both in university courses and in clinical field placements, and remain a positive role model for both the University and the Teacher Education program. 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 (or one 16-week placement in special circumstances) in which students take charge of classrooms and fully engage in teaching.

Cross-Cultural Student Teaching Placements. 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 or cross-cultural placement. These student teaching placements are available, providing the pre-service teacher the opportunity for a more diverse global perspective on teaching.

Applications for student teaching must be submitted to the Office of Teacher Education by December 1 of the year prior to the student teaching semester (12-15 months in advance of the student teaching experience). To qualify for the student teaching semester, the student must be fully accepted into the Teacher Education program, have attained senior status, have completed the prerequisite professional courses, and have completed at least three-fourths of the hours required for the major.

In order to be admitted to the student teaching semester, the student must:

1. Complete a formal application (available online and in the Office of Teacher Education). The following documents must accompany the student teaching application.
2. Current criminal history check.
3. Revised autobiography.
4. Revised philosophy of education.
5. Current degree audit and transcript.
6. Dispositions assessment forms.
7. Lesson plan.
8. Maintain a minimum cumulative GPA of 2.75 and at least a 3.0 in each teaching area through the student teaching semester.

Once the above qualifications are met, the candidates' names are submitted to the divisions for review and to the Vice President for Student Development. The application is then voted upon for approval. If a student is denied admission to the student teaching semester, he or she is notified of the appeal process as outlined in the Teacher Education program Handbook.

Teacher Certification

The Praxis I and Praxis II tests are required for teacher certification in the State of Indiana. The Praxis I is a test of reading, writing, and mathematics. The Praxis II is a test of students' content knowledge. One hundred percent of students who completed the Teacher Education Program in 2007-2008 passed all three sections of the Praxis I prior to program completion. One hundred percent of students who completed the Teacher Education Program in 2007-2008 passed their Praxis II specialty tests.

Application for Indiana Teacher Certification should be filed with the Office of Teacher Education as soon after graduation as possible. Necessary information on this application procedure is available in 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; and (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 that 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 Teacher Education Program have had classroom experience and continue to work closely with current practicing teachers.

Field Placements

Field experiences for all education majors begin in the Stage A, freshman year, with tutoring and mentoring activities in school-like settings. Stage B sophomore year experiences build on this foundation in area schools and classrooms. An observation and participation field experience is required of all elementary and secondary education majors in May of the Stage A or B year (this experience is not a requirement of the Exceptional Needs Program). Stage C junior year field experiences require students to teach and spend up to 180 clock hours in classrooms in area schools.

Teacher Education Programs

Majors leading to teacher certification are available in three areas: elementary education, secondary education, and exceptional needs education. These majors include:

Elementary Education (K-6 Certification)

Elementary Education

Elementary/Exceptional Needs Education

Elementary/Intercultural Education

Secondary Education (K-12 Certification)

Music Education: Choral

Music Education: Instrumental

Music Education: Choral, General, and Instrumental

Physical and Health Education

Spanish Education

TESOL

Visual Arts Education

Secondary Education (5-12 Certification)

Biology Education

Chemistry Education

English Education

Mathematics Education

Physical and Health Education

Social Studies Education

Science Education (Biology/Chemistry)

Visual Arts Education

Exceptional Needs Education

Exceptional Needs: K-6

Exceptional Needs: 5-12

Exceptional Needs: K-12

Severe and Profound certification may be added to each exceptional needs major upon additional coursework.

Elementary Education

Elementary Education - B.S.

K-6 Certification

GENERAL EDUCATION		43 hours
UNV-180	Becoming World Changers: Christian Faith and Contemporary Issues	3
Humanities Core		**12**
ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature		**6**
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
Advanced Writing or Literature		**3**
EDU-365	Children's Literature	3
Health and Wellness		**2**
PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1
Social Science and Psychology		**9**
PSY-150	General Psychology	3
HST-103	Recent History and Politics **or**	
HST-211	American Civilization to 1865 **or**	
HST-212	American Civilization after 1865	3
SOC-150	Principles of Sociology	3
Science/Mathematics		**11**
SCI-201	Integrated Earth/Life Science	4
	Physical Science Elective	4
MAT-111	Math for Elementary Teachers	3
Competencies and Proficiencies		0-3
Writing Competency (ENG-120)		0-3
Speech Competency (EDU-290 + EDU-491)		0
Intercultural Competency (EDU-290 + EDU-491)		0
Mathematics Competency (MAT-111)		0

PROFESSIONAL CORE	**56 hours**	
Stage A - Introduction		**4**
EDU-130	American Education	3
EDU-200	Educational Technology	1
Stage B - Acquisition		**15**
EDU-271	Foundations of Early Childhood	3
EDU-290	Elementary Education in a Pluralistic Society	3
PHE-260	Health/Physical Activity/ Human Movement	3
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3
Stage C - Integration		**21**

The following courses should be taken in a block during the first Stage C semester:

EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDS-/ EDU-373	Early Childhood Practicum	3

The following courses should be taken in a block during the second Stage C semester:

EDU-292	Fine Arts for Children	3
EDU-306	Mathematics Methods	3
EDU-356	Science Methods	3
EDU-391	Junior Professional Year Practicum	3
Stage D - Application		**16**
EDU-491	Student Teaching	15
EDU-495	Student Teaching Seminar	1

ELEMENTARY EDUCATION MAJOR

Add the following courses for the stand-alone Elementary Education major:

Stage A - Introduction		**3**
EDU-295	Observation and Participation (Required May term course)	3
Stage B - Acquisition		**2**
EDU-216	Literature and Response for Young Children	2
Stage C - Integration		**8**

First semester:

EDU-354	Language Arts Methods	2
EDU-388	Developmental Reading	3

Second semester:

EDU-386	Corrective Reading	3
K-6 Elementary Education Program		**124**
Professional Core		56
Additional Elementary Education Courses		13
General Education and Competencies		43-46
Elective Hours		12-9

ELEMENTARY EDUCATION/EXCEPTIONAL NEEDS DOUBLE MAJOR

Add the following courses to the Professional Core:

Stage B - Acquisition		**5**
EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-216	Literature and Response for Young Children	2
Stage C - Integration		**21**
EDS-350	Assessment in Special Education	3
EDS-350P	Assessment Practicum	1
EDS-354	Language Arts Methods	2
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3

EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-385	Special Education Practicum I	3
EDS-388	Developmental Reading	3

K- 6 Elementary Education/ Exceptional Needs Double Major — **125-128**

Professional Core	56
Additional Exceptional Needs Courses	26
General Education	43-46

ELEMENTARY EDUCATION/ INTERCULTURAL MAJOR

Add the following courses to the Professional Core:

Stage A - Introduction — **5**

EDU-295d	Observation and Participation (Required May term course)	2
INT-122	Short Term Missions	1
INT-124	Cross-Cultural Exposure Trip	2

Stage B - Acquisition — **4**

| REL-275 | Evangelism and Global Outreach | 3 |
| REL-275P | Evangelism and Global Outreach Practicum | 1 |

Stage C - Integration — **18**

First semester

| EDU-354 | Language Arts Methods | 2 |
| EDU-388 | Developmental Reading | 3 |

Second semester

| EDU-386 | Corrective Reading | 3 |

Either semester

EDU-392	Cross-cultural Tutoring Practicum	1
INT-320	Linguistics and Cross-cultural Relationships	3
INT	Elective	3
TESOL	Elective	3

K-6 Elementary Education/ Intercultural Major — **126-129**

Professional Core	56
Additional INT/EDU Courses	27
General Education	43-46

Secondary Education

Secondary Education - B.S.

5-12, K-12 Certification

GENERAL EDUCATION — **45-54 hours**

| UNV-180 | Becoming World Changers: Christian Faith and Contemporary Issues | 3 |

Humanities Core — **12**

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

Biblical Literature — **6**

| BIL-101 | Old Testament Survey | 3 |
| BIL-102 | New Testament Survey | 3 |

Advanced Writing or Literature — **3**

| | Advanced Writing **or** Literature > 200 | 3 |

Health and Wellness — **2**

| PHE-101 | Concepts of Health and Wellness | 1 |
| PHE | Activity Elective | 1 |

Social Science and Psychology — **9**

PSY-150	General Psychology	3
SOC-150	Principles of Sociology (does not meet Intercultural competency), **or**	
SOC-210	Minority Group Relations (meets Intercultural competency)	3
Elective	ECO, HST, or POL	3

Science/Mathematics — **7**

| | Lab Science | 4 |
| | Math/Science elective | 3 |

Competencies and Proficiencies — **3-12**

Writing Competency	0-3
Speech Competency	3
Intercultural Competency	0-3
Mathematics Competency	0-3

PROFESSIONAL CORE — **37-38 hours**

Stage A - Introduction — **5**

| EDU-130 | American Education | 3 |
| EDU-296 | Observation and Participation (not required for physical and health education majors) | 2 |

Stage B - Acquisition — **9**

| EDU-240 | Educational Psychology | 3 |
| EDU-250 | Principles of Teaching | 3 |

PSY-276	Psychology of the Exceptional Learner	3
Stage C - Integration		**7-8**
EDU-324	Literacy in Diverse Classrooms	3
EDU-382	Content Methods	3
EDU-382C	Practicum	1
5-12 Majors Only		
EDU-383	Practicum	1
Stage D - Application		**16**
EDU-490/492	Student Teaching	15
EDU-495	Student Teaching Seminar	1

English Education

5-12 Certification

Foreign Language		**0-12**
Intermediate Competency		
Major Courses		**9**
ENG-220	Approaches to Literary Analysis	3
ENG-241	Studies in English Grammar	3
ENG-481	Capstone	3
Literature		**18**
ENG	Literature Electives	9

Upper-level literature electives from the following categories:

Category 1.	**American Literature, Colonial-19th Century**	
ENG	371, 372, 373, 374, 476, 477, 478	3
Category 2.	**British Literature, Pre-20th Century**	
ENG	361, 362, 364, 462, 466, 468	3
Category 3.	**American/British Literature, Post 1900**	
ENG	360, 365, 370, 430, 469, 479	3
Writing		**3**
WRI-234	Advanced Writing **or**	
ENG-281	Rhetorical Strategies **or**	
ENG-282	Writing for Results	3
Linguistics		**3**
ENG-352	History of the English Language	3
Electives		**3**
ENG	English/Writing Elective (except ENG-180) **or**	3
EDU-265	Literature for Adolescents	3
Required Education Course		**1**
EDU-200	Educational Technology	1

English Education Major (5-12)   124-138

General Education	45-54
Secondary Education Professional Core	38
Required Education Course	1
Electives	4-0
English	36-45

Mathematics Education

5-12 Certification

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

Required Courses		**39**
MAT-223	Introduction to Mathematics via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	4
MAT-333	Modern Geometry	4
MAT-342	Number Theory	3
MAT-344	Modern Abstract Algebra	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	3
MAT-481	History and Foundations	3
MAT-490	Math Senior Seminar	2
Take one of the following:		**3-4**
MAT-255	Calculus III	4
MAT-373	Numerical Analysis	3
MAT-446	Advanced Calculus	3
MAT-456	Elementary Real Analysis	3
MAT-457	Complex Variables	3
Supporting Course		**3**
CIS-125	Introduction to Computer Science I	3

Mathematics Education Major (5-12)   128-138

General Education	45-54
Secondary Education Professional Core	38
Mathematics	45-46

Music Education

K-12 Certification

Music Major Core		43-52
MUS-101-301, 442	Applied Study	8
MUS-160	Introduction to Music Theory	(0-2)
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
MUS-275	Introduction to Computer Applications	1
MUS-285	Beginning Conducting	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-383	Elementary Music Methods for Music Majors	2
MUS-383P	Elementary Music Practicum	1
MUS-385	Music Technology for Music Education	2
MUS-490	Senior Seminar	2
MUS	Music Ensemble (Participation each semester)	0-7
MUS-200	Recital Attendance	0
Piano - Competency through		**2-8**
Class Piano Level III (instrumental) **or**		
Class Piano Level IV (choral and general)		2
Specialty Course (one of the following)		**2**
MUS-120	Diction for Singers	2
MUS-245	Piano Pedagogy I **or**	
MUS-246	Piano Pedagogy II	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2
MUS-363	Instrumental Methods	2

Emphasis:

Choose one of the following options.

Option 1- Choral Emphasis		8
MUS-280	Choral Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2

MUS-281	Woodwind Techniques **or**	
MUS-284	Brass Techniques	2
Option 2 - Instrumental Emphasis		**9-11**
MUS-114	Class Voice	1
MUS-193	University Singers (by audition)	0-1
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
In addition to the above courses, choose one from the following:		**0-1**
MUS-181	Guitar Ensemble	0-1
MUS-184	World Music Ensemble	0-1
MUS-185	Flute Ensemble	0-1
MUS-186	String Quartet	0-1
MUS-187	Trombone Ensemble	0-1
MUS-188	Woodwind Ensemble	0-1
MUS-189	Honors Brass Quintet	0-1
MUS-195	Percussion Ensemble	0-1
MUS-197	Jazz Ensemble	0-1
Option 3 - Choral, General, Instrumental Emphasis		**14-18**
MUS-111	Applied Study---Minor	1
MUS-112	Applied Study---Minor	1
MUS-211	Applied Study---Minor	1
MUS-212	Applied Study---Minor	1
MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
MUS	Four semesters of secondary large ensemble	0-4

K-12 Music Education	**137-161**

Choral Emphasis	
General Education	45-54
Secondary Education Professional Core	37
Music Major Core + Specialty Course + Piano	47-62
Option 1 Choral Emphasis	8

K-12 Music Education	**138-164**

Instrumental Emphasis	
General Education	45-54
Secondary Education Professional Core	37
Music Major Core + Specialty Course + Piano	47-62
Option 2 Instrumental Emphasis	9-11

K-12 Music Education	**143-171**

Choral, General, Instrumental Emphasis

General Education	45-54
Secondary Education Professional Core	37
Music Major Core + Specialty Course + Piano	47-62
Option 3: Choral, General, Instrumental Emphasis	14-18

Physical and Health Education

5-12 and K-12 Certification

Required Biology Courses and Prerequisites   **8**

BIO-111	Anatomy and Physiology I	4
BIO-111L	Anatomy and Physiology I Lab	0
BIO-112	Anatomy and Physiology II	4
BIO-112L	Anatomy and Physiology II Lab	0

Physical and Health Education Major Core   **51**

Meets 5-12 certification requirements

PHE-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-157	Rhythmics	2
PHE-210	Computers and Technology in Physical Education and Athletics	2
PHE-229	Community CPR	1
PHE-230	First Aid: Responding to Emergencies	2
PHE-282	Motor Development	2
PHE-286	Kinesiology	3
PHE-341	Team Sports	3
PHE-345	Individual/Dual Sports	3
PHE-371	Administration of Physical Education and Athletics	3
PHE-374	Physiology of Exercise	3
PHE-378	Tests and Measurements	3
PHE-385	Psychology of Motor Learning	3
PHE-423	Adapted Physical Education	3

The following courses meet health education certification requirements:

PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3

5-12 and K-12 majors add:

EDU-382HE	Methods of Teaching Health Education	3
EDU-382C	Health Education Practicum	1

K-12 Physical and Health Education Certification   **55**

Major Core + 4 hours

PHE-242	Elementary Physical Education	3
PHE-242P	Elementary Physical Education Practicum	1

5-12 Physical and Health Education Major   **144-153**

General Education	45-54
Secondary Education Professional Core	36
Prerequisite Courses	8
Major Core	51
Health Methods and Practicum	4

K-12 Physical and Health Education Major   **147-156**

General Education	45-54
Secondary Education Professional Core	35
Prerequisite Courses	8
Major Core + K-12 Certification Requirements	55
Health Methods and Practicum	4

Science Education

5-12 Certification

Major Core   **18 hours**

BIO-125	Principles of Biology I	4
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
EAR-132	Earth Science	4
EAR-132L	Earth Science Lab	0

DUAL FIELD BIOLOGY/CHEMISTRY MAJOR

Required Math and Prerequisite Courses   **17**

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0

PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
Biology/Chemistry Major Courses		**33**
BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-351	Cellular Biology	3
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-350	Analytical Chemistry I	4
CHE-350L	Analytical Chemistry I Lab	0
CHE-430	Biological Chemistry	3
CHE-440	Physical Chemistry I	3
BIO-490	Biology Senior Seminar **or**	
CHE-490	Chemistry Senior Seminar	1
Required Education Course		**1**
EDU-200	Educational Technology	1

5-12 Dual Field Biology/Chemistry Education Major — **152-161**

General Education	45-54
Secondary Education Professional Core	38
Science Major Core	18
Required Math and Prerequisite Courses	17
Biology/ Chemistry Courses	33
Required Education Course	1

BIOLOGY EDUCATION MAJOR

Biology Major Courses		**33-34**
BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-330	Histology **or**	(3)
BIO-411	Vertebrate Development	(4)
BIO-412	Genetics	3
BIO-490	Biology Senior Seminar	1
Required Education Course		**1**
EDU-200	Educational Technology	1

5-12 Biology Education Major — **135-145**

General Education	45-54
Secondary Education Professional Core	38

Science Major Core	18
Biology	33-34
Required Education Course	1

CHEMISTRY EDUCATION MAJOR

Required Math and Prerequisite Courses		**17**
MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
Chemistry Major Courses		**21**
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	2
Required Education Course		**1**
EDU-200	Educational Technology	1

5-12 Chemistry Education Major — **140-149**

General Education	45-54
Secondary Education Professional Core	38
Science Major Core	18
Required Math and Prerequisite Courses	17
Chemistry Courses	21
Required Education Course	1

Social Studies Education

5-12 Certification

Historical Perspectives		**15**
HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-211	American Civilization to 1865*	3
HST-212	American Civilization after 1865	3
HST	Elective (300-400 level): "Scholarship" List	3
Government		**12**
POL-100	American Government	3
POL-232	Comparative Politics	3
POL	Elective	3

POL	Elective (300-400 level): "Scholarship" List	3
Psychology		**12**
EDU-240	Educational Psychology*	3
PSY-150	General Psychology*	3
PSY-276	Psychology of the Exceptional Learner*	3
PSY	Elective (300-400 level): "Scholarship" List	3
Sociology		**9**
SOC-150	Principles of Sociology **or**	
SOC-210	Minority Group Relations	3
SOC	Elective (upper or lower level)	3
SOC	Elective (300-400 level): "Scholarship" List	3
Economics		**9**
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO	Elective (300-400 level): "Scholarship" List	3
Geography		**3**
GEO-202	Political and Cultural Geography	3

Among content course electives listed above, **SSE majors are required to complete at least three upper-level courses (300 or 400 level) from the "Scholarship List" in different content disciplines.** Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment.

Required Education Course		**1**
EDU-200	Educational Technology	1

5-12 Social Studies Education Major   129-138

General Education	45-54
Secondary Education Professional Core	38
Social Studies (Unduplicated hours)	45
Required Education Course	1

*These courses duplicate general education or professional education requirements.

Spanish Education

K-12 Certification

Definition and Purpose

The Spanish education major requires a core program in Spanish of 42-54 hours with a minimum of three credit hours in a Spanish-speaking country. A prerequisite of six hours of beginning Spanish or demonstration of beginning level proficiency by examinations required. Student will also be required to fulfill the general education requirements and the professional education requirements for a teaching degree. The Spanish education major will equip students with the knowledge, skills, and experience necessary for becoming a highly-qualified Spanish teacher. The program requires that all graduating seniors function at the ADVANCED level of proficiency in Spanish as defined by the American Council on the Teaching of Foreign Languages (ACTFL) guidelines (intermediate--high is required by the State). The Spanish education major will do the following: equip students with a well-rounded understanding of Spanish grammar and Hispanic literature, history, and culture; prepare them to teach using the best methods and technology available for second language acquisition; require Spanish language and cultural immersion experience in the local community and overseas. Prerequisite: SPA-117 and SPA-118 or beginning level competency by examination

SPANISH EDUCATION MAJOR   42-54 hours

Prerequisite Courses		**0-6**
SPA-117	Beginning Spanish I	0-3
SPA-118	Beginning Spanish II	0-3
Language Courses		**9-15**
SPA-237	Intermediate Spanish I	0-3
SPA-238	Intermediate Spanish II	0-3
SPA-347	Spanish Conversation/ Composition	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-420	Advanced Spanish Grammar	3
History and Culture		**12**
SPA-348	Latin American Studies	3
SPA-354	Latin American History	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
Literature		**12**
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
Special Language and Methods		**2**

SPA-360	Technology and Assessment in the Foreign Language Classroom	2

Education Requirement — **1**

SPA-380P	Elementary Spanish Methods Practicum	1

Foreign Study Experience — **3**

SPA-370	Hispanic Culture and Languages Studies **or**	3
SPA	300 or 400 level course abroad	3

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture or literature of a Spanish-speaking country, or the theory or practical use of the Spanish language. Must be taught in Spanish and **must** be from an approved, accredited program.

K-12 Spanish Education Major — **125-143**

General Education	45-54
Secondary Education Professional Core	38
Spanish	39-51
Electives	3-0

TESOL Education

Teaching English To Speakers of Other Languages

K-12 Certification

The TESOL Education major combines professional training with specialized instruction in the latest theoretical foundations for second-language acquisition, including methods and materials training and practicum experience designed specifically for the TESOL student. Students completing this program will meet all certification standards for public instruction in the State of Indiana (English as a New Language standards), and will acquire the theoretical foundations and skills necessary for effective second-language instruction for non-English speaking individuals around the world.

TESOL PROFESSIONAL CORE   34 hours

Stage A - Introduction — **5**

EDU-130	American Education	3
EDU-296	Observation and Participation	2

Stage B - Acquisition — **10**

EDU-200	Educational Technology	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3

PSY-276	Psychology of the Exceptional Learner	3

Stage C - Integration — **3**

EDU-324	Literacy in Diverse Classrooms	3

Stage D - Application — **16**

EDU-492	Student Teaching	15
EDU-495	Student Teaching Seminar	1

TESOL Major — **44-56**

Intercultural — **3**

INT-220	Intercultural Relationships	3

English/TESOL — **18**

ENG-170	Introduction to Linguistics	3
TSL-203	TESOL Theoretical Foundations	3
ENG-241	Studies in English Grammar	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-420	English Linguistics for TESOL	3

TESOL Methods and Practicum — **8**

EDU-382TE	TESOL Methods and Materials	3
EDU-382C	Practicum	1
TSL-380TE	TESOL Methods for Elementary Teachers	3
TSL-380P	Elementary TESOL Education Practicum	1

Foreign Language — **0-12**

	Foreign Language; **or** Demonstration of intermediate level competency

Electives (choose from all three areas) — **15**

Linguistics
Intercultural Studies
Communication

K-12 TESOL Education — **124-144**

General Education	45-54
Secondary Education Professional Core	34
TESOL Education	44-56
General Elective	1-0

Visual Arts

5-12, K-12 Certification

*Denotes art foundational course

Major Core		36 hours
Two -Dimensional Design		**21**
ART-121	Drawing I*	3
ART-221	Drawing II*	3
ART-224	Design I: Two-Dimensional Design*	3
ART-238	Digital Imagery	3
ART-266	Printmaking	3
ART-273	Introduction to Computer Graphics	3
ART-331	Painting I*	3
Three-Dimensional Design		**9**
ART-241	Ceramics I*	3
ART-251	Sculpture I	3
ART-324	Design II: Three-Dimensional Design*	3
Art History		**6**
Art History Electives		6

5-12 Certification	36
Completion of major core	

K-12 Certification	49
Major core + 13 hours	
ART-371	Art for Elementary Teachers	3
ART-371P	Elementary Art Practicum	1
ART	Art Electives	9

5-12 Art Education Major	
	124-128
General Education	45-54
Secondary Education Professional Core	38
Visual Arts	36
Electives	5-0

K-12 Art Education Major	**131-140**
General Education	45-54
Secondary Education Professional Core	37
Visual Arts	49

Special Needs Education

Exceptional Needs Education - B.S.

K-6, 5-12, K-12 Certification

The Exceptional Needs program is designed to train teachers to serve persons who require mild interventions (a Severe and Profound program is also available for students who wish to add this certification to their teaching license). It is consistent with new state standards that call for a major (rather than minor) in exceptional needs. The focus is also on a non-categorical approach. Graduates of the program have a(n):

1. Understanding of the provision of special education in the regular classroom environment.
2. Effective use of state-of-the-art methods in special education.
3. Knowledge of effective service delivery models for learners with disabilities.
4. Awareness of alternative resources for serving learners with disabilities.
5. Skill in working with families of learners with disabilities.
6. Skill in working with other professionals and agencies to assure quality programs.
7. Attitude of lifelong learning as a special education professional.

Four guiding principles are foundational to the exceptional needs program:

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

Three versions of the Exceptional Needs major are available. Each consists of general education requirements, a Professional Core common to each of the majors, Exceptional Needs courses specific to each of the three majors, and elective courses. In addition, a Severe and Profound program may be added to any of the three Exceptional Needs majors.

GENERAL EDUCATION   45-54 hours

UNV-180	Becoming World Changers: Christian Faith and Contemporary Issues	3

Humanities Core   **12**

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

Biblical Literature   **6**

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature   **3**

	Advanced Writing **or**	
	Literature > 200	3

Health and Wellness   **2**

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Sciences and Psychology   **9**

PSY-150	General Psychology	3
SOC-150	Principles of Sociology (does not meet Intercultural Competency)	3
SOC-210	Minority Group Relations (Meets Intercultural Competency)	3
Elective	Taken from ECO, HST, or POL	3

Science/Mathematics   **7**

Lab Science	4
Math/Science Elective	3

Competencies and Proficiencies   **3-12**

Writing Competency	0-3
Speech Competency	3
Intercultural Competency	0-3
Mathematics Competency	0-3

PROFESSIONAL CORE   42

Stage A - Introduction   **4**

EDU-130	American Education	3
EDU-200	Educational Technology	1

Stage B - Acquisition   **6**

EDS-215	Teaching and Learning in Inclusive Settings	3
PSY-276	Psychology of the Exceptional Learner	3

Stage C - Integration   **16**

EDS-350	Assessment in Special Education	3
EDS-350P	Assessment Practicum	1
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-385	Special Education Practicum I	3
EDS-386	Special Education Practicum II	3

Stage D - Application   **16**

EDS-496	Student Teaching	15
EDS-494	Student Teaching Seminar	1

EXCEPTIONAL NEEDS, K-6 MAJOR

Add the following courses to the Professional Core:

Stage B - Acquisition   **6**

EDU-290	Elementary Education in a Pluralistic Society	3
PSY-251	Child Development	3

Stage C - Integration   **8**

EDS-381	Methods for Teaching Children with Exceptional Needs	3
EDS-354	Language Arts Methods	2
EDS-388	Developmental Reading	3

K-6 Exceptional Needs Program   **124**

General Education	45-54
Professional Core	42
K-6 EXN courses	14
Electives	23-14

EXCEPTIONAL NEEDS, 5-12 MAJOR

Add the following courses to the Professional Core:

Stage B - Acquisition   **6**

EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3

Stage C - Integration   **6**

EDS-324	Literacy for Adolescent with Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents with Exceptional Needs	3

5-12 Exceptional Needs Program   **124**

General Education	45-54

Professional Core	42
5-12 EXN courses	12
Electives	25-16

EXCEPTIONAL NEEDS, K-12 MAJOR

Add the following courses to the Professional Core:

Stage B - Acquisition		**6**
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
Stage C - Integration		**14**
EDS-324	Literacy for Adolescent with Exceptional Needs	3
EDS-354	Language Arts Methods	2
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents with Exceptional Needs	3
EDS-388	Developmental Reading	3

K-12 Exceptional Needs Program	**124**
General Education	45-54
Professional Core	42
K-12 EXN courses	20
Electives	17-8

Severe and Profound		**9**

Severe and Profound certification may be added to any Exceptional Needs major by taking the following courses:

EDS-331	Critical Issues in Severe Disabilities	3
EDS-332	Community-Based Instruction, Supports and Services	3
EDS-333	Interdisciplinary Collaboration	3

School of Theology and Ministry

Associate Dean - Dr. David Smith

School of Theology and Ministry Programs

Studies in religion provide programs of preparation for careers in church ministries. B.S. degrees are offered with majors in Adolescent Ministries, Children's Ministries, Christian Education, Christian Ministries, Christian Worship, Intercultural and Community Development, Intercultural Studies, Sports Ministries, and Youth Ministries. A.B. degrees are offered in Biblical Literature, Christian Ministries, and Religion/Philosophy. Minors are available in all the programs listed above except Sports Ministries. Special programs include the Bible Land tours and off campus programs (see academic information section for a partial listing).

General Education Requirements
Students in these majors meet the general education competencies by taking the approved standard courses or meeting competencies except as otherwise noted.

Admission to Professional Majors
Admission to the Christian Education, Children's Ministries, Christian Ministries, Christian Worship, Youth Ministries, and Adolescent Ministries majors requires a formal screening process separate from the initial declaration of intent. The process includes the successful completion of three courses in the division. All applicants must complete BIL-101 and BIL-102 with a grade of "C" or above. Christian Education and Children's Ministry majors must also complete CED-252, Christian Ministry majors REL-264 and REL-264P, Adolescent Ministries and Youth Ministries majors YTH-220 and YTH-220P, and Christian Worship majors WOR-235 and WOR-235P with a grade of "C" or above. Students need to have a GPA of 2.25 cumulative and 2.5 in the coursework required for the major. Students must also file application forms including a written essay and references. In some cases a personal interview with divisional faculty may also be required. Enrollment in some advanced courses in the division is restricted to those admitted to the professional majors. A student needs to start the application to the major process by the end of their sophomore year (60 credit hours) and after the successful completion of the three preliminary courses in his or her respective majors (see immediately above). Delay on this process will prohibit students from enrolling in advanced courses in their professional major.

Continuation in Professional Majors
Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in coursework required for the major. Failure to do so may necessitate repeating courses or withdrawal from the major. The School of Theology and Ministry faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the standards of Christian character, moral integrity, and social fitness required for a professional minister.

Wesleyan Students
Students anticipating future service in The Wesleyan Church should include Wesleyan Church History/Discipline (REL-431) among their major or minor courses. The Christian Ministries and Youth Ministries majors are specifically designed to meet all the academic requirements for ordination in The Wesleyan Church. Any deviation from the course requirements should be approved in writing by both the 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 (DBMD) prior to applying for admission to the professional majors.

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

Biblical Studies Programs

Biblical Literature - A.B.

Courses in biblical literature and languages are offered to meet general education requirements and as components for majors in Religion/philosophy, Christian Ministries, Christian Education, Intercultural Studies, Adolescent Ministries, Youth Ministries, and Christian Worship. In addition, the A.B. degree with a major in Biblical Literature is offered.

Purpose

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

General Education Requirements

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

Required courses		40 hours
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
GRE-201	Beginning Greek I **or**	
HBR-201	Beginning Hebrew I	3
BIL*	Advanced Bible electives (balanced program in Old and New Testaments)	18
Cognate	In a field consistent with the student's vocational goals and approved by the student's advisor	10

*Including up to 9 hours of Greek or Hebrew beyond GRE-201 or HBR-201 if those 9 hours are not already counting toward a Biblical Languages minor; a balance of Old and New Testament courses should be maintained.

Biblical Literature Minor

A minor in Biblical Literature consists of the following 24 hours of courses.

Required courses		24 hours
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
BIL*	Advanced Bible electives	15

(at least one course pertaining to each of the Old and New Testaments)

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

Biblical Languages Minor

Requirements		18 hours
Core Courses		**12**
HBR-201	Beginning Hebrew I	3
HBR-202	Beginning Hebrew II	3
GRE-201	Beginning Greek I	3
GRE-202	Beginning Greek II	3
Choose one of the following options:		
HBR-422	Hebrew Bible **or**	6
GRE-422	Greek Bible	6

Biblical History and Geography Minor

Requirement		18 hours
Required Courses		**6**
BIL-280	Lands of the Bible	3
BIL-380	History of the Biblical World	3
Electives		**12**
BIL-103	Bible Land Tour	3
BIL-281	Jerusalem and its People	1
BIL-282	Art, Artifacts, and Architecture of the Biblical World	1
BIL-381	Cultural Settings of the Bible	3
BIL-382	Intertestament Literature	3
BIL-480	Archaeology of Syria-Palestine	3
HBR-201	Beginning Hebrew I **or**	
GRE-201	Beginning Greek I **or**	
LAT-201	Beginning Latin I	3
HBR-202	Intermediate Hebrew II **or**	
GRE-202	Intermediate Greek II **or**	
LAT-202	Intermediate Latin II	3

*This minor requires at least 15 hours unduplicated in any other major or minor.

**Courses taken through Jerusalem University College may be applied toward elective hours in this minor with permission of the division.

Biblical Literature - A.A.

Associate of Arts
The Associate of Arts degree is a two-year program that requires the following 27 hour concentration:

Required Courses   **27 hours**

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
BIL*	Advanced Bible Electives (including at least one course pertaining to each of the Old and New Testaments)	12
	Elective courses offered by the School of Theology and Ministry	6

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

Studies in Israel

Studies in Israel
IWU's Summer in Israel program is a six-week academic study in Israel, Palestine and Jordan. This program focuses on three areas of study: 1) the geographical and historical settings of the Bible, 2) the discipline of archaeology and its contributions to biblical studies, and 3) the modern-day culture of Israel and Palestine. Students will travel the lands of the Bible, experience first-hand the places and culture of the biblical narrative, participate in an official archeological dig for two weeks, and engage with the Palestinian Christian Church through worship and ministry. A total of 10 undergraduate or 9 graduate credits may be earned through this program. The program runs every other year (even years). In order to be considered for admission to this program, students must have completed at least 30 hours of undergraduate coursework including 4 hours of prerequisites (see below), pass a routine physical, and complete the application process. For more information, contact the School of Theology and Ministry.

Summer in Israel Prerequisite Courses for Undergraduate students:

BIL-280	Lands of the Bible	3
BIL-281	Jerusalem and Its People	1

Summer in Israel Courses for Undergraduate students:

INT-124	Cross-Cultural Exposure Trip: Israel and Palestine*	2

BIL-282	Art, Architecture, and Artifacts of the Biblical World: Israel and Jordan	1
BIL-480	Archaeology of Syria-Palestine	3
	Geographical and Historical Setting of the Bible (taken at Jerusalem University College)	4

*Fulfills IWU's Intercultural Experience General Education Requirement

Summer in Israel Courses for Graduate students:

INT-124	Cross-Cultural Exposure Trip: Israel and Palestine	Audit
MIN-510	Biblical Archaeology	5
	Geographical and Historical Setting of the Bible (taken at Jerusalem University College)	4

Theology and Philosophy Programs

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.

General Education Requirements
Students in this major meet the general education requirements by taking the approved standard courses.

Required Courses		41 hours
PHL-280	Ancient and Medieval Philosophy	3
PHL-281	Modern and Contemporary Philosophy	3
PHL-282	Ethics	3
PHL-285	Logic	3
PHL-334	Philosophy of Religion	3
PHL-438	Religions of the World	3
BIL-202	Inductive Bible Study	3
BIL	Advanced Bible electives	6
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3
THE-233	Christian Theology I	3
THE	Theology elective	3
PHL-480	Toward a Philosophy of World Changing (Capstone)	2

Philosophy Minor
The minor consists of 18 hours.

Requirements		18 hours
Core Courses		**15**
PHL-280	Ancient and Medieval Philosophy	3
PHL-281	Modern and Contemporary Philosophy	3
PHL-282	Ethics	3
PHL-285	Logic	3
PHL-334	Philosophy of Religion	3
Electives		**3**

Any three hours with a PHL prefix of 200 or higher

Theology Minor
A minor in Theology consists of 18 credit hours.

Requirements		18 hours
Core Courses		**12**
THE-233	Christian Theology I **or**	
THE-232	Basic Christian Doctrine	3
THE-424	Christian Theology II	3
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3
Choose two of the following elective classes:		**6**
THE-310	Christology	3
THE-311	Ecclesiology	3
THE-420	The Life and Legacy of Augustine of Hippo	3
THE-425	Patristic Theology	3
THE-428	The Theology of John Wesley	3

*Christian ministries and youth ministries majors must maintain 15 unique hours in order to minor in theology.

Ministry Programs

Adolescent Ministries - B.S.

Purpose
The Adolescent Ministries major is designed for persons who wish to minister with students in youth centers, para-church ministries, school-based ministries, and local churches in a non-ordained capacity. Many men and women desiring to minister with youth may not seek ordination or even employment in a parish setting and therefore would benefit from a degree that is focused more selectively on practical ministry theory and skills. Persons wishing to work with youth primarily in a local church setting as an ordained minister should pursue the more specialized ordination track of the youth ministry degree.

General Education Requirements
Students in this major meet the general education requirements by taking BIL-101, BIL-102, (SOC-150, SOC-210 or SOC-225), PSY-150, INT-122, INT-222, and YTH-270.

Required Courses   50 hours

BIL-202	Inductive Bible Study	3
BIL	Advanced Bible elective	3
THE-232	Basic Christian Doctrine	3
REL-241	Survey of Church History	3
YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
CED-255	Local Church Education	3
CED-255P	Church Education Practicum	1
YTH-270	Communication with Youth	3
YTH-370	Youth Counseling &	
REL-469P	Pastoral Care Practicum **or**	
REL-469	Pastoral Care and Counseling &	3
REL-469P	Pastoral Care Practicum	1
YTH-371	Youth Evangelism and Discipleship	3
PSY-252	Adolescent Growth and Development	3
INT-122	Short Term Missions (Orientation)	1
INT-222	Short Term Missions (Leadership)	2
YTH-355	Youth Programming and Management	3

YTH-355P	Youth Programming Practicum	1
YTH-480	Youth World-Changing Strategies (Capstone)	2
Courses related to youth ministry and approved by the director of the youth ministries program		9

Adolescent Ministries Minor
A minor in Adolescent Ministries consists of the following 24 credit hours of carefully selected courses.

Required Courses   24 hours

YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
YTH-371	Youth Evangelism and Discipleship	3
YTH-240	Camping and Retreat Ministries **or**	
YTH-270	Communication with Youth	3
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
REL-469	Pastoral Care and Counseling &	3
REL-469P	Pastoral Care Practicum	1
Courses related to youth ministry and approved by the director of the youth ministries program		7

Adolescent Ministries - A.S.

Associate of Science
The Associate of Science degree is a two-year program that requires 24 credit hour concentration identical to the Adolescent Ministries minor listed above.

Children's Ministry - B.S.

Purpose
The Children's Ministry major consists of a program of 46 credit hours designed to prepare a student to serve in a church staff position such as a director of children's ministries. The Children's Ministry major also prepares students to serve in various para-church organizations (that serve the needs of children) as well as giving needed preparation for students who intend to seek employment in church-related pre-schools and day care centers. The completion of this major does not

fulfill all of the educational requirements for ordination in The Wesleyan Church.

General Education Requirements
Students in this major meet the general education requirements by taking SOC-210.

Required Courses   46 hours

CED-252	Introduction to Christian Education	3
PSY-251	Child Development	3
CED-350	Teaching Children in the Church	3
CED-354	Working with Children	3
CED-455	Christian Education in the Family	3
THE-232	Basic Christian Doctrine	3
BIL-202	Inductive Bible Study	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism Practicum	1
SOC-210	Minority Group Relations	3
CED-360	Curriculum Theory and Development	3
CED-450	Leading a Children's Ministry in a Local Church	3
CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1
	Additional hours related to children's ministry and approved by the student's advisor	9

Children's Ministry Minor
A minor in Children's Ministry consists of 24 credit hours of carefully selected courses.

Required courses   24 hours

CED-252	Introduction to Christian Education	3
PSY-251	Child Development	3
CED-350	Teaching Children in the Church	3
CED-354	Working with Children	3
CED-455	Christian Education in the Family	3
THE-232	Basic Christian Doctrine	3
CED-450	Leading a Children's Ministry in a Local Church	3

CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1

Children's Ministry - A.S.

Associate of Science
The Associate of Science degree is a two-year program that requires a 24 credit hour concentration identical to the Children's Ministry minor listed above.

Christian Education - B.S

Purpose
The Christian Education major consists of a program of 40 credit hours designed to prepare a student to serve in a church staff position such as a director of Christian education, director of children's 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.

General Education Requirements
Students in this major meet the general education requirements by taking the approved standard courses.

Required Courses   40 hours

CED-252	Introduction to Christian Education	3
BIL-202	Inductive Bible Study	3
BIL	Advanced Bible elective 300 and 400 level	3
THE-232	Basic Christian Doctrine	3
PSY-250	Developmental Psychology	3
	or	
	PSY-251 & PSY-252	(6)
YTH-355	Youth Programming and Management	
	and	
YTH-355P	Youth Programming and Management Practicum	
	or	
	another course in youth ministry approved by the student's advisor	3
CED-240	Teaching the Bible to Adults	3

CED-354	Working with Children	3
CED-360	Curriculum Theory and Development	3
CED-357	Christian Education Practicum	1
CED-358	Christian Education Practicum	1
CED-359	Christian Education Practicum	1
CED-455	Christian Education in the Family	3
CED-490	Leading Christian Education	3
CED-490P	Leading Christian Education Practicum	1
REL-226	Christian Spirituality: Experiencing God	3

Christian Education Minor

A minor in Christian Education consists of 24 credit hours of carefully selected courses.

Required courses   24 hours

CED-252	Introduction to Christian Education	3
BIL	Advanced Bible elective 300 and 400 level	3
CED-240	Teaching the Bible to Adults	3
CED-354	Working with Children	3
CED-455	Christian Education in the Family	3
THE-232	Basic Christian Doctrine	3
PSY-250	Developmental Psychology **or**	3
	PSY-251 & PSY-252	(6)
CED-490	Leading Christian Education	3

Christian Education - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24 credit hour concentration identical to the Christian Education minor listed below.

Christian Ministries - 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.

General Education Requirements

Students in this major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), REL-465, REL-466, REL-466P and REL-275.

Required Courses   61 hours

Biblical Foundations

BIL-202	Inductive Bible Study	3
BIL	Advanced Old Testament elective	3
BIL	Advanced New Testament elective	3
BIL	Advanced Bible elective	3

[Note: Biblical literature electives: BIL-103, or Greek or Hebrew courses, do not meet the biblical literature requirements for the major. BIL-333 and BIL-408 may count for Advanced Old or New Testament.]

Theological/Historical Foundations

THE-233	Christian Theology I	3
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3
THE-424	Christian Theology II: Salvation/Holiness	3
REL/ PHL/ THE	Elective course in theology, church history or philosophy	3

Professional Studies

CED-255	Local Church Education	3
CED-255P	Church Education Practicum	1
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministry Observation	1
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
WOR-436	Church Rituals	1
REL-465	Homiletics I	3

REL-466	Homiletics II	2
REL-466P	Homiletics Practicum	1
REL-468	Church Leadership	3
REL-468P	Church Leadership Practicum	1
REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1
REL-482	World-Changing Strategies (Capstone)	2

In addition to the courses listed above, Wesleyan students are required to take

REL-431	Wesleyan Church History/Discipline	3

Non-Wesleyan students may study their own denominational heritage through independent learning or select

Elective	Theology, Church History or Philosophy	3

Christian Ministries - A.B.

Required Courses (A.B. degree)   67 hours

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

Christian Ministries Minor

A minor in Christian Ministries consists of 24 credit hours of courses specifically relating to professional preparation for pastoral or para-church ministry.

Required Courses   24 hours

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
THE-232	Basic Christian Doctrine	3
REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministry Observation	1
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
REL-361	Christian Ministries Practicum	1
	Offerings within the School of Theology and Ministry (not including PHL-180)	4

Christian Ministries - A.S.

Associate Degrees

Associate degrees in Christian Ministries are two-year programs with a 24 credit-hour concentration identical to the Christian Ministries minor listed above.

Christian Worship - B.S.

Purpose

The Christian Worship major consists of a program of 44 credit hours. The core set of course (28 credit hours) is taken in the department of Theology and Philosophy; the remaining courses (16 credit hours) are taken within the division related to the student's choice of tracks (area of emphasis). Christian Worship majors choose from four possible tracks: music (Division of Music), theater (Division of Communication), media arts (Division of Communication) or pastoral (Department of Theology and Philosophy). This program is designed to prepare a student to serve in a local church or other para-church ministry in worship leadership; it is also an excellent second major to enhance a student's training for other ministries. The completion of this major does not fulfill the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

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

Required Core Courses   28 hours

THE-232	Basic Christian Doctrine	3
BIL-202	Inductive Bible Study	3
WOR-235	Christian Worship	2
WOR-235P	Worship Practicum	1
BIL-333	Biblical Foundations of Worship	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Worship Capstone	2
WOR-438P	Worship Capstone Practicum	1
WOR-322	Worship Throughout the Christian Year	3
REL-226	Christian Spirituality: Experiencing God	3
WOR-237	Media for Ministry	3

Music Track Required Courses   16 hours

MUS-114	Class Voice **or**	
MUS-100	Applied Voice	1
MUS-117	Beginning Piano/Non-major I **or**	
MUS-118	Beginning Piano/Non-major II	1
MUS-149	Introduction to Contemporary Worship	2
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-192	University Chorale **or**	
MUS-193	University Singers **or**	
MUS-194	Chamber Singers	1
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2
WOR-325	Centuries of Song	3

Theater Track Required Courses   16 hours

COM-120	Introduction to Theatre	3
COM-251	Principles of Script Analysis	3
COM-252	Beginning Acting **or**	
COM-317	Theater History and Dramatic Literature **or**	
COM-362	Script Writing	3
COM-272	Stagecraft	3
COM-315	Principles of Stage Directing	3
MUS-114	Class Voice **or**	
MUS-100	Applied Voice	1

Media Arts Track Required Courses   16 hours

COM-116	Communication Lab	1
116R	Radio	
116T	Television	
116V	Video	
COM-211	Introduction to Mass Communication	3
COM-214	Radio Production **or**	
COM-314	Studio Production	3

COM-215	Television Production	3
COM-223	Desk Top Publishing	3
COM-250	Media Script Writing	3

Pastoral Ministry Track Required Courses   16 hours

COM-226	Voice and Interpretation **or**	
COM-250	Media Script Writing	3
REL-241	Survey of Church History	3
WOR-325	Centuries of Song	3
REL-264	Introduction to Pastoral Ministries **or**	
YTH-220	Introduction to Youth Ministries	2
REL-264P	Pastoral Ministries Observation **or**	
YTH-220P	Youth Ministries Observation	1
REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1

Christian Worship Minor

A minor in Christian Worship is designed to complement other majors within the division, particularly those majors which prepare students for local church, para-church, or intercultural ministries. It is also designed to serve those pursuing majors outside of the division who see themselves as active lay leaders of worship. The minor includes 19 hours.

Required Courses   19 hours

WOR-235	Worship	2
WOR-235P	Worship Practicum	1
BIL-333	Biblical Foundations of Worship	3
WOR-333	History and Philosophy of Worship	3
WOR-322	Worship Throughout the Christian Year	3
WOR-237	Media for Ministry	3
WOR-325	Centuries of Song	3
WOR-436	Church Rituals	1

Sports Ministries Major

Purpose
The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, individual sport coach training, and para-church sports ministries. See Health and Human Performance section of the catalog for specific requirements.

Youth Ministries - B.S.

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

General Education Requirements
Students in the major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), YTH-270, REL-466, REL-466P, INT-122, and INT-222.

Required Courses   62 hours
Biblical Foundations

BIL-202	Inductive Bible Study	3
BIL	Advanced Old Testament elective	3
BIL	Advanced New Testament elective	3
BIL	Advanced Bible elective	3

[Note: Biblical literature electives: BIL-103, or Greek or Hebrew courses do not meet the biblical literature requirements for the major. BIL-333 and BIL-408 may count for Advanced Old or New Testament.]

Theological/Historical Foundations

THE-233	Christian Theology I	3
REL-241	Survey of Church History	3
THE-424	Christian Theology II: Salvation/Holiness	3

Professional Studies

YTH-220	Introduction to Youth Ministries	2

YTH-220P	Youth Ministry Observation	1
YTH-270	Communication with Youth	3
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-436	Church Rituals	1
CED-255	Local Church Education	3
CED-255P	Church Education Practicum	1
REL-468	Church Leadership	3
REL-468P	Church Leadership Practicum	1
REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1
YTH-371	Youth Evangelism and Discipleship	3
PSY-252	Adolescent Growth and Development	3
INT-122	Short Term Missions (Orientation)	1
INT-222	Short Term Missions (Leadership)	2
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
YTH-341	Youth Ministries Practicum	1
YTH-480	Youth World-Changing Strategies (Capstone)	2

In addition to the courses listed above, Wesleyan students are required to take

REL-431	Wesleyan Church History/Discipline	3

Non-Wesleyan students may study their own denominational heritage through independent learning or select

Elective	Theology, Church History or Philosophy	3

Youth Ministries Minor
A Youth Ministries minor consists of the following 24 credit hours of courses specifically relating to professional ministry in parish or para-church settings.

Required Courses   24 hours

YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1

YTH-371	Youth Evangelism and Discipleship	3
YTH-270	Communication with Youth **or**	
YTH-240	Camping and Retreat Ministries	3
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
REL-469	Pastoral Care and Counseling **or**	3
YTH-370	Youth Counseling	3
REL-469P	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

Youth Ministries - A.S.

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

Intercultural Studies Programs

Intercultural Studies - B.S.

Purpose
The Intercultural Studies major is designed to provide a core program of courses in intercultural issues, enabling students to pursue careers in business, church service, or government-related agencies in intercultural contexts in North America and abroad. Students may take the core courses as a related area or cognate to their primary major, or they may take the Intercultural Studies major as an academic program in itself. Graduates of the program can expect to have intercultural skills and insight that will be valuable in any cross-cultural context.

General Education Requirements
Students in this major meet the general education requirement by taking BIL-101, BIL-102, INT-122, INT-222, and SOC-225.

Language Proficiency
Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by taking two years of college foreign language, by taking four years of high school foreign language, with all grades at or above "C," or by satisfactorily passing the language examination rated for the intermediate level of proficiency.

Required Courses — 43-44 hours

Intercultural Studies — 19

ENG-170	Introduction to Linguistics	3
INT-220	Intercultural Relationships	3
INT-322	Cross-Cultural Internship	3
INT-402	Contemporary Global Issues	3
INT-480	Intercultural Capstone	1
PHL-438	Religions of the World **or**	
PHL-334	Philosophy of Religion	3
SOC-225	Cultural Anthropology	3

Christian Foundations — 13

BIL-202	Inductive Bible Study	3
BIL	Old Testament or New Testament Elective **or**	
THE	Advanced Elective	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
THE-232	Basic Christian Doctrine	3

Cognates — 11-12

Missiology — 11

INT-122	Short-Term Missions (Orientation)	1
INT-222	Short-Term Mission (Leadership)	2
INT-315	Cross-Cultural Communication of Faith	3
INT-380	History of Missions and Contextualization	3
REL-112	Theoretical and Theological Foundation of Intercultural Leadership Development	2

Church Planting and Outreach — 12

INT-315	Cross-Cultural Communication of Faith	3
REL-226	Christian Spirituality: Experiencing God	3
REL-228	Defending the Christian Faith	3
REL-481	Ministry Expansion and Church Planting	3

International and Community Development — 12

ICD-229	Essentials of Non-Profit Management	3
ICD-210	Introduction to Development Theory	3
ICD-325	Urban and Rural Development Practice	3
ICD-3xx	International and Community Development Principles	3

Urban Ministry — 12

INT-240	Urban Anthropology	3
ICD-229	Essentials of Non-Profit Management	3
ICD-260	Urban Ministries	3
ICD-330	International and Community Development Principles	3

Religious Studies — 12

INT-315	Cross-Cultural Communication of Faith	3
INT-410	Islam: Understanding and Dialogue	3
INT-225	Folk Religion	3
PHL-438	Religions of the World **or**	
PHL-334	Philosophy of Religion	3

Healthcare — 11

ICD-325	Urban and Rural Development	3
NUR-215	International Health	2
NUR-235	Perspectives on Poverty and Health	2

NUR-237	Complementary and Alternative Therapies	2
NUR-315	Tropical Health	2
TESOL		**12**
TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
EDU-382TE	Methods of Teaching Sr High/Jr High/Middle School Teaching English	3
Leadership		**12**
LDR-200	The Servant Leader: Foundations of Leadership	3
LDR-350	The Team Leader (the Leader and Building Community)	3
LDR-400	The Transforming Leader (the Leader and Change)	3
LDR	One additional at 300 or 400 level	3

Foreign Language   **12**

If high school work is used to satisfy the proficiency requirement, students may take an additional four semesters of college level language to fulfill this concentration.

Interdisciplinary   **12**

11 -12 upper division credits are to be chosen from outside the major in a discipline that supports the student's career objectives. Pre-approval is needed by the student's advisor.

Cross cultural exposure trip

> Students are also required to participate in a cross cultural exposure trip, subject to prior approval by department faculty.

Intercultural Studies Minor

Required Courses   **18 hours**

INT-220	Intercultural Relationships	3
INT-322	Cross-Cultural Internship	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3
ENG-170	Introduction to Linguistics	3
PHL-438	Religions of the World **or**	
PHL-334	Philosophy of Religion	3

Intercultural Studies - A.S.

Associate of Science

The Associate of Science degree in Intercultural Studies is a two-year program which requires 18 credit hour concentration identical to the Intercultural Studies minor listed above plus six hours INT electives.

International and Community Development - B.S.

Purpose

This major seeks to prepare students spiritually and with intellectual breadth to serve God and humanity as true world changers by equipping them with professional knowledge and skills for careers and graduate studies in international and community development (ICD).

The curriculum presents ICD in alignment with the generally accepted understanding of the field and primes students for graduate studies and employments in national and international relief and development agencies as well as in local church-based community development organizations.

The basic premise of this major is that context determines content, thus worldviews shape the manner in which God's created resources are acknowledged, tendered and utilized. This principle guides the way in which development programs approach the analysis and critique of the stewardship responsibilities of God's created resources in the local, national and global communities. Our students are therefore prompted to the biblical understanding of the world as God's creation and the role of the church in fulfilling the scriptural call for justice, peace and prosperity for all humanity.

General Education Requirements

Students in this major meet the general education requirement in the social sciences by taking BIL-101, BIL-102, ECO-211 or ECO-212 and REL-275/275P.

Language Proficiency

Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by taking two years of college foreign language, by taking four years of high school foreign language, with all grades at or above "C," or by satisfactorily passing a language examination rated for the intermediate level of proficiency or above.

Requirements		**47 hours**
Bible and Religion		**6**
BIL-202	Inductive Bible Study	3
THE-232	Basic Christian Doctrine	3
Development		**28**

ICD-210	Introduction to Development Theory	3
ECO-211	Introduction to Economics **or**	
ECO-212	Macroeconomics	3
ICD-229	Essentials of Non-Profit Management	3
ICD-260	Urban Ministries	3
ICD-325	Urban and Rural Development Practice	3
POL-230	World Politics	3
ICD-350	Transformational Development Principles	3
ICD-360	ICD Development Internship	3
ICD-450	Community Development Workshop/Practicum	3
ICD-480	Development Capstone	1
Methodology		**6**
MAT-112	General Statistics	3
PSY-355	Research Method for the Behavioral Sciences **or**	
POL-322	Research Design and Methods in Political Science and Economics	3
Intercultural Studies		**7**

Choose seven hours of the following courses:

INT-122	Short Term Missions Orientation	1
INT-220	Intercultural Relationships	3
INT-240	Urban Anthropology	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
Area of Specialization		**9-12**

Cross cultural exposure trip

ICD students are required to participate in an international/cross cultural exposure trip, subject to prior approval by department faculty.

International and Community Development Minor

Required Courses   **24 hours**

ICD-210	Introduction to Development Theory	3
ECO-212	Macroeconomics	3
INT-220	Intercultural Relationships	3
ICD-229	Essentials of Non-Profit Management	3
POL-230	World Politics	3

ICD-325	Urban and Rural Development Practice	1
ICD-350	Transformational Development Principles	3
	Electives approved by ICD advisor	3

Urban Ministries Minor

Minor Requirements   **24 hours**

ECO-211	Introduction to Economics	3
INT-220	Intercultural Relationships	3
ICD-229	Essentials of Non-Profit Management	3
POL-240	Public Policy Processes	3
INT-240	Urban Anthropology	3
ICD-260	Urban Ministries	3
ICD-350	Transformational Development Principles	3
Elective	Electives approved by ICD advisor	3

Intercultural Studies Programs - Other

Latin American and Iberian Studies

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies. See the social sciences section of the catalog for specific requirements.

College of Adult and Professional Studies (CAPS)

Introduction - College of Adult and Professional Studies (CAPS)

Communication with the College of Adult and Professional Studies

Address	Indiana Wesleyan University College of Adult and Professional Studies 1900 W 50th St Marion IN 46953-5279 http://caps.indwes.edu http://myIWU.indwes.edu
Administration Vice President and Dean	765-677-2352
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516
Accounting	765-677-3265 or 765-677-2878
Resources	765-677-2854
Records Office	765-677-2131
School of Business and Leadership	765-677-2345
School of Educational Leadership	765-677-1635
School of Liberal Arts	765-677-2385

Overview - CAPS

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University's desire to understand the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Educational Specialist, or Doctor of Education degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience.

CAPS is made up of three schools:

1. The School of Business and Leadership
2. The School of Educational Leadership
3. The School of Liberal Arts

Mission - CAPS

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

The College of Adult and Professional Studies of Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing adult students in character, scholarship and leadership.

Objectives - CAPS

The College of Adult and Professional Studies will engage in its mission by:

1. Providing educational opportunities in professional areas within the liberal arts tradition.
2. Aiding students in extending the range and nature of careers available to them.
3. Challenging students to develop leadership abilities.
4. Encouraging students to develop in character.
5. Providing students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
6. Leading students in acquiring the skills required for effective critical thinking.
7. Extending educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on campus.
8. Helping students understand the importance of the application of Christian principles in a professional environment.
9. Cultivating an appreciation for scholarship among students and faculty.

Faculty - CAPS

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting candidates, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission congruence, academic qualification, professional experience, and the ability to facilitate adult learning.

CAPS recruits, trains, and schedules Christian professionals whose academic qualifications and workplace experiences equip them to provide adult learners with a stimulating classroom environment. In doing so, CAPS maintains a quality faculty for all its programs.

CAPS employs a core of full-time faculty who are responsible for instruction and curriculum development in core discipline areas. These individuals also mentor and develop adjunct faculty in their fields of study.

All adjunct faculty candidates are screened through a rigorous hiring process which includes a series of interviews and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

CAPS provides opportunities for its full-time and adjunct faculty to regularly network with one another through faculty meetings, development workshops, and focus groups.

Foundations - CAPS

CAPS programs offer a challenging educational experience for adult learners. The curricular format is often accelerated, interaction among participants is emphasized, and project teams play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. As working adults, CAPS students have significant skills and experience to draw from and to share.

To make the most of these unique programs, those enrolled should be aware of the foundational beliefs concerning the education of adult learners that administrators and the faculty of CAPS believe are crucial to the learning experience. The following elements make the CAPS programs work:

Adult students are motivated to learn. Adults who return to school after spending time in the work force are typically ready to give the effort needed to learn. Because of this, learning proceeds much more quickly, and faculty do not have to spend time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level of quality in their academic pursuits.

Adults have learned self-discipline. As a result of being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the CAPS Programs. Assignments can be completed-and completed well-within narrow time frames despite busy schedules and varied work, family, church, and community responsibilities.

Adults have broad life experiences. Learning theory indicates that students learn by relating abstractions to memories of past experiences. For this reason, a person who has experienced a work environment is better able to absorb theoretical concepts. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If students relate to a current task or contemporary problem, their ears "perk up" and brains "switch to high gear." Because working adults encounter situations where their learning may be applied daily, they are more motivated and better able to learn.

Adults have developed skill in independent learning. To succeed in life, adults, by necessity, have learned to gather information on their own and process it independently. Thus, CAPS can rely on them to grasp more knowledge and skills on their own in the context of structured group and independent activities without having to rely on an instructor as a "fountain" from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role play, solve problems, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, CAPS seeks to create situations for active learning.

Adults have many insights of their own. As individuals go through life, they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds and work experiences come together, the accumulated knowledge and wisdom can be overwhelming. To rely solely on one instructor's thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is highly valued in CAPS classes.

Adults can direct their learning to fill in gaps in their knowledge. Reading and research outside the classroom allow students to close the gaps between their current knowledge and the knowledge necessary to meet CAPS course objectives. Adults are able to recognize when there is still much to learn, and have the discipline and learning skills to focus on those areas where they need to concentrate most.

Adults learn well in groups. Group learning is widely recognized as an effective learning process. Peers tutor each other, there is emotional support, and friendships develop in groups, all of which results in a positive climate for learning. Ideas and learning that would not have occurred individually occur in groups, resulting in the creation of synergy. Weaknesses in one student are offset by the strengths of others. Teamwork, cooperation, and leadership skills are fostered within groups.

Policies and General Information - CAPS

The following policies apply to all programs with the College of Adult and Professional Studies unless otherwise noted in the specific program policies.

Academic Information - CAPS

Admission and Registration - CAPS

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

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

2. Probation - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Associate Dean of the specific school. Any student failing to remove the probationary status will be academically suspended from the program.

3. Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not allowed to continue.

4. Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program.

International/Non-English Speaking Students

A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) prior to admission to the university. A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission. Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Transfer of Credit Policy

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy:

1. Credits from International Business College and ITT Technical Institute are transferable into undergraduate programs only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours may be accepted through this process from these two institutions. (Credit earned in this way is not counted toward the honors GPA.)

2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.

3. Courses from nonaccredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DANTES, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the

University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Academic Advising

The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Registration

Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Audit of Courses

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

1. Audit registration is allowed on a space available basis.
2. The current audit fee per credit hour must accompany the registration.

3. Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
4. The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
5. The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
6. The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
7. The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
8. No change may be made from audit to credit, or credit to audit, after registration closes.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the bulletin under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

1. All other program admission criteria met.
2. At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
3. There are no other holds on the student's record.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process. Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses. Students withdrawing from a class or transferring to another core group will be charged a $100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow the student flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the $100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The form can also be downloaded from http://caps.indwes.edu/studentservices/, or can be requested by calling the Office of Student Services at 765-677-1231. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence, and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan

repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Academic Calendar

Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Degree Programs Offered - CAPS

CAPS offers the following degree programs:

1. Associate of Science (A.S.) with majors in:
    - Accounting
    - Business
    - Christian Ministries
    - Computer Information Technology
    - Criminal Justice
    - General Studies
2. Bachelor of Science (B.S.) with majors in:
    - Accounting
    - Addictions Counseling
    - Biblical Studies
    - Business Administration
    - Business Information Systems
    - Criminal Justice
    - General Studies
    - Management
    - Marketing
3. Master of Science (M.S.) with a major in Management
4. Master of Business Administration (M.B.A.)

5. Master of Education (M.Ed.)
6. Educational Specialist (Ed.S.)
7. Doctor of Education (Ed.D.) with a major in Organizational Leadership

Non-Degree Programs Offered - CAPS

CAPS offers the following non-degree programs:

1. Certificates in Religious Studies, Communications, Human Services, and Criminal Justice (undergraduate)
2. Certificates in Accounting, Human Resource Management, Health Care Management (graduate)
3. Principal Licensure Program (graduate)
4. Transition to Teaching (graduate)
5. Exceptional Learners (graduate)
6. Career Builders for Educators (graduate)

See each program listing for individual program requirements.

Degree Requirements

Associate Degree

1. Completion of core requirements.
2. Cumulative GPA of 2.0 or higher.

Baccalaureate Degree

1. Completion of 124 semester hours.
2. Cumulative GPA of 2.0 or higher.
3. Completion of core requirements with a GPA of 2.25 (2.50 for Biblical Studies) or higher.
4. Completion of 30 hours of liberal arts as specified.

Graduate Degree

1. Completion of core requirements.
2. Cumulative graduate GPA of 3.0 or higher.
3. A grade of "C" or higher in each course. Some programs require a grade higher than a "C."

Doctorate Degree

1. Completion of core requirements.
2. Successful completion of the dissertation.
3. Cumulative GPA of 3.25 or higher.

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their diploma.

Liberal Arts (General Education) Requirements

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

1. Three semester credits in Biblical Literature.
2. Three semester credits in Philosophy/Religion/Biblical Literature.
3. Nine semester credits in English/Composition/Speech/Literature.
4. Six semester credits in Social Sciences.
5. Three semester credits in Math.
6. Three semester credits in Science.
7. Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into liberal arts categories may not be used to fulfill both the core requirement and the liberal arts requirement.

Second Degrees and Second 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 bulletin. 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. Students adding a second major are not eligible to participate in graduation again.

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.

Catalog Governing Graduation

Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges.

Core Requirements

The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time.   Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their cohort.   In general, no

waivers are allowed for courses taken at other colleges/universities.   Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points	Definition
	(per credit)	
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)
The following grades are not figured into the GPA:		
W		Passing work at time of official withdrawal
I		Incomplete
CR		Credit
NC		No Credit
AU		Audit

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned.   Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate

credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

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

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. For more

information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

Grade Appeal and Academic Policy Grievance

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Associate Vice President for Academic Administration and Operations of the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Regional Dean/Program Director or Chair. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Academic Appeals Committee. If the university does not receive the form from the student within 15 days

of the date the form was sent, then the student will forfeit any further right to appeal.

6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.

2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director or Chair by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director or Chair. If the complaint involves the Regional Dean/Program Director or Chair, the student may request that the Associate Dean of the relevant school review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director or Chair (or, if applicable, the Associate Dean of the relevant school) will notify the student of the decision.

3. Level 3 - If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Associate Vice President for Academic Administration and Operations. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The Academic Appeals Committee will notify the student of its decision, which will be final.

Project Teams

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to four individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

1. Able to take responsibility for the success of the entire team and not just their own success.

2. Able to hold both themselves and the team accountable for mutually agreed-upon goals.

3. Able to negotiate goals and ideas in a team setting.

4. Skilled at listening.

5. Skilled at building on the ideas of others in a creative fashion.

6. Able to give constructive feedback and express emotions to others without damaging relationships.

7. Able to trust others and foster trusted relationships.

8. Value team process.

9. Understand the dynamics of team process and team product in pursuit of collective goals.

Core groups in programs that require project teams develop a *Project Team Plan* and *Covenant of Expectations* at the beginning of the program under the direction of an Indiana Wesleyan University instructor. These documents are then

filed with the appropriate administrative office. (Note: Only the *Project Team Plan* is required for elective classes.) Students will be given additional information during the first course concerning project team meeting location and requirements.

Academic Standing - CAPS

Academic Probation - Students enrolled in a CAPS program will be placed on probation if their **core** GPA at any time falls below:

1. 2.00 for the associate programs
2. 2.25 for baccalaureate programs
3. 2.50 for the Biblical Studies program
4. 3.00 for graduate programs
5. 3.25 for the doctoral program

Students will be placed on probation if their **cumulative** GPA at any time falls below:

1. 2.00 for the associate and baccalaureate programs
2. 3.00 for graduate programs
3. 3.25 for the doctoral program

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

Academic Suspension - Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
2. A student has two grades of failure (F) at one time on an academic record in the same degree level. (There are three degree levels: Associate, Bachelor, Master).
3. A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated. (Exception: students may take ENG-140 and ENG-141 as many times as necessary to achieve a passing grade.)

In all cases, the suspension will occur once the grades have been recorded in the Records Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Associate Dean of the specific school.

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

Attendance Policy - CAPS

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

1. Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
2. Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a $100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

1. **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or six hours or more of classes that are eight hours in length.
2. **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that

workshop.

See the Graduate Studies in Leadership section for the specific attendance requirements of the doctoral program.

Ways to Earn University Credit Toward a Degree

Undergraduate Elective Offerings
The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy liberal arts requirements as well as general elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are "enrollment driven," which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or http://caps.indwes.edu/electives/undergraduate/.

DANTES/CLEP Examinations
Indiana Wesleyan University offers CLEP and DANTES tests as an option for students needing to fulfill liberal arts and general elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DANTES (Defense Activity for Non-Traditional Education Support) examinations, originally developed for military personnel, are offered by Thomson Prometric.

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

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DANTES tests are assessed an IWU transcription fee of $25 per credit hour satisfactorily completed. This applies to all CLEP/DANTES credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DANTES test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Credit by Transfer
Students may transfer credit from another university to fulfill liberal arts and general elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy" for limitations on transfer work.

Assessed Learning Portfolio
Indiana Wesleyan University assesses students' non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared assessed learning portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student's academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

1. The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student's university-level learning. No grades are assigned; only credit awarded.
2. The portfolio represents a learning plan which helps integrate assessed learning experience with the student's educational and professional objectives.

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful "learning autobiography." The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the Assessed Learning Portfolio Manual.

Undergraduate students enrolled in or accepted to adult and graduate programs are eligible to complete an assessed learning portfolio. Credit hours awarded may be counted toward liberal arts or general elective requirements as

applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum. The opening fee is paid one time only.

Applicants denied entry to the program based on low GPA or insufficient work experience are not eligible to complete the portfolio process until such deficiencies have been removed. In addition, students who are suspended from the program are not allowed to complete the portfolio process. The student is responsible to develop the portfolio independently, following guidelines given at an academic advising interview. The Assessed Learning Portfolio Manual includes all instructions necessary to submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio opening fee is due when the portfolio is submitted to the Office of Student Services for evaluation. All assessed fees for credits awarded through the portfolio will be billed after each assessment and are due 30 days from that date. Credits will not be posted to the student's permanent record until payment is received.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

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

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

Graduation

Graduation Ceremonies
IWU graduation ceremonies are held three times a year: April, August, and December. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements
All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcripted by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second degree are not eligible to participate in another graduation ceremony.

Academic Honors - Undergraduate Candidates
Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

1. A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. (NOTE: credit from ITT, International Business College, RETS College School of Nursing, hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)

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

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

4. For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

1. GPA of 3.5 or higher - "cum laude" (with honors).

2. GPA of 3.7 or higher - "magna cum laude" (with high honors).

3. GPA of 3.9 or higher - "summa cum laude" (with highest honors).

Diplomas

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

General Information - CAPS

Books and Materials
Indiana Wesleyan University is the sole provider of all books and materials for most adult and graduate programs.

For those programs that require IWU-provided materials: Books and materials will be provided for each student, and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866/468-6498 ext. 2210.

Please note: Textbook changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and reentry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Library Services
Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 165,000+ titles (including e-books), more than 13,200+ audiovisual titles, 1,000+ current paper subscriptions and provides access to thousands of online journals via a searchable database. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, Cincinnati and Cleveland campuses of the university and include some reference books and full access to the library catalog and subscription-based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library's Web page http://www.indwes.edu/ocls for any students with Internet access and a student ID with a 14-digit library number.

The distance student can contact OCLS via e-mail, Web page form, 800 telephone or fax. Online access to the Library Resource Guide is available from the OCLS Web page, http://www.indwes.edu/ocls/student_services.html. All provided services are further described in this document.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian will tell you about opportunities in your area.

Chaplaincy Program
Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. Onsite and online students have direct contact with a caring pastor. Spiritcare desires to change the world by changing the heart. Chaplains can provide the following:

1. Confidential and caring support for student and family members as requested.
2. Spiritual guidance and prayer support.
3. Intervention and support during life crises.
4. Referrals to counseling and support groups for special needs.
5. An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

For additional information about the Chaplaincy Program, contact the Office of Student Services or visit the Web site at http://caps.indwes.edu/studentServices/chaplain/.

Change of Address/Change in Personal Information
Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

Student Email Accounts
Upon acceptance, students are given an IWU student e-mail account. This is the primary account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Disabled Students - Services
The process for serving a disabled or impaired student enrolled in an adult and graduate program is as follows:

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

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

Inclement Weather Procedures
The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. The university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the university. Regional locations will be judged by the Regional Deans/Directors. Classes will be rescheduled by the university in cooperation with the facilitator and class representative. Students unable to attend the rescheduled class must make appropriate arrangements to make up the work.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours.

Postponement decisions will announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call IWU administrative offices or class sites. In addition to the telephone calling tree, information about postponement will be announced on the university's Web site at http://www.indwes.edu/classinfo or by calling the university at 1-800-621-8667 ext. 2022. Announcements will also be posted on the student portal.

Learning Environment
Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. **The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom.** Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Non-Academic Appeal - CAPS
A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic appeals will be reported to the Human Resources Coordinator for the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.

2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the CAPS HR Coordinator for a review by the Non-Academic Appeals Committee, which is comprised of the Associate Vice Presidents for the College of Adult and Professional Studies. The request from the student should include thorough documentation supporting the student's claims. The CAPS HR Coordinator will communicate the committee's findings and decision to the student.

3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the CAPS HR Coordinator for a review by the Vice President for the College of Adult and Professional Studies. Appeals at this level will be considered only to ensure that university procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Vice President will consider the situation and will inform the student of the decision, which will be final.

Financial Information - CAPS

Fee Structure - Degree Programs
Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A $50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student. A $100 withdrawal fee will be charged for each temporary withdrawal or transfer.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a $100 fee. All other tuition and fees will be refunded.

2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.

3. Tuition is refunded according to the following policy for all subsequent courses:
   - Notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Notification of withdrawal prior to the second class session of a course - 90 percent tuition refund.
   - Withdrawal after second class session or after the seventh day of an online class - no refund.

4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.

6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.

7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

Fee Structure - Elective Courses
Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance

for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses

If a student withdraws two weeks before the course begins, all payments may be refunded.

If a student withdraws less than two weeks before the course begins, a $50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a $50 processing fee, 10 percent of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Financial Aid - CAPS

Types of Financial Aid Available:

The following types of financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration if all other criteria are met. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period. Pell Grant funds are disbursed directly to the student's account, typically in one disbursement per payment period. Students may receive up to two times their scheduled Pell award in one fiscal year (July 1–June 30).

Indiana State Aid – consists of the Indiana Higher Education Award and the Indiana Freedom of Choice Grant. Together, they are commonly known as the Frank O'Bannon grant and are awarded to undergraduate students whose FAFSA was received by the federal processor on or before the March 10 state filing deadline and who demonstrate financial need as defined by the State Student Commission of Indiana (SSACI). Any required corrections to the student's FAFSA must be received by the federal processer by May 10. Eligible

students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students must be Indiana residents, be eligible for federal financial aid, and be enrolled in courses that meet at a site located within Indiana or online. The Frank O'Bannon grant is a tuition only grant. Any tuition reimbursement that a student receives will affect state grant eligibility. Please note that the state award notification sent to students from SSACI is based on the tuition charges for the traditional undergraduate program at IWU. The Financial Aid Office must recalculate all awards based on the actual tuition charges for CAPS programs. It is not uncommon for a student's actual award to be less than the amount reported on the state award notification.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal financial aid. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Any tuition reimbursement that a student receives may affect state grant eligibility.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an undergraduate program, eligible for federal financial aid, whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Ohio may count toward the credit hour requirement. Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant. Any tuition reimbursement that a student receives will affect state grant eligibility.

Federal Stafford Loan – is available to students who file the FAFSA and all other required financial aid forms and who meet all federal criteria for eligibility.   The maximum annual loan amounts for dependant students are $5500 for freshmen, $6500 for sophomores and $7500 for juniors and seniors. The maximum annual loan amounts for independent students are $9500 for freshmen, $10,500 for sophomores, $12,500 for juniors and seniors, and $20,500 for graduate students. Lifetime maximum borrowing limits are $57,500 for undergraduate programs and $138,500 for graduate programs (including undergraduate borrowing).   For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school.   Interest rates are set on July 1each year and are fixed rates. For July 1, 2009, through June 30, 2010, the interest rate is 5.4 percent for subsidized Stafford Loans for undergraduate students and 6.8 percent for subsidized Stafford Loans for graduate students. The interest rate for all unsubsidized Stafford Loans is 6.8 percent.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student.   Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The minimum monthly payment is $50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Loan Repayment Chart

Interest Rate	5%	6.5%	8%
Amount Borrowed		Monthly Payment Amount	
$5,500	$58	$62	$67
$8,500	$90	$97	$103
$15,000	$159	$170	$182
$20,000	$212	$227	$243
$30,000	$318	$341	$364
$40,000	$424	$454	$485
$50,000	$530	$568	$607
$60,000	$636	$681	$728
$70,000	$742	$795	$850

General Eligibility Requirements

1. In order to receive federal and/or state student aid, a student must meet the following criteria:
   - Must have completed the Free Application for Federal Student Aid (FAFSA).
   - Must be a U.S. citizen or eligible noncitizen.
   - Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
   - Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
   - Must make satisfactory academic progress (SAP) as outlined in IWU's SAP Policy.
   - A student must maintain enrollment in classes.

2. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise which require the student to be further out of attendance, the student should contact the Financial Aid Office to discuss options.

3. Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all financial aid. In such cases, the student is responsible for any remaining balance on the student account.
   - A student who requests the credit balance from his or her student account and then makes registration changes may need to repay funds to the university and/or to the financial aid programs.

How to Apply for Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.   You must list the Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.

2. Complete the Stafford Loan Application/Lender Selection process online at www.indwes.edu/financialaid/aps/forms04_05.htm.   If this is your first year to use your loan eligibility at IWU you must complete the following steps to provide the information needed to process your loan request.

- Complete the IWU Federal Stafford Loan Request Form.
- Choose a lender through whom you would like your Stafford loan(s) certified. You may choose one of the lenders listed or provide information for one not listed.
- Complete a Loan Entrance Counseling session. An online tool will walk you through the federally-required Loan Entrance Counseling and provide a confirmation page at the end. Print a copy of the confirmation page for your records.
- Complete a Master Promissory Note (MPN) for your chosen lender. Signing electronically is the quickest way to validate your MPN. If you are unable or choose not to sign electronically, you may choose to complete, print, and sign an MPN to be mailed. Print a copy for your records.

3. Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal tax return (and your spouse's or parents' tax return, as appropriate) as required by Department of Education regulations.

4. Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).

5. Forms not fully completed, filled out incorrectly, or sent to the wrong place will delay your financial aid award.

How Eligibility is Determined and Financial Aid is Processed

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.

2. Students must be scheduled for a full academic year, according the academic year definition for the program in which the students is enrolled, or to degree completion for financial aid to be awarded. Any changes in planned enrollment will affect the amount of aid for which the student may qualify.

3. The Financial Aid Office will e-mail notification to the student email account that financial aid has been awarded and is available for review online via the student portal at http://myIWU.indwes.edu. This secure Web site will indicate the types and amounts of aid for which the student qualifies. The student must submit written documentation to the Financial Aid Office via e-mail, fax, or US mail to decline all or a portion of the awarded aid.

Otherwise all awarded aid will disburse to the student account.

How and When Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the student's account in one payment per payment period.

Federal Stafford Loans are certified and processed after classes have begun. The funds are applied as a credit to the student's account, typically in two disbursements per academic year. For new students, the first disbursement will occur approximately 45 days from the start of the first course with the second disbursement occurring after the completion of at least half the credit hours and weeks of instruction for the academic year.

Indiana State Aid is disbursed as a credit to the student's account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the student's account in one payment per term.

Ohio State Aid is disbursed as a credit to the student's account in one payment per term. Ohio state grants can only be applied toward tuition costs.

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

Applying for financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

1. Enrolling in and attending class as well as completing assignments and projects.

2. Maintaining good academic standing. Students on academic probation will be allowed to continue on financial aid on SAP probation. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.

3. Earning passing grades in a minimum of 67 percent of all credit hours attempted.

4. Completing the program within 15 percent of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after every graduation (approximately every four months) and before financial aid funding is provided. Students who fail to make satisfactory academic progress will be placed onto SAP Probation or Ineligibility as appropriate per the policy requirements. Students with mitigating circumstances (which may include but is not limited to death in the family or grave illness of the student or close family member) may appeal termination of financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office.

Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal refund will be calculated. This calculation is based on the amount of class work completed during the payment period when the student withdraws. The amount of refund of federal financial aid money is based on the amount of financial aid that is considered not earned by the student. The following is an example of the refund calculation:

1. The student begins class on June 28 and the payment period runs until January 17.
2. The student withdraws from the program on October 4.
3. The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6 percent of the payment period.
4. The amount of the refund will be 43.4 percent of the federal financial aid received.

The Financial Aid Office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to received federal financial aid at any institution until full repayment

Student's Rights and Responsibilities

A student has the right to know:

1. What financial assistance is available, including information on all Federal and State programs.

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

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and in a timely manner to the correct address.
3. Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address, or school status.
7. Know and comply with the deadline for application or reapplication for aid.
8. Know and comply with the school's leave of absence or withdrawal procedures.
9. Repay student loans in agreement with the loan promissory note.

Further Information:

The Financial Aid staff is here to assist in any way possible. If you have questions about any of the information pertaining to financial aid, please contact: Indiana Wesleyan University, Financial Aid Office, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030.

School of Business and Leadership

The School of Business and Leadership supports the university mission to be a Christ-centered institution of higher education and challenges our students to develop character, strengthen their scholarship, and enhance their leadership abilities. The School offers dynamic programs that adapt to the changing nature of knowledge, such as the impact of globalization and technology on the Business and Leadership fields. Through extensive curriculum development and program assessment processes, our intensive curriculum builds on the knowledge our students bring to the classroom and helps shape them into lifelong learners. The School provides degree-oriented education opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. With many of our alumni choosing to continue to reside in the communities we serve, our programs and graduates are a key component in workforce development. Finally, our alumni frequently work in management and leadership positions within the organizations where they are employed, with many being promoted during or after their degree completion.

Undergraduate Business Programs Division

Associate Degree Programs - School of Business and Leadership

Admission Requirements - AS (Undergraduate Business)
The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.
2. A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements - AS (Undergraduate Business)
To graduate with an associate degree with majors in Accounting, Business, or Computer Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of the core requirements.
2. Cumulative GPA of 2.0 or higher.
3. A minimum of "C" (2.0) must be achieved in both of the communications courses (ENG-140 and ENG-141). Failure to achieve a "C" in either course will require

repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
4. Payment of all tuition and fees in order to receive a diploma.

Accounting - AS

The Associate of Science degree with a major in Accounting consists of 62 credits of coursework, which includes both accounting and liberal arts courses. The program design requires the student to complete all 62 hours with Indiana Wesleyan University. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

This degree will provide students with the fundamental skills needed for entry level accounting positions. Students learn the basic knowledge needed to become professional accountants. This program will provide an excellent foundation for those who anticipate pursuing a bachelor's degree with a major in Accounting or Business.

The courses in the program relate theory to practice, but practical knowledge of the computer field is the primary objective of the computer courses in the core. Instructional methods include lectures, seminars, workshop activities, simulations, and physical manipulation of computer equipment. Each core group forms project teams to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Course Descriptions - Accounting (AS)

UNV-111   Philosophy and Practice of Lifelong Learning I   1
This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning. (Students may not transfer in a course to fulfill this requirement.)

ENG-140   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. (Must be passed with a grade of "C" or higher.)

ENG-141   Communications II   3
This course provides an advanced understanding of the writing process as applied in business situations. Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

BUS-105   Introduction to American Business   3
A survey of business principles, problems, and procedures including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

**PHE-212   Health, Wellness & Individual Performance
Assessment with Lab   3**
Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments.

BIL-102   New Testament Survey   3
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

COM-115   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 emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

MAT-110   Business Mathematics   4
A study of the basic arithmetic and algebra used most commonly in general business operations.

HST-160   Western Civilization   3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

ECO-205   Basic Economics   3
An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

PSY-155   Personal Adjustment   3
This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

ENG-242   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.

ACC-201   Principles of Accounting I   3
Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization.

ACC-210   Using Spreadsheets in Accounting   3
This course introduces the student to the Microsoft Excel Spreadsheet application. The course provides intensive training in the use of spreadsheets on microcomputers for the accounting profession. The student is taught to automate many of the routine accounting functions. The student will also be taught how to develop spreadsheets for common business functions.

FINA-180   Humanities: Fine Arts   3
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

PHL-283   Philosophy and Christian Thought   3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

BUS-150   Personal Finance   3
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

ACC-220   Payroll Accounting and Taxation   3
This is a comprehensive payroll course in which federal and state requirements are studied. This includes computation of compensation and withholdings, processing and preparation of paychecks, completing deposits and payroll tax returns, informational returns, and issues relating to identification and compensation of independent contractors. In addition, students will overview electronic commercial systems such as ADP, as well as review the requirements for certification through the American Payroll Association (APA).

ACC-202   Accounting Principles II   3
Emphasizes the process of producing accounting information for the internal use of a company's management. Prerequisite: ACC-201.

BUS-225   Legal Environment of Business   3
An introduction to the legal environment of business. Emphasis will be on a realistic application of legal principles to everyday business situations.

ACC-230   Business Taxation   3
This course is an introduction to the federal tax system. This includes the basic income tax models, business entity choices, the tax practice environment, income and expense determination, property transactions, and corporate, sole proprietorship, and flow-through entities. In addition, individual and wealth transfer taxes will be overviewed.

Business - AS

The Associate of Science degree with a major in Business consists of 62 credits of coursework, which includes both business and liberal arts courses. The program design requires the student to complete all 62 hours with Indiana Wesleyan University. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

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

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

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Course Descriptions - Business (AS)

UNV-111   Philosophy and Practice of Lifelong Learning I   1
This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

ENG-140   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. (Must be passed with a grade of "C" or higher.)

ENG-141   Communications II   3
This course provides an advanced understanding of the writing process as applied in business situations. Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

BUS-105   Introduction to American Business   3
A survey of business principles, problems, and procedures including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

PHE-212   Health, Wellness & Individual Performance Assessment with Lab   3
Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments..

BIO-102   Human Biology   4
Introductory course designed for students not majoring in science or the allied health professions. Human biology provides the student with a general overview of the organization, structure, and function of the major organ systems in the human body in a one semester course. Fulfills Lab science requirement. Co-requisite: BIO-102L. **(This course replaces PHE-212 for Ohio on-site students.)**

BIO-102L   Human Biology Lab   0
Selected laboratory experiences in human biology, designed to coincide with and complement BIO-102.

BIL-102   New Testament Survey   3
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

COM-115   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 emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

MAT-110   Business Mathematics   4
A study of the basic arithmetic and algebra used most commonly in general business operations.

MAT-100B   Statistics for Business Research and Data Analysis 3
An introduction to basic statistical concepts and some of their business applications. Students will review ethical data collection, interpretation of data, the idea of causation and relationships amongst variables, the role of statistics in market research, and the application of government statistics to business. **(This course replaces MAT-110 for Ohio on-site students.)**

HST-160   Western Civilization   3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

ECO-205   Basic Economics   3
An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

PSY-155   Personal Adjustment   3
This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

ENG-242   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.

BUS-215   Human Resource Management   3
An exploration of the various roles of people within the business community with emphasis on the nature of work, human efficiency and performance, leadership within work groups, and human relations problem solving.

BUS-220   Accounting for Business   3
A course in basic accounting including an emphasis on understanding how systems work, analysis of transactions, journals and ledgers, financial statements, and accounting information as a management tool.

FINA-180   Humanities: Fine Arts   3
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

PHL-283   Philosophy and Christian Thought   3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

BUS-150   Personal Finance   3
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BIO-203   Environmental Conservation   3
An ecological approach to the study of conservation of natural resources as related to current environmental problems.

BUS-225   Legal Environment of Business   3
An introduction to the legal environment of business. Emphasis will be on a realistic application of legal principles to everyday business situations.

BUS-230   Global Issues   3
A consideration of the key ecological, social, economic, and political issues confronting the business world as it enters the 21st century.

BUS-274   Business Case Study   3
An integration of business principles, concepts, and skills applied to an actual business problem case study. The course includes a "World Changing" component as it relates to organizational structures.

Computer Information Technology - AS

The Associate of Science degree with a major in Computer Information Technology consists of 62 credits of coursework, which includes both computer and liberal arts courses. The program design requires the student to complete all 62 hours with Indiana Wesleyan University. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

The major in Computer Information Technology at Indiana Wesleyan University is designed either to provide the graduate with a foundation for success at an entry-level position in the Information Technology field or to provide the basis for completion of a bachelor's degree.

The courses in the program relate theory to practice, but practical knowledge of the computer field is the primary objective of the computer courses in the core. Instructional methods include lectures, seminars, workshop activities, simulations, and physical manipulation of computer equipment. Each core group forms project teams to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Course Descriptions - Computer Information Technology (AS)

UNV-111   Philosophy and Practice of Lifelong Learning I   1
This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning. (Students may not transfer in a course to fulfill this requirement.)

ENG-140   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. (Must be passed with a grade of "C" or higher.)

ENG-141   Communications II   3
This course provides an advanced understanding of the writing process as applied in business situations. Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

CIT-112   Computer Information Technology   3
This course provides students with an overview of Computer Information Technology, its history, current computer technology, and future trends.

PHE-212   Health, Wellness & Individual Performance Assessment with Lab   3
Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments..

BIL-102   New Testament Survey   3
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

COM-115   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 emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

CIT-220   Desktop Applications   4
This course is designed to give students a firm foundation in current desktop application software. Specific attention will be directed at software utilizing word processing, spreadsheet, presentation, and database functionality. This course will give students a firm underpinning with which to pursue applicable certifications.

HST-160   Western Civilization   3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

MAT-108   Modern Concepts of Mathematics   3
An introductory course for non-math majors, this course uses applications from the world today to combine critical thinking with mathematical skills. Quantitative problem solving techniques and decision-making methods are applied toward both personal and professional experiences in everyday living.

PSY-155   Personal Adjustment   3
This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

ENG-242   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.

CIT-140   Operating Systems Concepts   3
This course introduces the history of operating systems and several typical operating systems. It teaches basic concepts and important components of microcomputer operating systems. Specific attention will be given to the usage of the Microsoft® Windows operating systems.

CIT-120 Introduction to Programming Concepts 3
This course teaches basic concepts of computer programming languages, including both structured and object oriented programming languages. Several typical programming languages will be introduced. Examples will be used to show students how to apply the computer programming techniques to solve typical business application problems.

FINA-180 Humanities: Fine Arts 3
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

PHL-283 Philosophy and Christian Thought 3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

CIT-262 Network Communications 3
This course will provide a basic understanding of data communication and network technologies. It will also help students to further gain practical experience on network problem identification, troubleshooting, and general support of networks.

CIT-260 Database Concepts 3
This course introduces the basic terminology and concepts of databases, including data modeling, database models, and database design principles. Attention will also be given to the most popular relational database management systems (RDBMS) and the Structured Query Language (SQL). A popular desktop database application will be used as a tool in database design, use, maintenance, and management.

CIT-270 Basic Web Design and Development 3
This course provides a foundational understanding of Web design and development. Topics include planning a website, tools available, typography, images, multimedia, and maintenance. Emphasis will be placed on understanding current and future trends of Web design and development through meaningful discussion and research.

CIT-272 Hardware and Software Troubleshooting 3
This course covers hardware and software installation, configuration, and trouble shooting. Hardware repair and diagnosis will be addressed, and software patch/fix will also be discussed.

CIT-280 Project Management and Integration Capstone 3
This course introduces the basic concept of project management and integration. By using typical business examples students will study the principles of service calls and customer relations skills. It will also introduce the software development life cycle and its related phases. Project management and planning software will be addressed and project documentation will be introduced. A summary project will allow students the opportunity to demonstrate design, implementation, and project management skills.

Bachelor Degree Programs - School of Business and Leadership

Admission Requirements - BS (Undergraduate Business)

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.
2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
    - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
4. A minimum of two years of significant full-time work experience beyond high school.

Additional requirements for the Accounting program:

1. Evidence of the equivalent of one semester of mathematics or statistics

Graduation Requirements - BS (Undergraduate Business)

To graduate with a baccalaureate degree with a major in Accounting, Business Administration, Business Information Systems, Management, or Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of 124 semester hours.
2. Completion of the required core courses with a GPA of 2.25 or higher.
3. Cumulative GPA of 2.0 or higher.
4. Completion of 30 hours of liberal arts as specified.
5. Payment of all tuition and fees is required to receive a diploma.

Liberal Arts (General Education) Requirements

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

1. Three semester credits in Biblical Literature.
2. Three semester credits in Philosophy/Religion/Biblical Literature.
3. Nine semester credits in English/Composition/Speech/Literature.
4. Six semester credits in Social Sciences.
5. Three semester credits in Math.
6. Three semester credits in Science.
7. Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into liberal arts categories may not be used to fulfill both the core requirement and the liberal arts requirement.

Accounting - BS

The Bachelor of Science degree with a major in Accounting is an academic program designed for working professionals employed in public or private organizations interested in completing a baccalaureate degree focusing on accounting theory, taxation, and auditing.

The first two courses, ACC-201 (Accounting Principles I) and ACC-202 (Accounting Principles II), are provided to those who wish to meet minimum entrance requirements and as optional refresher courses for those entering the program. The core program focuses on accounting theory emphasizing analytical skills, practical application, and problem solving. Accounting, taxation, and auditing issues faced by managers in a variety of business organizations are also addressed. In all, the accounting curriculum is designed to provide working business professionals with the skills and knowledge necessary to transition into or advance within the general field of accounting.

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

Note: This degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in this program give broad coverage of all the major areas of competency needed to sit for the CPA exam. However, students will need to check with their state licensing board of accountancy for the specific requirements needed to make application to take the CPA examination. Different states require different application credentials and specifications, and Indiana Wesleyan University makes no promises, express or implied, that this degree alone will qualify graduates to sit for the CPA examination in any state. Additionally, students will likely need to take a CPA review course (at their own expense) once they have completed the degree at Indiana Wesleyan University. Students cannot realistically expect to complete this degree at Indiana Wesleyan and immediately pass the CPA examination without first taking a CPA review course that prepares them for the intricate and specific questions that might appear on the CPA exam. It is up to each student to make arrangements to enroll in a CPA review course in his or her state if he or she plans to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the CAPS program.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Additional admission requirements:

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

1. Transferring in a mathematics or statistics course from another institution.

2. Taking a mathematics or statistics course from Indiana Wesleyan University.

3. Satisfactorily completing the mathematics examination supervised by Indiana Wesleyan University.

Subject area proficiency exams are available in mathematics to fulfill prerequisite deficiencies. Students are notified of deficiencies at the time of admission. This proficiency exam is offered at all regional education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70 percent or higher indicates satisfactory completion.

Prerequisites - Accounting (BS)
Students in this program are required to demonstrate proficiency in the area of accounting prior to taking ACC-311 (Intermediate Financial Accounting I) by meeting one of the following options:

1. Successfully completing the IWU courses ACC-201 (Accounting I) and ACC-202 (Accounting II).

2. By transferring in the equivalent of ACC-201 and ACC-202 from an accredited university with a grade of "C" or higher.

Course Descriptions - Accounting (BS)
Prerequisite Courses

ACC-201   Accounting I   3
Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization.

ACC-202   Accounting II   3
Emphasizes the process of producing accounting information for internal use of the company's management. Prerequisite: ACC-201

Core Courses

ADM-201   Principles of Self-Management   2
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management. (Students may not transfer in a course to fulfill this requirement.)

FIN-210   Managerial Finance   3
A study of the four functions of managerial finance: the capital budgeting decision process, capital structure decision process, evaluation and control of long-range financial decisions, and working capital management. The impact of these financial decisions on the firm's risk level is analyzed.

ACC-311   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. Prerequisite: ACC-202

ACC-312   Intermediate Financial Accounting II   3
A study of financial accounting concepts and reporting standards for stockholders' equity, leases, current liabilities, revenue recognition, income taxes, pensions, error analysis, and the statement of cash flows. Prerequisite: ACC-311

ECO-330   Applied Microeconomics for Business   3
An overview of microeconomic theory as it relates to the individual business. Microeconomics introduces the student to the overall environment in which business functions. Economic analysis explains the uses and limits of opportunity cost, marginal analysis, and market structure in managerial strategy.

ADM-447   Business Law   3
A review of the legal requirements facing business enterprises including bailments, bankruptcy, sales, negotiable instruments, and key points in the development of modern business and commercial law.

ACC-341   Managerial Cost Accounting I   3
An examination of the management information needs for effective decision-making and managerial accounting system design to meet those needs. Emphasis will be placed on cost behavior and the determination of an organization's long-term, total product costs and total service costs for strategic decisions. Prerequisite: ACC-202

MGT-425   Issues in Ethics   3
A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.

ACC-423   Auditing   3
Auditing principles and procedures used in the examination of financial statements and the underlying accounting records to express an opinion as to their fairness and consistency. Prerequisite: ACC-312

ADM-448   Strategic Planning   3
Students will develop or improve skills in the critical areas of applied organizational research and managing the planning process with a focus on strategic and operational planning.

ACC-451   Advanced Accounting   3
Advanced topics in accounting, stressing accounting for consolidations, partnerships, and not-for-profit organizations. Prerequisite: ACC-312

ACC-371   Federal Income Tax I   3
A comprehensive study of the federal income tax structure as primarily related to individuals. Prerequisite: ACC-202

ACC-372   Federal Income Tax II   3
A comprehensive study of federal income tax structure as related primarily to business returns and related topics, including payroll taxes, estates, and trusts. Prerequisite: ACC-371

ACC-491   Accounting Seminar   3
A capstone accounting course focusing on current issues and special topics. Student-led discussions and presentations, as well as guest speakers, are used extensively in the classroom portion of the course which provides two hours of credit. Students prepare presentations, oral and written, to satisfy the third credit hour. Prerequisite: ACC-423 and ACC-451

Business Administration - BS

The Bachelor of Science degree with a major in Business Administration is an academic program designed for the working professional employed in a business or public organization.

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

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Prerequisites - Business Administration (BS)

Students in this program are required to demonstrate proficiency in the area of accounting prior to taking ADM-471 Managerial Accounting by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.

2. The IWU course BUS-220 within the past five years.

3. The IWU course BUS-220P as scheduled within the Business Administration curriculum.

4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

Subject area proficiency exams are available in accounting to fulfill prerequisite deficiencies. Students are notified of deficiencies at the time of admission. Prerequisite deficiencies in accounting must be fulfilled in the Business Administration program prior to ADM-471.

This proficiency exam is offered at all regional education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70 percent or higher indicates satisfactory completion.

Course Descriptions - Business Administration (BS)

ADM-201   Principles of Self-Management   2
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management. (Students may not transfer in a course to fulfill this requirement.)

MGT-302   Management and Leadership   3
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

MGT-205   Professional Communication   3
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

ADM-316   Computers and Information Processing   3
An introduction to the equipment, techniques, and concepts of information systems processing. Emphasis has been placed on the components of information processing systems and the part each plays in the processing of data.

MGT-425   Issues in Ethics   3
A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.

MGT-421   Strategies in Marketing Management   3
An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.

ADM-320   Business Statistics   3
This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.

ECO-330   Applied Microeconomics for Business   3
An overview of microeconomic theory as it relates to the individual business. Microeconomics introduces the student to the overall environment in which business functions. Economic analysis explains the uses and limits of opportunity cost, marginal analysis, and market structure in managerial strategy.

ECO-331   Applied Macroeconomics for Business   3
An overview of macroeconomic theories and policy. The course focuses on the analysis of the current national economic environment and its effects on business operations.

BUS-220P   Managerial Accounting Prerequisite   0
This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Must complete with a grade of "CR" in order to proceed to ADM-471.

ADM-471   Managerial Accounting   4
The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision-making with special emphasis on the planning and control responsibilities of practicing managers.

ADM-474   Applied Finance for Business   4
An overview of the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds.

ADM-447   Business Law   3
A review of the legal requirements facing business enterprise, including bailments, bankruptcy, sales, negotiable instruments, and key points in the development of modern business and commercial law.

ADM-495   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.

Business Information Systems - BS

The Bachelor of Science degree with a major in Business Information Systems is an academic program designed for the working professional employed in a business or public organization.

The curriculum is designed to enable graduates to assist and lead organizations in the planning, development, and operation of information systems. Such systems are used to streamline and automate processes, to solve problems, and to provide communication channels. The program stresses skill development in the areas of analytical thinking, communication, object-oriented programming, database management systems, networking, security, and Web development, in addition to finance and marketing. The emphasis in this program is in developing the skills necessary to be successful in implementing and supporting computers and information systems. The program also helps develop skills necessary to serve as a liaison between management and information technology departments.

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

The same courses offered in the classroom setting are also offered via the Internet.   Details are available at http://www.IWUOnline.com.

Prerequisites - Business Information Systems (BS)

Students in this program are required to demonstrate proficiency in the area of accounting prior to taking MGT-412 Financial Planning and Control Systems by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS-220 within the past five years.
3. The IWU course BUS-220P as scheduled within the Business Information Systems curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

Subject area proficiency exams are available in accounting to fulfill prerequisite deficiencies.   Students are notified of deficiencies at the time of admission.   Prerequisite deficiencies in accounting must be fulfilled in the Business Information Systems program prior to MGT-412.

This proficiency exam is offered at all regional education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70 percent or higher indicates satisfactory completion.

Students in this program must maintain a personal Internet Service Provider, and must own or have access to a personal computer throughout the program.

Also, it is **strongly recommended** that students:

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

Course Descriptions - Business Information Systems (BS)

ADM-201   Principles of Self-Management   2
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time management.

BIS-216   Information Systems and Project Management   3
An introduction to fundamental concepts of management information systems and project management 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.

MGT-205   Professional Communication   3
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

BIS-220   Analytical Thinking and Problem Solving   3
An introduction to managerial decision-making using information systems. Emphasis on group interaction skills in identifying causes of problems, identifying options, and proposing solutions.

BIS-344   Visual Basic .NET Programming   4
This course provides a general introduction to object-oriented programming paradigms including procedural and object-oriented approaches. Students will learn the basics of an object-oriented programming language that is widely used in the business environment.   Coding and applications development will be emphasized. Prerequisite: BIS-220.

BIS-346   Java Programming   4
This course provides an introduction to object-based programming concepts. Students will learn the basics of Java, an object-oriented programming language that is widely used in the business environment.   Coding and applications development will be emphasized.   Prerequisite: BIS-220

MGT-421   Strategies in Marketing Management   3
An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.

BUS-220P   Managerial Accounting Prerequisite   0
This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals,

ledgers, and financial statements. Must complete with a grade of "CR" in order to proceed to MGT-412.

MGT-412   Financial Planning and Control Systems   3
The analysis of managerial planning and control systems with emphasis on the development and administration of the budget and financial support systems.

BIS-324   Networking, Systems, and Security   4
This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, security, systems management, and Internet/Intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.

BIS-320   Managerial Relational Database Systems   3
This course develops skills in the design and implementation of business database systems using modern database tools. It covers data structures, file management, and the conceptual, logical, and physical design of databases.

BIS-353   Web Application Development   4
This course will introduce the principles of JavaScript control structures, various markup languages, and scripting languages. Students will develop fundamental skills in programming using client-side and server-side Internet models. In addition, students will utilize multimedia technology to design and develop web-based applications. Students will learn multi-tiered, database-intensive, Intranet/Internet applications by using ADO (ActiveX Data Objects) and SQL (Structured Query Language). Hands-on skill development is emphasized.

BIS-460   Business Systems Analysis and Design Seminar   4
In this capstone course, students will investigate, analyze, design, and document an information system. The course will emphasize analysis and investigation of business problems in an organization and the subsequent design of computer information systems to solve those problems. Students will study the entire process of systems development including problem definition, consideration of alternate solutions, selection of a solution, and implementation, control, and maintenance of the system.

Management - BS

The Bachelor of Science degree with a major in Management 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.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Prerequisites - Management (BS)

Students in this program are required to demonstrate proficiency in the area of accounting prior to taking MGT-412 Financial Planning and Control Systems by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.

2. The IWU course BUS-220 within the past five years.

3. The IWU course BUS-220P as scheduled within the Management curriculum.

4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

Subject area proficiency exams are available in accounting to fulfill prerequisite deficiencies. Students are notified of deficiencies at the time of admission. Prerequisite deficiencies in accounting must be fulfilled in the Management program prior to MGT-412.

This proficiency exam is offered at all regional education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70 percent or higher indicates satisfactory completion.

Course Descriptions - Management (BS)

ADM-201   Principles of Self-Management   2
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management. (Students may not transfer in a course to fulfill this requirement.)

MGT-302   Management and Leadership   3
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

MGT-205   Professional Communication   3
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

ADM-316   Computers and Information Processing   3
An introduction to the equipment, techniques, and concepts of information systems processing. Emphasis has been placed on the components of information processing systems and the part each plays in the processing of data.

MGT-425   Issues in Ethics   3
A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.

MGT-421   Strategies in Marketing Management   3
An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.

MGT-450   Negotiation/Conflict Resolution   3
Using simulation, case studies, and fieldwork assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices, and the structural dysfunctions of organizations.

MGT-432   Organizational Behavior   3
A study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing, and motivating are explored in the contexts of both individual and group behavior.

MGT-441   Philosophy of Corporate Culture   3
A capstone study of the philosophical assumptions upon which American business and management are based. The course defines corporate culture as a contemporary phenomenon distinguishable from the historical roots of traditional labor and management.

BUS-220P   Managerial Accounting   Prerequisite   0
This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Must complete with a grade of "CR" in order to proceed to MGT-412.

MGT-412   Financial Planning and Control Systems   3
The analysis of managerial planning and control systems with emphasis on the development and administration of the budget and financial support systems.

MGT-460   International Issues in Business   3
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.

MGT-435   Personnel Management   3
The development of policies and techniques necessary to ensure effective management within complex organizations. Civil Service regulations, unions in the public and private sectors, and organizational training and development will be examined.

MGT-490   Human Resources Development   2
This 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.

MGT-496   Applied Management Project   3
This course is designed to demonstrate that the student has developed the ability to integrate a diverse management education with several years of practical experience for the purpose of solving a case study management problem of special significance to the student.

Marketing - BS

The Bachelor of Science degree with a major in Marketing is an academic program designed for working professionals in a marketing or sales department, or for those desiring to move into these areas.

This major is designed to prepare students to become more effective within a competitive marketing arena. It is centered around the core marketing function and includes marketing of products and services, sales, and sales management issues, marketing communications, and applied marketing research.

While marketing is the core, the major also equips students with general business skills and a working understanding of fundamental economic, financial, and general management principles.

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

The same courses offered in the classroom setting are also offered via the Internet.   Details are available at http://www.IWUOnline.com.

Prerequisites - Marketing (BS)
Students in this program are required to demonstrate proficiency in the area of accounting prior to taking ADM-474* by successfully completing one of the following options:

1. Three hours of accounting taken within the past five years and documented on an official transcript.
2. The IWU course BUS-220 within the past five years.
3. The IWU course BUS-220P as scheduled within the Marketing curriculum.
4. Acceptable performance on a subject area proficiency exam supervised by Indiana Wesleyan University.

*Satisfaction of the BUS-220P prerequisite accounting proficiency for the ADM-474 course applies only to students in the Marketing program.

Subject area proficiency exams are available in accounting to fulfill prerequisite deficiencies.   Students are notified of deficiencies at the time of admission.   Prerequisite deficiencies in accounting must be fulfilled in the Marketing program prior to ADM-474.

This proficiency exam is offered at all regional education centers. Online students may take proficiency exams through a university-approved proctor in their home area. A $25 fee is charged for each test taken. A score of 70 percent or higher indicates satisfactory completion.

Course Descriptions - Marketing (BS)

ADM-201   Principles of Self-Management   2
This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time-management. (Students may not transfer in a course to fulfill this requirement.)

MGT-302   Management and Leadership   3
A study of the techniques of management and leadership and their application to the development of improved managerial effectiveness.

MGT-421   Strategies in Marketing Management   3
An integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies and the recognition of marketing variables.

MKG-346   Consumer Behavior   3
A study of major factors that influence consumer purchase behavior. Such factors as cultural, social, personal, and psychological are studied. Special emphasis is given to the buyer decision-making process.   Prerequisites: MKG-210 and admission to the CAS Business Division or admission to the CAPS BSMK program

MKG-348   Service Marketing   3
A study of the marketing services as opposed to marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization.   Prerequisites: MKG-210 and admission to the CAS Business Division or admission to the CAPS BSMK program

ECO-330   Applied Microeconomics for Business   3
An overview of microeconomic theory as it relates to the individual business. Microeconomics introduces the student to the overall environment in which business functions. Economic analysis explains the uses and limits of opportunity cost, marginal analysis, and market structure in managerial strategy.

ADM-448   Strategic Planning   3
Students will develop or improve skills in the critical areas of applied organizational research and managing the planning process with a focus on strategic and operational planning.

MGT-425   Issues in Ethics   3
A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision making in the business world.

MKG-357   Advertising and Promotion   3
An in-depth study of the administration of advertising, consumer advertising, industrial advertising, and professional and trade advertising. Actual advertisements will be developed and tested for effectiveness.   Prerequisites: MKG-210 and admission to the CAS Business Division or admission to the CAPS BSMK program

BUS-220P   Managerial Accounting Prerequisite   0
This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Must complete with a grade of "CR" in order to proceed to ADM-474.

ADM-474   Applied Finance for Business   4
An overview of the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds.

MKG-353   Selling/Relationship Management   3
A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills.   Prerequisites: MKG-210 and admission to the CAS Business Division or admission to the CAPS BSMK program

MGT-460   International Issues in Business   3
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.

MKG-398   Marketing Research   3
An in-depth study of the various methods of marketing research. Both quantitative and qualitative methods will be taught in the course.   Students will be involved in the development of an actual marketing research project.   Prerequisite: MKG-210. Requires admission to a CAS Business Division major or consent of the professor, or admission to the CAPS BSMK program.

MKG-496   Marketing Seminar   3
A seminar for senior marketing students focusing on current issues and special marketing topics. Student-led discussions and presentations, as well as guest speakers, are used extensively in the classroom portion of the course which provides two hours of credit. Students prepare two presentations, one oral and one written, to satisfy the third credit hour.

Graduate Studies in Business Division

Master of Business Administration

The Master of Business Administration (MBA) is a 42-credit hour program consisting of a 30 credit hour common core plus one of four 12-credit-hour specializations selected by the student at registration.   (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization at a particular location.)   The MBA is designed to meet the worldwide need for knowledgeable, principle-centered leaders. 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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except ADM-508 and ADM-560 upon approval.

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

The same courses offered in the classroom setting are also offered via the Internet.   Details are available at http://www.IWUOnline.com.

MBAX Program:

The MBAXpress Program is a program for special individuals who have the willpower and the academic discipline to participate in an accelerated, intensive MBA curriculum. Students complete an accelerated program by taking some MBA courses simultaneously.

Admission Requirements - MBA
The admission requirements for the MBA program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

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

Additional requirements for students entering the Accounting specialization:

1. Six graduate semester credits in Accounting with a minimum grade of "B" in each course; OR

2. Twelve undergraduate semester credits in Accounting with a minimum grade of "B" in each course.

Additional requirements for the MBAXpress program:

1. Baccalaureate degree in business, economics, or engineering.

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

3. Documented ability to devote 24 to 30 hours per week to coursework.

Prerequisites - MBA
Students in the MBA program are required to demonstrate proficiency in the areas of statistics, economics, accounting, and finance prior to taking the corresponding advanced course in the core.   Students will be provided with the MBA PRIMER ™ to assist them in meeting the minimum proficiencies needed for success in each quantitative area. Attendance in a three-week preparatory class is required for accounting and finance.   At the completion of each of the first two courses and the accounting preparatory class a student has the option of transferring from the MBA to the MSM program.   Successful completion of the first two MBA courses will substitute for the first two courses in the MSM program.

Graduation Requirements - MBA
To graduate, students must have completed all of the following:

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course.   A grade of "C-" or below will require the course to be repeated.

2. Overall GPA of 3.0 in all IWU graduate work.

3. Payment of all tuition and fees is required in order to receive a diploma.

Course Descriptions - MBA

Common Core Courses - 30 Hours

ADM-508   Business, Analysis, and Technology   3
This course will provide a brief overview of executive management theory and practice, introduce Microsoft Office software and other tools, and provide orientation to IWU research and resource methods. Topics covered include evaluation of business research sources including information found on the Internet and the use of the APA writing style. Students will take self assessment personality and leadership inventories leading to project team formation. Various subject area assessments will be taken to determine where additional assistance may be helpful.

ADM-510   Applied Management Concepts   3
This course expands the overview of executive management theory and practice in the context of a rapidly changing environment. Individual and group assignments will focus upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within organizations. Using individual and shared experiences, organizational culture, change processes, team building, motivation, decision-making, and diversity will be studied

ADM-471P   Essentials of Accounting   0
This not-for-credit course surveys the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making. It also touches on the planning and control responsibilities of practicing managers. Must complete with a grade of "CR" in order to proceed to ADM-514.

ADM-514   Applied Managerial Accounting   4
A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions. Special attention will be given to the preparation and analysis of financial statements, budgeting, and systems of planning and control.

MGT-541   Applied Marketing Management   3
A study of marketing management with emphasis on product, price, promotion, and distribution problem solving. The legal, ethical, and social environment within which marketing problems occur will receive special emphasis.

ADM-524   Managerial Economics   3
This course provides an overview of economic theory and methods and as applied to decision making in contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participants.

ADM-474P   Essentials of Finance   0
An overview of financial management emphasizing the development of the issues and techniques involved in cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Must complete with a grade of "CR" in order to proceed to ADM-537.

ADM-537   Applied Managerial Finance   4
A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various management dilemmas as defined by selected cases.

ADM-545   Organizational Development and Change   3
A course designed to understand the three change-related dimensions of an organization: strategy, structure, and job performance. Students will address the following issues: delivery of products and services, business outcomes, innovation, implementing change, and leadership development. Current and future trends in organizations will be considered. Students will learn skills to assess the effectiveness of an organization.

ADM-515   Applied Business Statistics   4
Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.

ADM-534   Applied Economics   3
This applied course is designed to further integrate the use of economic theory and the effects of current economic events into the process of solving problems through effective managerial decision-making in the context of the firm and the larger environment in which it operates.

Applied Management Specialization Courses - 12 Hours

ADM-549   Intercultural and Global Issues   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.

ADM-550   Ethics, Law, and Leadership   3
The focus of this course is the development of moral leadership in the identification, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business. Emphasis is given to developing a Christian worldview.

ADM-554   Operations and Strategy   3
This course includes internal operations analysis, planning and control and logistical considerations including supply/value chain management. Also, it includes a strategic review of planning and alliances and an assessment of organizational policies and the competitive environment needed to acquire sustainable competitive advantage.

ADM-560   Applied Management Capstone   3
This course calls individual students to combine their program-wide, MBA case analysis skills, content area knowledge, and application skills with personal experience for success in this final active learning capstone experience. NOTE: Any MBA student who has not satisfactorily completed all prior courses ("C" or better) may not register for ADM-560.

Accounting Specialization Courses - 12 Hours

The Accounting Specialization has been designed for those with significant previous accounting coursework and experience.

ACC-549   Financial Statement Preparation and Analysis   3
This course demonstrates financial statement preparation for proprietorships, Subchapter S corporations, partnerships and selected not-for-profit organizations including healthcare in accordance with Generally Accepted Accounting Principles. Accounting principles and applications relevant to Other Comprehensive Basis Of Accounting (OCBOA) systems will also be presented.

ACC-552   Auditing and Fraud Detection   3
Students will learn the auditing process and applicable auditing standards for non-publicly traded companies. This course covers the Sarbanes Oxley Act of 2002, which requires accuracy and reliability in public disclosures pursuant to securities laws and its impact on internal control and management. Students will learn to identify occupational fraud and financial statement fraud. This course includes a financial statement fraud simulation.

ACC-554   Business Structure and Taxes   3
This course reviews applicable tax policy for small business including how specific business structures impact tax liability. The impact of specific tax regulations on the business will be examined including payroll taxes, employee vs. independent contractor rules and more.

ACC-556   Accounting Information Systems and Control   3
This course defines information systems from the perspective of the organizational manager. Students will learn and apply internal controls to the business process and will understand electronic business systems and related internal controls. Various business processes will be presented including: Order Entry/Sales; Billing/Accounts Receivable/Cash Receipts; Purchasing; General Ledger and Business Reporting (financial statements). This course includes an accounting systems simulation.

Health Care Specialization Courses - 12 Hours

HCM-549   Health Care Systems   3
This course provides an introduction to the basic concepts and principles of organization and management relevant to our dynamic national health care systems. Emphasis will be placed on the delivery, access, and quality of services. Medical technology, professional roles, and both inpatient and outpatient services are discussed.

HCM-552   Health Care Policy   3
This course explores the role and manner in which both state and federal government regulatory mechanisms affect the administration of health services organizations. The legal and ethical environment will be examined as well as the influence that special interest groups play.

HCM-554   Health Care Finance   3
This course provides an overview of the health care financial issues and explores the current financial climate. Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. Not for profit financial statements and annual audits are reviewed and analyzed.

HCM-556   Health Care Issues   3
This course enables students to analyze organizational issues and strengthen their management skills. It discusses the management challenges in the areas of product definition, market approaches, quality control and accountability. Also included are managing diversity, team processes, change theory, process redesign, and quality assessment.

Human Resources Management Specialization Courses - 12 Hours

HRM-549   Human Resource Management: An Overview   3
This overview course introduces students to the field of human resource management, its purpose, and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing, and outplacement. Topics presented include the impact of global competition, technology, service centers, outsourcing, and just-in-time training. Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application.

HRM-552   Compensation and Benefits   3
This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced. Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted. It addresses the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance. Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits. Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course.

HRM-554   Employment Law   3
This course provides an understanding of the legal framework in the employment context, focusing on working knowledge and practical application of relevant legal principles in HR. Emphasis is on modern employment legislation, related court decisions representing numerous areas of employment law and their applicability to everyday HR issues. Numerous case studies and scenarios of issues such as privacy, discrimination, and employment regulation are used to enhance learning.

HRM-556   Motivation and Training   3
Human Resources Management's concern with motivation and training relates to the need to promote good working relationships within an organization. Managers and trainers are introduced to motivational techniques and concepts that will foster healthy, productive, working environments that are respectful of every individual. Methods that have not been successful will be analyzed along with solutions drawn from company surveys and case studies. In addition, coaching and mentoring skills are developed and practiced in this course to help managers be successful in the workforce environment.

Master of Science - Management

The Master of Science degree with a major in Management is a 36-hour graduate program consisting of a 24 credit hour common core plus one of four 12-credit-hour specializations selected by the student at registration. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization at a particular location.) It is designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on 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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core course except MGT-510 and MGT-557 upon approval.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Admission Requirements - Management (MS)

The admission requirements for this program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

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

Additional requirements for students entering the Accounting specialization:

1. Six graduate semester credits in Accounting with a minimum grade of "B" in each course; OR

2. Twelve undergraduate semester credits in Accounting with a minimum grade of "B" in each course.

Graduation Requirements - Management (MS)

To graduate, students must have completed the following:

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.

2. Overall GPA of 3.0 in all IWU graduate work.

3. Payment of all tuition and fees is required in order to receive a diploma.

Course Descriptions - Management (MS)

Common Core Courses - 24 Hours

MGT-510   Theory and Practices of Leadership   3
In this course students will survey the current literature on the topic of leadership. A solid foundation of research and theory will be laid to form the context for more specific topical study throughout the Master of Science in Management program. Special emphasis will be placed on the knowledge, skills, attitudes, and values involved in "servant leadership."

MGT-532   Human Relations and Organizational Behavior   3
An examination of personnel management and human relations theory in relationship to the design and evaluation of organizational structures in contemporary businesses and public agencies.

MGT-518   Communication in Organizational Settings   3
This course will explore the major management issues related to communication patterns in an organizational setting. Strategies for diagnosing and dealing with communication problems will be discussed. Students will be called upon to critically evaluate the possibilities and dilemmas of current and future communication technologies.

MGT-541   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.

MGT-513   Managerial Economics   3
An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro-and micro-economic phenomena necessary for sound management decision-making.

MGT-535   Legal Issues for Managers   3
This course provides an overview of legal issues for managers. It introduces the student to the legal system and the legal environment of business. Topics include civil procedure, alternative dispute resolution, agency, administrative law, torts, contracts, sales, product liability, employment law, labor law, and forms of doing business.

MGT-525   Managerial Ethics   3
An analysis of the major ethical theories as they relate to contemporary management situations. The course emphasizes the ethical responsibilities of management as well as the practical application of Christian principles to managerial decision-making.

MGT-524   Finance for Managers   3
This course provides an overview of the objective and methods of finance for managers. The course provides managers with an understanding of financial reports of a company with the main focus on assisting developing managers in becoming more comfortable dealing with financial issues and in understanding and avoiding potential accounting abuses.

Strategic Management Specialization Courses - 12 Hours

MGT-540   Motivation, Development, and Change   3
Students will examine the problems and dynamics of organizational change. Various leadership strategies and resources, which may facilitate change and on-going personal development, will be studied. Students will be asked to investigate principles in a specific organizational context through the use of qualitative research methods.

ADM-549   Intercultural and Global Issues   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.

MGT-530   Strategy Formulation   3
Students will enhance their skills in developing mission and vision for a business, setting objectives, and formulating strategies to meet those objectives. Consideration will be given to analysis of external and internal environments and to the formulation of a business plan.

MGT-557   Applied Management Project   3
The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student.   (NOTE: Any MSM student who has not satisfactorily completed all prior courses ("C" or better) may not register for MGT-557.

Accounting Specialization Courses - 12 Hours

The Accounting Specialization has been designed for those with significant previous accounting coursework and experience.

ACC-549   Financial Statement Preparation and Analysis   3
This course demonstrates financial statement preparation for proprietorships, Subchapter S corporations, partnerships and selected not-for-profit organizations including healthcare in accordance with Generally Accepted Accounting Principles. Accounting principles and applications relevant to Other Comprehensive Basis Of Accounting (OCBOA) systems will also be presented.

ACC-552   Auditing and Fraud Detection   3
Students will learn the auditing process and applicable auditing standards for non-publicly traded companies. This course covers the Sarbanes Oxley Act of 2002, which requires accuracy and reliability in public disclosures pursuant to securities laws and its impact on internal control and management. Students will learn to identify occupational fraud and financial statement fraud. This course includes a financial statement fraud simulation.

ACC-554   Business Structure and Taxes   3
This course reviews applicable tax policy for small business including how specific business structures impact tax liability. The impact of specific tax regulations on the business will be examined including payroll taxes, employee vs. independent contractor rules and more.

ACC-556   Accounting Information Systems and Control   3
This course defines information systems from the perspective of the organizational manager. Students will learn and apply internal controls to the business process and will understand electronic business systems and related internal controls. Various business processes will be presented including: Order Entry/Sales; Billing/Accounts Receivable/Cash Receipts; Purchasing; General Ledger and Business Reporting (financial statements).   This course includes an accounting systems simulation.

Health Care Specialization Courses - 12 Hours

HCM-549   Health Care Systems   3
This course provides an introduction to the basic concepts and principles of organization and management relevant to our dynamic national health care systems. Emphasis will be placed on the delivery, access, and quality of services. Medical technology, professional roles, and both inpatient and outpatient services are discussed.

HCM-552   Health Care Policy   3
This course explores the role and manner in which both state and federal government regulatory mechanisms affect the administration of health services organizations.   The legal and ethical environment will be examined as well as the influence that special interest groups play.

HCM-554   Health Care Finance   3
This course provides an overview of the health care financial issues and explores the current financial climate.   Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. Not for profit financial statements and annual audits are reviewed and analyzed.

HCM-556   Health Care Issues   3
This course enables students to analyze organizational issues and strengthen their management skills. It discusses the management challenges in the areas of product definition, market approaches, quality control and accountability.   Also included are managing diversity, team processes, change theory, process redesign, and quality assessment.

Human Resources Specialization Courses - 12 Hours

HRM-549   Human Resource Management: An Overview   3
This overview course introduces students to the field of human resource management, its purpose, and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing, and outplacement. Topics presented include the impact of global competition, technology, service centers, outsourcing, and just-in-time training. Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application.

HRM-552   Compensation and Benefits   3
This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced.   Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted.   It addresses

the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance. Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits. Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course.

HRM-554   Employment Law   3
This course provides an understanding of the legal framework in the employment context, focusing on working knowledge and practical application of relevant legal principles in HR. Emphasis is on modern employment legislation, related court decisions representing numerous areas of employment law and their applicability to everyday HR issues. Numerous case studies and scenarios of issues such as privacy, discrimination, and employment regulation are used to enhance learning.

HRM-556   Motivation and Training   3
Human Resources Management's concern with motivation and training relates to the need to promote good working relationships within an organization. Managers and trainers are introduced to motivational techniques and concepts that will foster healthy, productive, working environments that are respectful of every individual. Methods that have not been successful will be analyzed along with solutions drawn from company surveys and case studies. In addition, coaching and mentoring skills are developed and practiced in this course to help managers be successful in the workforce environment.

Certificate Programs - Graduate

In order to provide graduate students opportunities to focus on specific career-oriented areas, the College of Adult and Professional Studies offers graduate certificates in the areas of Accounting, Health Care Management, and Human Resource Management.

Graduate certificates are available to students who have a baccalaureate or masters degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. Students may be accepted as an unclassified student. Official transcripts must be submitted for verification of the appropriate degree.

Admissions Requirement:

1. Cumulative GPA of 3.0 from the degree-granting institution (baccalaureate or master).
2. The graduate Accounting Certificate requires an MBA or six graduate semester credits in Accounting with a minimum grade of "B" in each course OR 12 undergraduate semester credits in Accounting with a minimum grade of "B" in each course.

To be awarded the certificate, a student will need to take the specified 12 credit hours at Indiana Wesleyan University with a grade of "B" or better in each course.

Accounting

ACC-554	Business Structure and Taxes
ACC-556	Accounting Information Systems and Control
ACC-549	Financial Statement Preparation and Analysis
ACC-552	Auditing and Fraud Detection

Health Care

HCM-549	Health Care Systems
HCM-552	Health Care Policy
HCM-554	Health Care Finance
HCM-556	Health Care Issues

Human Resource Management

HRM-549	Human Resources Management: An Overview
HRM-552	Compensation and Benefits
HRM-554	Employment Law
HRM-556	Motivation and Training

Graduate Studies in Leadership Division

Doctor of Education - Organizational Leadership

Mission - Ed.D.

The mission of the program is to provide a Christ-centered, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in seven domains of knowledge represented in the conceptual model that guides the program design. These domains include servant leadership, personal authenticity, governance and ethics, globalization and multiculturalism, change, innovation and entrepreneurship, organizational theory and research, and organizational learning. A foundational expertise integrated into each domain is the mastery of critical thinking, research, and problem solving.

The College of Adult and Professional Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial businesses, health care institutions, higher education, faith-based institutions, government, and nonprofit organizations. The program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, who desire to master the discipline of organizational leadership, and those who purpose to contribute to Indiana Wesleyan University's mission to raise up leaders as World Changers.

The College of Adult and Professional Studies offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice and leading organizational learning, change, and innovation. Our advanced graduate faculty is committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the Division of Graduate Studies in Leadership in particular is to present a Doctor of Education (Ed.D.) degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ.

The faculty values the integration of Christian principles of faith and practice into both academic and work settings. We have developed our university mission statement to reflect this desire and this value, and the mission of the College of Adult and Professional Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration will be the beginning of personal growth and spiritual development by each student in the program.

Admission Requirements - Ed.D.

This is a selective program and there is no guaranteed admittance even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

1. A masters degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

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

3. A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.

4. A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.

5. Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances

Application Process Requirements

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

1. Submit a formal application with the non-refundable application fee of $50. Send all application process materials to the attention of Graduate Admissions.

2. Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.

3. Send at least three recommendation forms from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), an academic in higher education, and someone that can speak to the spiritual character of the applicant.

4. Prepare and submit a five to six page scholarly essay according to the requirements and outline in the application packet.

5. Arrange to have your undergraduate transcript and graduate transcript sent from the accredited institution granting the respective degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.

6. Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) may be substituted at the discretion of the Admissions Selection Committee.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ed.D. program. Please follow the guidelines carefully addressing each question. The essay will be assessed in regard to:

1. Typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.

2. Clear and convincing response to the questions.

3. Organization and presentation (i.e., readability and formatting).

4. Evidence of critical thinking that is clearly expressed.

5. It should be carefully proof read and use convincing language and phrasing.

6. Evidence of scholarly (academic) writing skills that evidences an ability to analyze and integrate literature from the leadership field.

Essay Questions

1. All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

2. How will the attainment of the Ed.D. with a major in Organizational Leadership enhance your ability to fulfill your life purpose?

3. How will your leadership experience prepare you to excel in a doctoral leadership program?

4. How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?

5. What is your understanding of the concept of leadership and of the need for it in your professional field?

6. What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?

7. Do you have convincing evidence of sufficient computer skills to engage in online discussion forums, access online library resources, engage in online videoconferencing, word processing, spreadsheet, and presentation software?

Admissions Selection Process

The admissions selection process is as follows:

1. Submit completed application and forms to Adult Enrollment Services.

2. The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.

3. The Admissions Selection Committee will recommend admissions approval to the Chair.

4. A letter of approval will be sent to the student by the Chair.

5. Students will then confirm their intent to commence the program and send a $200 deposit that can hold a position in the program for the student and be applied to the first tuition and fee statement.

Transfer Credits - Ed.D.

Students may transfer up to nine hours of post-masters credit from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education provided a grade of "B" or higher was earned in a post-masters course meeting the following criteria of the transcript audit:

1. The course is clearly comparable to one of the Ed.D. program course offerings.

2. The course is at the 600 or higher numbering system and was not part of the master's degree requirements.

3. The course has been completed within the past five years.

4. The course reflects current knowledge-base and best practice.

5. The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.

Advanced Degree Appeals for Transferring Additional Hours - Students that have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program under the same conditions as those for post-masters credit.

Graduate students having earned a Specialist degree, a doctoral degree, or a professional degree requiring 90 or more credit hours (e.g., Educational Administration, Counseling, Psychology, and so forth) may appeal in writing, to the Chair, Division of Graduate Studies in Leadership, for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of

transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment with the course of studies and having met the criteria set forth in the policy and items one through five above.

Program of Study - Ed.D.

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Department Chair.   Permission is normally granted for students that want to pursue a four-year as opposed to the normal three-year course of study.   The three-year course of study is detailed below.

YEAR ONE		
July Term		
DOL-715	Leadership and Personal Development	3
DOL-720	Critical Inquiry	3
September Term		
DOL-735	Advanced Leadership Theory	3
DOL-760A	Seminars and Praxis in Organizational Leadership	2
January Term		
DOL-740	Organization Theory and Design	3
DOL-760B	Seminars and Praxis in Organizational Leadership	2
April Term		
DOL-800	Organizational and Adult Learning	3
DOL-760C	Seminars and Praxis in Organizational Leadership	2
YEAR TWO		
July Term		
DOL-750	Change, Entrepreneurship, and Innovation	3
DOL-830	Global Perspectives in Leadership	3
September Term		
DOL-840	Ethics and Leadership	3
DOL-860/865A	Advanced Seminars and Praxis in Organizational Leadership	2
January Term		
DOL-820	Advanced Research Design	3

DOL-860/865B	Advanced Seminars and Praxis in Organizational Leadership	2
April Term		
DOL-810	Statistical Research	3
DOL-860/865C	Advanced Seminars and Praxis in Organizational Leadership	2
YEAR THREE		
July Term		
DOL-855	Stewardship	3
DOL-880	Application of Research Methods	3
September Term		
DOL-915	Dissertation Seminar* (*Students on the four year plan may substitute DOL-910, DOL-900A, and DOL-900B for DIL-915)	3
January Term		
DOL-920	Dissertation	3
April Term		
DOL-920	Dissertation	3
July Term		
DOL-920	Dissertation	3
TOTAL		**60**

Students will continue to register for DOL-922 Dissertation Continuation all subsequent terms until dissertation is completed.

Program Requirements - Ed.D.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions (Ed-U-Flex). Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

Live Class Sessions - Live classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the first, fourth, and eighth Saturdays of the September, January, and April terms. Students are expected to be in attendance when class begins, and remain the entire session.   A student may be allowed one absence per course.   These are only to be used when absolutely necessary and require approval from the faculty member teaching the course.   (Bad weather, work and family emergencies, and illness are the primary reason for which students should reserve their option of missing one class meeting per term.)   Students need to contact the faculty member regarding make-up work.   The criteria for full

participation attendance points will be determined by the faculty member.

Online Attendance - Attendance is determined by participating in weekly discussions.   Failure to participate in each weekly discussion forum will constitute an absence for that workshop. Participating in discussion does not guarantee full participation attendance points. The criteria for full participation attendance points will be determined by the course professor.   A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work.

Excessive Absences - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."

Students are expected to take courses in the predetermined sequence.   Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course.   Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Residency
Residency for the doctoral program is satisfied by living on campus during three Summer Residency Institutes.   These institutes are seven days in length and begin on a Saturday and go through the following Friday.   (The exception is for those students participating in their first Summer Institute that must attend from Friday to Friday for 7½ days.)   Students are expected to be in attendance every day of each institute and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the Institute.   The Summer Residency Institutes are normally attended during three consecutive years.   However, in unusual circumstances a student may be given permission by the Division Chair to skip a year and attend the Institute another year.   In no circumstances will a student be allowed more than four years to complete their residency.   Students are expected to follow the community lifestyle statement of the university while living on campus.   This includes refraining from the use of alcohol and tobacco.

Plagiarism
"Plagiarism results when a writer fails to document a source so that the words and ideas of someone else are presented as the writer's own work" (Harris, 2003, p. 298). It is plagiarism when a professor finds that the student has intentionally or unintentionally used unacceptably close wording or sentences without citing the author or source of their work. Plagiarism may result in an "F" for the course and withdrawal from the program.

Withdrawal from a Course
A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services.   Tuition will be reimbursed according to the following schedule:

1. 100 percent of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,

2. 90 percent of the tuition fee if withdrawing between the 8th and by the 14th day of the course,

3. 50 percent of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and

4. No refund after the 21st day from the start date of the course.

Student withdrawing from the summer residency will be assessed a fee to cover the costs of room and meals.

Satisfactory Academic Progress
Students enrolled in the Ed.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

The student must achieve a GPA of 3.0 by the end of the third term in order to continue in the program and cannot have a grade of less than a "B-" in any course. Students will become academically ineligible to continue enrollment when any of the following are received in coursework of the Ed. D. program of study:

1. Grade point average (GPA) drops below 3.0 after the first three terms of the program.

2. The required 3.25 GPA for graduation is not achieved within the first 27 credit hours of the program.

A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two terms or the equivalent, but only upon the recommendation of the Division Chair and with the approval of the Associate Dean of the School of Business and Leadership.

Students who fall below the required 3.25 GPA at any point in their program of study will be placed on academic probation and given a determined amount of time to raise the GPA to the required level. The amount of time given will be decided by a

committee consisting of the student's advisor and the Division Chair.

Students that have a grade of incomplete in two or more courses are subject to suspension from the program for a time that is to be designated by the Division Chair in consultation with faculty members that have taught the courses in which the student has received the incomplete grade.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising before being allowed to register for another course. The student's advisor will submit the reenrollment form to the Division Chair for approval. The student may then be registered for another course by Student Services.

IWU reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Comprehensive Exam
At the end of coursework, a comprehensive examination will be administered to each student in the Ed.D. program. This exam will be designed to:

1. Determine the student's grasp of leadership understanding across the curriculum;

2. Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;

3. Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Graduate Studies in Leadership.   The Comprehensive Examination Policy Guide is published annually before Comprehensive Examinations. All policies and guidelines published annually in the Guide become official academic policy of the Division and take precedent over any policies published in the catalog.

Graduation Requirements - Ed.D.
To fulfill graduation requirements students must have completed all of the following:

1. All credits required in the course of studies with a minimum GPA of 3.25.   The Seminars and Internship and Dissertation credits are recorded as Credit or No Credit.

2. Minimum grade of "B-" or higher in each course.

3. Comprehensive written exam and oral defense following the third summer residency institute and satisfactory completion of all coursework.

4. Dissertation successfully completed and defended orally. Dissertation must be completed within four years from the point of completing DOL-915.

5. Payment of tuition and fees in order to receive a diploma.

The Dissertation - Ed.D.
The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format.   The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements
The Organizational Leadership major is a 60 semester hour program. The dissertation courses include a minimum of 12 hours beyond the 48 hours of designated courses.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of studies emphasizes the development of theory-in-use research and skills with a practitioner focus.   A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as an organizational improvement study, a culture evaluation study, a governance and policy analysis study, or a problem resolution study. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical.   All doctoral research studies and dissertations will result in a substantial written document.

Three credit hours of a dissertation seminar are required. The seminar may be taken when the student successfully completes the courses offered during the term in which the

student participates in their third summer residency. This enables the graduate students to integrate coursework, field-based action learning, and organizational improvement initiatives into the research design of their dissertation.   Nine credit hours of dissertation credit are required during year three.   Graduate students not defending their dissertation during the summer following the third year will be expected to maintain continuous enrollment and pay a dissertation continuation one hour tuition fee for each subsequent term until the dissertation is defended and approved.

A Dissertation Policy Manual will be issued by the Division of Graduate Studies in Leadership and published by September 1 of each academic year. Students are expected to follow all policies, procedures, and guidelines contained in the most recent manual. A student that is unable to complete their dissertation within one year must follow the guidelines issued for the following year. For example, a student that completes their 700 and 800 level coursework in 2009 will be given a Dissertation Policy Manual issued at the Summer Residency Institute in 2009, but if the student's dissertation is not completed by June 30, 2010, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued in July, 2010.

Degree Completion Limits
The Ed.D. program is designed as a lock-step curriculum, which is to be completed in 27 months, plus the dissertation. The time limit for completing the dissertation is four years from the point of completing the DOL-915 course. Any exceptions to this policy must be made via a written petition presented and approved by the Division Chair and filed in the Office of The Graduate School.

Dissertation Continuation
Doctoral students not completing the dissertation by the end of the July term of the fourth year will be required to maintain continuous enrollment.   They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended.   Students will pay the one hour tuition fee and a $25 per term resource fee to maintain continuous enrollment.

Candidate Status
Doctoral students will attain candidacy status upon successful:

1. Completion of all course work.

2. Written and oral defense of the Comprehensive Exam.

3. Completion and committee approval of the dissertation proposal (Chapters 1-3).

Course Descriptions - Ed.D

DOL-610   Knowledge and Skills for Grant Writing   3
This course will provide students with the knowledge to pursue grants effectively, and will introduce techniques that will complement the grant writing process. At the end of this course,

successful students should have an understanding of the grants process and should be able to write and submit a grant.

DOL-715   Leadership and Personal Development   3
This course explores the impact of the leader's character and competence on the organization. Strategies for personal and spiritual assessment and development will be considered. Students will be introduced to selected classical and contemporary leadership theories as a foundation for their philosophy of leadership.

DOL-720   Critical Inquiry   3
This course focuses on expanding the foundation skills required for conceptualizing inquiry and engaging in the scholarship of discovery. The course examines the epistemological foundation for scholarly inquiry and the importance that an individual's worldview plays on critical inquiry.   Students explore the process of asking questions, discovering answers, and seeking solutions to organizational and leadership issues. Students learn the process of research and writing a dissertation.

DOL-735   Advanced Leadership Theory   3
This course presents the key foundational concepts essential to an understanding of leadership and serves as a foundation component to the doctoral program.   A thorough study of the historical and theoretical models of leadership will include an analysis of the paradigm of servant leadership and the concept of power in both classic and current literature.   Leadership definitions will be explored and understood within the context of action and function and then expanded into the specific context of organizational life. Learners will actively build their leadership understanding and competencies by considering implications for their discipline or profession.

DOL-740   Organizational Theory and Design   3
This course is a critical examination of the major theoretical approaches to the study of organizations and macro-organizational theory, in order to later address concern for micro-organizational behavior in various cultural settings.   The course provides the theoretical foundation for organizational learning and system-wide change and informs an understanding and experience of working and leading in organizations, both private and public sectors.   The course discusses the application of various research designs that address organizational issues.   Discussion of the organization literature also provides a necessary foundation for understanding the social construction of meaning in organizations from a Christian and biblical worldview.

DOL-750   Change, Innovation, and Entrepreneurship   3
The purpose of this course is to understand how to use organizational diagnosis and strategic planning to help organizational leaders transform their organizations from their present state to a desired improved future state that allows organizations and their members to grow and develop to their full potential. Students should learn about change processes, innovation, entrepreneurship, barriers to change, and successful structures and strategies aimed at improving the total organization, groups, and individuals.

**DOL-760A   Seminars and Praxis in Organizational
Leadership-A   2**
This course is designed for students to put theory into practice. The course is built upon a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and action learning projects, and personal and organizational improvement processes.   The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order.

DOL-760B Seminars and Praxis in Organizational Leadership-B **2**

This course is designed for students to put theory into practice. The course is built upon a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and action learning projects, and personal and organizational improvement processes. The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-760A

DOL-760C Seminars and Praxis in Organizational Leadership-C **2**

This course is designed for students to put theory into practice. The course is built upon a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and action learning projects, and personal and organizational improvement processes. The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-760B

DOL-800 Organizational and Adult Learning **3**

This course considers current theories and best practices in organizational and adult learning, and explores how these concepts and ideas can be implemented in the context of building a learning organization. The use of knowledge management, communities of practice, systems design, and other organizational learning models and thoughts in developing high performing knowledge workers and a collaborative learning organization will be considered.

DOL-810 Statistical Research Design **3**

This course will concentrate on the practice of statistics and applied research methods as tools for learning about the world. Statistical and nonstatistical sampling techniques will be developed and applied to the research process. Sampling distributions will be evaluated and used to draw conclusions about population data. Confidence intervals and hypothesis testing will be used as a framework for designing research processes. The process of formulating the null and alternative hypotheses will be examined. Methods useful for the analysis of experimental data include descriptive statistics, correlation, and regression analysis.

DOL-820 Advanced Research Design **3**

This course will explore the theory and practice of advanced research. Students should develop a high level understanding of the components of research necessary to produce a doctoral dissertation. The course will include problem definition, evaluation of appropriate methodologies, research design, reliability, and ethical considerations.

DOL-830 Global Perspectives on Leadership **3**

This course will explore the theory and practice of international leadership. Students will examine current literature about cross cultural leadership and the conceptual foundations on which it is based. Special emphasis will be placed on understanding globalization and its impact on how leadership is exercised in today's world.

DOL-840 Ethics and Leadership **3**

This course examines the dual roles of the leader as a moral person and as a moral leader within the organization. Students examine the ethical foundations which inform their personal and professional ethical practices and develop strategies for enhancing the ethical

culture and climate of their organizations. The organization as a moral agent in the world is also considered.

DOL-855 Stewardship **3**

This course examines the steward-leader as a wise and responsible steward of organizational resources. Primary leadership roles and responsibilities will be considered in relation to the three stewardship functions of generation, preservation, and transformation. Students will reflect upon their understanding and practice of leadership in light of secular and Biblical studies in wisdom, stewardship, and service.

DOL-860A Advanced Seminars and Praxis in Organizational Leadership-A **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-760C

DOL-860B Advanced Seminars and Praxis in Organizational Leadership-B **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-860A

DOL-860C Advanced Seminars and Praxis in Organizational Leadership-C **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. The classes are offered in the September, January, and April terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-860B

DOL-865A Advanced Global Seminars and Praxis in Organizational Leadership-A **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which

students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-760C

DOL-865B   Advanced Global Seminars and Praxis in Organizational Leadership-B   **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865A

DOL-865C   Advanced Global Seminars and Praxis in Organizational Leadership-C   **2**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865B

DOL-870   Financing and Funding the Organization   3

This course is designed to provide a conceptual framework for financial theories on obtaining and managing scarce resources to maximize organizational impact. These theoretical tools provide a base for understanding business environments, alternative methods of organization and financing, use of financial statements as a management tool, valuation methods, and approaches to ethical dilemmas from the perspective of an owner or manager. Students should acquire a common level of financial competency and examine a variety of funding sources, including grants. A foundation will be established for future potential financial dissertation topics through a critical review and analysis of current research.

DOL-880   Application of Research Methods   3

This course examines specific research methods that students can use to conduct their dissertation research. It will focus on survey and interview research methods but may consider other methods that are appropriate. The course will prepare students to conduct data collection and analysis for their dissertation. Students will be expected to complete a draft prospectus of their dissertation by the end of the course.

DOL-890   Independent Study Organizational Leadership   1-3

Independent Study in the topics within the subject area of Organizational Leadership.

DOL-900A   Dissertation Prospectus-A   1

Students will commence writing the dissertation prospectus. They will select their chairperson and begin the process of developing a 4-5 page dissertation prospectus. Upon chairperson approval of the prospectus the candidate, in consultation with the chairperson, will select the Dissertation Committee and commence the process of writing the proposal. The prospectus should include a clear and convincing statement of the questions to be addressed in the study, an outline of the design of the study, research methods to be used, and a discussion of the contribution of the study to organizational leadership theory and practice. Prerequisite or corequisite: DOL-820

DOL-900B   Dissertation Prospectus-B   1

Students will form their committee and seek committee approval of the prospectus and consultation for preparing the proposal. The student may begin the preparation of the dissertation proposal. Co-requisite: DOL-900A

DOL-910   Dissertation Proposal   1

Upon chairperson and committee approval of the proposal the candidate, in close consultation with the chairperson, will commence the process of writing chapter one. Upon committee approval of chapter one the student may begin writing subsequent chapters, with the consultation of the chairperson and committee, of the dissertation. The proposal should include a statement of purpose, rationale, a brief literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to organizational leadership theory and practice. Students will be advised by their dissertation committee to write a draft of the first three chapters of the dissertation (i.e., introduction of purpose and rationale, literature review, and method) as their research proposal. Co-requisite: DOL-900B

DOL-915   Dissertation Seminar   3

This course will provide students with an opportunity to further focus their research as they prepare to conduct a research project and write their dissertation. The process of completing and writing a dissertation will be examined and students will be able to share their issues, concerns, and progress as they write a draft of the first chapter of their dissertation.

DOL-920   Dissertation   3

Research and writing of the dissertation are undertaken during year three commencing with the prospectus and proposal preparation. Candidates will engage in research for and writing of the dissertation. At the completion of the dissertation work, the Dissertation Committee conducts a final oral examination during which the candidate defends the dissertation. Prerequisite: Completion of Comprehensive Exam

DOL-922   Dissertation Continuation   1

After completion of the dissertation courses, students are required to register for Dissertation Continuation each term until the dissertation is satisfactorily completed and defended. Students are expected to retain communication with their dissertation chair and update them on the progress of their dissertation.

School of Educational Leadership

Adult Teacher Licensure Programs Department

Transition to Teaching (TTT)

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

1. **Subject Knowledge**: The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.
2. **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
3. **Student Teaching:** Secondary and elementary candidates will be in a K-12 classroom in their area of licensure for two separate student teaching experiences. Elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission - TTT

The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

Objectives - TTT

1. **Content/Subject Matter Expertise**: Demonstration of a liberal arts education which provides a foundation for future professional growth.
2. **Personal Development (Morals and Ethics)**: Internalization of an individual set of moral and ethical behaviors.
3. **Professional Development**: Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.
4. **Rights and Responsibilities**: Application of decision making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.
5. **Methodology**: Integration of instruction which permits the teacher to plan, implement and evaluate master learning.
6. **Management of Time, Classroom, and Behavior**: Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.
7. **Communication**: The ability to communicate effectively with students and peers in written and verbal forms.
8. **Global and Multicultural Perspectives**: Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements - TTT

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Elementary Education

All candidates must:

1. Be employed twenty or more hours per week in an occupation other than a K-12 classroom teacher.

2. Validate current employment by submitting one of the following:
   - Letter from current employer on company stationery verifying current employment.
   - Recent pay stub from applicant.

3. Have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. (Official transcripts from all colleges/universities attended for undergraduate work are required.)

4. Meet one of the following:
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 3.0 on a 4.0 scale, both in major and overall.
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 2.5, both in the major and overall, and five years of full-time employment in an education-related field.
   - A graduate degree from an accredited college or university.

5. Present six semester hours of college credit in which a "C" or higher was earned with a minimum grade point average of 3.0 in each specific six hour area as described below:
   - **Language Arts**: three hours of writing/composition and three hours of children's literature.
   - **Social Studies**: three hours of US history and three hours of world history.
   - **Mathematics**: six hours of basic math or higher.
   - **Science**: three hours of life sciences: biology, life science, botany or anatomy/physiology and three hours of physical sciences: chemistry, physics or general science.

6. Present passing scores on two of the Praxis One sub-tests.

Secondary Education

All candidates must:

1. Be employed 20 or more hours per week in an occupation other than a K-12 classroom teacher.

2. Validate current employment by submitting one of the following:
   - Letter from current employer on company stationery verifying current employment.
   - Recent pay stub from applicant.

3. Have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. (Official transcripts from

all colleges/universities attended for undergraduate work are required.)

4. Meet one of the following:
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 3.0, both in the area of licensure and overall.
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 2.5, both in the area of licensure, and overall, and five years of full-time professional employment in an education-related field or in the field in which the person intends to be licensed.
   - A graduate degree from an accredited college or university.

5. Have 18 semester hours of college credit in which a "C" or higher was earned and a grade point average of 3.0 or better in each content area in which a person wishes to be licensed. Specific requirements for each contact area are below.
   - **Biology:** 18 semester hours including three hours biology laboratory course(s), three hours of zoology course(s), three hours of botany course(s), and three hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.
   - **Chemistry:** 18 semester hours including three hours of a laboratory chemistry course(s), three hours of organic chemistry, and three hours of inorganic chemistry.
   - **English:** 18 semester hours including six hours of writing/composition, three hours of American literature, and three hours of English/British literature. A maximum of three hours of speech/communication will be accepted.
   - **Mathematics:** 18 semester hours including a three hour calculus one course (mathematics for elementary teachers is not accepted.)
   - **Music**:
     - Certification in instrumental music: 18 semester hours including three hours of music theory, six hours of instrumental courses, and two hours of conducting. A maximum of three hours of instrumental participation courses will be accepted.
     - Certification in vocal music: 18 semester hours including three hours of music theory, six hours of vocal courses, and two hours of conducting. A maximum of three hours of vocal participation courses will be accepted.
     - Combined certification in instrumental and vocal music: 24 semester hours including three hours of music theory, six hours of instrumental courses, two hours of conducting, and six hours

of vocal courses. A maximum of three hours of participation courses will be accepted.

- **Physical Education**: 18 semester hours including three hours of adaptive physical education and three hours of anatomy or kinesiology. A maximum of three hours of participation courses will be accepted.

- **Health:**
  - As an add on licensure area to a PE license: nine semester hours including three hours of alcohol and drug education, three hours of nutrition and health, and three hours from any of the following: personal health, school and community health, and/or public and community health.
  - As a standalone license: 18 semester hours including three hours of alcohol and drug education, three hours of nutrition, three hours of personal health, three hours of school, public, or community health, and three hours of anatomy.

- **Spanish**: 18 semester hours including six hours of 2nd year or higher Spanish conversation/grammar, three hours of Spanish literature, three hours of history or culture of Mexico/ Latin American country(ies)/Spain.

- **Visual Arts:** 18 semester hours including three hours of two dimensional (i.e. drawing or painting), three hours of three dimensional (i.e. ceramics, clay, or sculpture), and three hours of art history. A maximum of three hours of photography will be accepted.

- **Social Studies**: for admission one must qualify for either historical perspectives or for government/political science as indicated below. For licensure one must be qualified for at least historical perspectives and any two other areas as indicated below or one must be qualified for at least government/political science and any two other areas as indicated below.
  - Historical perspective: nine hours of United States history and nine hours of world history.
  - Government/political science: 12 hours of government and six hours from the following selection of social studies disciplines: sociology, psychology, government/ political science, history, anthropology, economics, and geography. Philosophy is not an accepted discipline for this teaching license.
  - Economics: six semester hours including three hours of macro economics and three hours of micro economics.
  - Psychology: nine semester hours. Educational psychology is not accepted for this area.
  - Sociology: six semester hours.

6. Present passing scores on two of the Praxis One sub-tests.

Personal Requirements*

1. Satisfactorily pass a criminal history search by the Indiana State Police or that of the applicant's state of residence.

2. Satisfactorily pass sexual offender screening from the Indiana Sex and Violent Offender Directory or that of the applicant's state of residence if separate from the state police criminal history check.

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

Program of Study - TTT

Phase I - Foundational Phase

EDU-573	Assessment and Learning	3
EDU-574	Facilitating Learning Through Technology	2
EDU-576	General Methods of Instruction	3

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase I courses must be passed with a grade of "B-" or higher as a prerequisite for enrolling in any Phase II courses.

Phase II - Pre-service Phase

EDU-575	Student Teaching One	2
EDU-580	Reading Instruction in the Elementary Grades (online and onsite) (Elementary candidates only) **OR**	3
EDU-578	Content Methods of Instruction in the Senior High/Junior High/ Middle School Setting (online) (Secondary candidates only)	3

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase II courses must be passed with a grade of "B-" or higher as well as EDU-575 with a grade of "Credit" as a prerequisite for enrolling in any Phase III courses.

Phase III - Candidacy Phase

EDU-579	Student Teaching Two	2
EDU-570	The Development of K-12 Education in the United States (online) (Secondary candidates only) **OR**	2
EDU-577	Methods of Teaching the Elementary School Curriculum (online and onsite) (Elementary candidates only)	3

| EDU-572 | The Exceptional Child (Secondary candidates only) | 1 |

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase III courses must be passed with a grade of "B-" or higher as well as EDU-579 with a grade of "Credit" as a prerequisite for enrolling in any Phase IV courses.

Phase IV - Elementary Candidates Only

EDU-581	Student Teaching Three	2
EDU-582	Diagnostic Practices and Implications in the Teaching of Reading	2
EDU-570	The Development of K-12 Education in the United States (online) (Elementary candidates only)	2

Candidates must demonstrate satisfactory progress in professional dispositions.

Laboratory Placement: A candidate who for any reason does not complete and pass EDU-572, EDU-577, EDU-578, EDU-580 and/or EDU-582 and passed the accompanying student teaching course(s), may retake the course(s) in question without reenrolling in the appropriate student teaching course provided the candidate accepts a K-12 laboratory placement.   The candidate will pay a fee that covers the additional cost of the placement process and candidate supervision. (The candidate with a Stafford loan will temporarily lose eligibility for financial aid for failure to meet the six semester hour course load requirement.)

Program Requirements - TTT

Phase I Requirements - All of the following must be satisfactorily met before enrollment in Phase II.

1. Complete all Phase One requirements and earn a minimum cumulative GPA of 3.00 with no grade below a "B-".
2. Provide passing scores for the Praxis Elementary Content Knowledge Test (Elementary candidates only).
3. Provide passing scores for the Praxis Two content specific test for the subject(s) in which licensure is sought (secondary candidates only).
4. Provide passing scores for each of the PPST Reading, Writing, and Mathematics sections.
5. Demonstration of satisfactory progress in professional dispositions.

Phase II Requirements - All of the following must be satisfactorily met before enrollment in Phase III.

1. Complete all Phase Two requirements and earn a minimum cumulative GPA of 3.00 with no grade below a

"B-" in regular courses and a grade of "Credit" for EDU-575.

2. Demonstrate satisfactory progress in professional dispositions.

Phase III Requirements - All of the following must be satisfactorily met before enrollment in Phase IV (elementary candidates only).

1. Complete all Phase Three requirements and earn a minimum cumulative GPA of 3.00 with no grade below a "B-" in regular courses and a grade of "Credit" for EDU-579.
2. Demonstrate satisfactory progress in professional dispositions.

Licensing - TTT
Licensing Areas:

1. Elementary Generalist K-6
2. Biology Jr/Sr High
3. Chemistry Jr/Sr High
4. Social Studies-Economics Jr/Sr High
5. Social Studies-Government Jr/Sr High
6. Social Studies-Psychology Jr/Sr High
7. Social Studies-Historical Perspectives Jr/Sr High
8. Social Studies-Sociology Jr/Sr High
9. English Jr/Sr High
10. Physical Education Jr/Sr High
11. Health Education Jr/Sr High
12. Mathematics Jr/Sr High
13. Music-Choral Jr/Sr High
14. Music-Instrumental Jr/Sr High
15. Music-Choral, General, and Instrumental Jr/Sr High
16. Spanish Language Jr/Sr High
17. Visual Arts Jr/Sr High

Requirements for Teacher's License Recommendation - To be eligible to be recommended for licensure a candidate must:

1. Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
2. Pass all student teaching courses with a grade of Credit.
3. Provide passing scores for all required Praxis test.
4. Provide a recent criminal history search.
5. Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Student Teaching Policies - TTT

1. Once a student teaching placement has been finalized, it can only be changed by approval of the Program. The candidate bears the responsibility to present in writing sufficient evidence to justify the requested change in light of the candidate's needs (not desires) and the needs of future candidates who will need a placement in that school corporation's local schools. A change of placement fee will be paid by the candidate.

2. The TTT Program, at the request of the cooperating K-12 school's administration, university supervisor, or instructor/advisor as well as by the decision of the TTT Program Director, can remove a candidate from a K-12 school student teaching assignment any time for immoral or inappropriate conduct at the K-12 assignment or with K-12 students.

3. The TTT Program may remove a candidate from a student teaching experience for candidate's failure to satisfactorily perform the requirements of the student teaching experience in question. Input from the university supervisor, instructor/advisor, and the cooperating teacher will be sought before removing the candidate from the student teaching experience.

4. Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.

5. A candidate who does not receive a grade of "Credit" for EDU-575, EDU-579, or EDU-581 must request in writing to the TTT Program for permission to retake the course in question.

6. If a candidate repeating one of these courses does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.

7. Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

8. For a secondary candidate, EDU-575 requires 17 weeks of student teaching at five hours per week. Spring and fall breaks as well as other school holidays and closings and candidate's absences will be made up by the candidate within the time frame of the affected student teaching experience. Should a candidate not be able to accumulate sufficient student teaching hours within the boundaries of the course, the candidate may petition to the TTT Program for an extension of time.   EDU-579 will consist of 15 weeks of five hours per week and two full weeks of all day experience. The same make-up requirements apply.

9. For an elementary candidate, EDU-575 and EDU-579 require 17 weeks of student teaching at five hours per week. Spring and fall breaks as well as other school holidays and closings and candidate's absences will be made up by the candidates within the time frame of the affected student teaching experience. Should a candidate not be able to accumulate sufficient student teaching hours within the boundaries of the course, the candidate may petition to the TTT Program for an extension of time. EDU-581 will consist of 15 weeks of five hours per week and two full weeks of all day experience. The same make-up requirements apply.

Course Descriptions - TTT

EDU-570   The Development of K-12 Education in the United States   2
A survey study of current societal expectations for U.S. public schools, school cultures, school governance, and impact of historical philosophies of education on current instructional decisions is the focus of this course. Traditional and field research methods are employed by candidates in demonstrating acquisition of knowledge, related skills, and dispositions.

EDU-572   The Exceptional Child   1
This course provides an exploration of specific teaching and learning strategies for secondary students requiring mild interventions and the application of these strategies in planning instruction to insure learning by all students in the least restrictive environment.

EDU-573   Assessment and Learning   3
The interrelatedness of academic standards, assessment design and practices, instructional decisions, and K-12 student learning are explored while constructing assessment tools designed to eliminate bias and to accurately assess the learning of all students regardless of exceptionalities, learning styles, primary language, or other unique student characteristics.

EDU-574   Facilitating Learning With Technology   2
This hands-on learning experience provides skill in the selection and utilization of appropriate technology applications to facilitate K-12 students' self-directed learning, design and preparation of teaching tools, facilitation of classroom management skills, and implementation of communication between all stakeholders.

EDU-575   Student Teaching One   2
This course provides the candidates with supervised practical application of program knowledge, skills, and dispositions in facilitating K-12 students' learning. Authentic assessments documenting candidates' professional growth will be exhibited in Teacher Work Samples. This course utilizes Blackboard sites to guide candidates' journaling, peer reflections, and monitoring of candidates' assignments and their grades. This course may be repeated for additional areas of licensure.

EDU-576   General Methods of Instruction   3
This course builds on academic standards and their appropriate assessments to design instruction that will enable K-12 students to demonstrate attainment of those standards' outcomes. Skill is gained in areas such as lesson design, design of the learning environments, classroom management, and implementation of curriculum designs in order to provide quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-577   Methods of Teaching the Elementary

School-Curriculum   3

The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of mathematics, science, and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research, is developmentally appropriate for the target student population, and provides quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-578   Content Methods of Instruction in the Senior

High/Junior High/Middle School Setting   3

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU-579   Student Teaching Two   2

This course is a continuation of EDU-575 in which the candidates continue to develop Teacher Work Samples and complete the Teacher Profile Portfolio.

EDU-580   Reading Instruction in the Elementary Grades   3

This is a study of theories, approaches, and methodologies of teaching developmental reading/literacy in the elementary classroom. The gap from theory to practice is bridged by development of a unit of study that emphasizes the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, and the assessment of K-6 students' performances.

EDU-581   Student Teaching Three   2

This course provides candidates with K-6 classroom opportunities to implement various theories, approaches, and methodologies of teaching reading and language arts. A Cooperating Teacher, the University Supervisor, and the course professor provide guidance and assessment of candidate performance. A Reading capstone project is developed that demonstrates that all students can learn regardless of learning exceptionalities, cultural backgrounds, or language barriers.

EDU-582   Diagnostic Practices and Implications in the Teaching

of Reading   2

This course provides candidates with practical skills in the selection and administering of diagnostic assessments to identify individual areas of students' reading progress. These assessments result in the implementation of reading intervention strategies used in response to those identified areas of students' needs.

Career Builders for Educators (CBE)

Indiana Wesleyan University's Career Builders for Educators Certificate program (CBE) is a graduate level, non-degree licensure program that is based in the Indiana Department of Education's Division of Professional Standards' Rules 2002 concept of demonstration of competency in knowledge, skills, and dispositions standards rather than the traditional model that utilizes seat time and a traditional content major as the determinates of these important aspects of teacher preparation.

Mission - CBE

The mission of the Career Builders for Educators program is to provide emergency permitted and regularly licensed teachers in Indiana and surrounding states an accessible, quality teacher preparation curriculum and educational format for gaining initial and/or additional areas of regular teacher licensure.

Objectives - CBE

Program Objectives - The CBE licensure program seeks:

1. To provide a local K-12 school-based special education licensure track program for teachers working in a special education classroom with an emergency permit.
2. To assist regularly licensed and special permitted secondary special education teachers in securing content area licenses through a local K-12 school-based program.
3. To provide a local K-12 school-based licensure program for emergency permitted teachers working in the non-special education content area classroom, including elementary grades, in which they hold the special permit.
4. To provide a K-12 local school-based licensure program for regularly licensed teachers wishing to add additional teaching licenses to their existing professional credentials.

Student Performance Objectives - Program completers will demonstrate:

1. A liberal arts education which provides a foundation for professional growth.
2. Research based knowledge of how and when children learn; addressing developmental and motivational stages.
3. Understanding of teachers' ethical/moral responsibility to accept all children as God's creation and to provide them with a fair opportunity to learn.
4. Decision-making skills necessary to appropriately implement classroom, school, and legal codes and policies.
5. Ability to plan and implement instruction and assessment strategies which promote learning by all students.
6. Skill in planning and implementing sound classroom management strategies.

7. Ability and willingness to communicate effectively with students, peers, and parents.
8. Appreciation for the unique cultural, ethnic, gender and other aspects of students' personal identities and ability to utilize them to promote personal pride and educational growth.

Admission Requirements - CBE

Applicants to any program within the IWU graduate education department will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him or her for licensure.

Persons wishing to earn teaching licensure through the CBE Licensing Program must submit:

1. A bachelors degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
2. An undergraduate cumulative GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least 30 semester hours was completed.
3. Secondary content area applicants must have 18 semester hours of college credit in which a "C" or higher was earned and a grade point average of 3.0 or better in each content area in which a person wishes to be licensed. Specific requirements for each contact area are below.
   - **Biology:** 18 semester hours including three hours biology laboratory course(s), three hours of zoology course(s), three hours of botany course(s), and three hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.
   - **Chemistry:** 18 semester hours including three hours of a laboratory chemistry course(s), three hours of organic chemistry, and three hours of inorganic chemistry.
   - **English:** 18 semester hours including 6 hours of writing/composition, three hours of American literature, and three hours of English/British literature. A maximum of three hours of speech/communication will be accepted.
   - **Mathematics:** 18 semester hours including a three hour calculus one course (mathematics for elementary teachers is not accepted.)

- **Music**:
  - Certification in instrumental music: 18 semester hours including three hours of music theory, six hours of instrumental courses, and two hours of conducting. A maximum of three hours of instrumental participation courses will be accepted.
  - Certification in vocal music: 18 semester hours including three hours of music theory, six hours of vocal courses, and two hours of conducting. A maximum of three hours of vocal participation courses will be accepted.
  - Combined certification in instrumental and vocal music: 24 semester hours including three hours of music theory, six hours of instrumental courses, two hours of conducting, and six hours of vocal courses. A maximum of three hours of participation courses will be accepted.
- **Physical Education**: 18 semester hours including three hours of adaptive physical education and three hours of anatomy or kinesiology. A maximum of three hours of participation courses will be accepted.
- **Health:**
  - As an add on licensure area to a PE license: nine semester hours including three hours of alcohol and drug education, three hours of nutrition and health, and three hours from any of the following: personal health, school and community health, and/or public and community health.
  - As a standalone license: 18 semester hours including three hours of alcohol and drug education, three hours of nutrition, three hours of personal health, three hours of school, public, or community health, and three hours of anatomy.
- **Spanish**: 18 semester hours including: six hours of 2nd year or higher Spanish conversation/grammar, three hours of Spanish literature, three hours of history or culture of Mexico/ Latin American country(ies)/Spain.
- **Visual Arts:** 18 semester hours including three hours of two dimensional (i.e. drawing or painting), three hours of three dimensional (i.e. ceramics, clay, or sculpture), and three hours of art history. A maximum of three hours of photography will be accepted.
- **Social Studies**: for admission one must qualify for either historical perspectives or for government/political science as indicated below. For licensure one must be qualified for at least historical perspectives and any two other areas as indicated below or one must be qualified for at least government/political science and any two other areas as indicated below.

  - Historical perspective: nine hours of United States history and nine hours of world history.
  - Government/political science: 12 hours of government and six hours from the following selection of social studies disciplines: sociology, psychology, government/ political science, history, anthropology, economics, and geography. Philosophy is not an accepted discipline for this teaching license.
  - Economics: six semester hours including three hours of macro economics and three hours of micro economics.
  - Psychology: nine semester hours. Educational psychology is not accepted for this area.
  - Sociology: six semester hours.
4. Elementary applicants must present six semester hours of college credit in which a "C" or higher was earned with a minimum grade point average of 3.0 in each specific six hour area as prescribed below:
   - **Language Arts**: three hours of writing/composition and three hours of children's literature.
   - **Social Studies**: three hours of US history and three hours of world history.
   - **Mathematics**: six hours of basic math or higher.
   - **Science**: three hours of life sciences: biology, life science, botany or anatomy/physiology and three hours of physical sciences: chemistry, physics, or general science.
5. Applicants wishing an Indiana teaching license and who do not hold a valid Indiana teaching license issued after July 1, 1985, will present Praxis One (PPST) passing scores on two of the three Praxis One subtest.
   - Paper Based or Computer Based Testing
   - Reading (minimum 176)
   - Writing (minimum 172)
   - Mathematics (minimum 175)
6. Applicants wishing an additional Indiana teaching license and who do not hold a valid Indiana teaching license issued after July 1, 1985, will present Praxis One (PPST) scores.
   - Paper Based or Computer Based Testing
   - Reading (minimum 176)
   - Writing (minimum 172)
   - Mathematics (minimum 175)
7. Applicants from surrounding states not seeking to obtain an Indiana teaching license will present:
   - A letter on official stationery or a copy of an e-mail from the state licensing agency verifying that the CBE curriculum will be accepted for the license or endorsement being sought.

- A disclaimer signed by the applicant stating that the applicant understands that Indiana license requirements are not being met and that the applicant does not wish to request an Indiana teaching license.

Personal Requirements*

1. Satisfactorily pass a criminal history search by the Indiana State Police or that of the applicant's state of residence.
2. Satisfactorily pass sexual offender screening from the Indiana Sex and Violent Offender Directory or that of the applicant's state of residence if separate from the state police criminal history check.

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

Probational Admission - Candidates not meeting the minimum GPA requirement for admission may be admitted as follows:

1. Automatic Probation - Applicants having a cumulative GPA of 2.50 to 2.74 will be eligible for enrollment on a probationary status without further review.
2. Probation by Appeal - Applicants having a cumulative GPA of 2.00 to 2.49 may petition the Admissions Appeals Committee for probationary entrance.   It is incumbent on the applicant to present evidence that demonstrates reasonable assurance of ability to complete the program.
3. Removal from Probation - At the end of the first three CBE courses (Phase One), the candidate must have received no grades lower than a "B-," have earned a cumulative GPA of 3.00, and have provided passing scores for the secondary Praxis Two content specific test for the subject(s) in which licensure is sought or the Praxis Two Elementary Content Knowledge Test for elementary applicants.   Failure to be removed from probation will result in the candidate being immediately dropped from the program.

Program of Study - CBE

The program of study will vary with each individual student. Each candidate will undergo a review by the academic advisor and will have an individualized educational plan created to complete all of the licensure requirements.   Courses for mild and intense intervention special education programs are in the development and approval processes at the time of this printing.   Courses for non-special education licenses will include some or all of the following:

EDU-573	Assessment and Learning	3
EDU-576	General Methods of Instruction	3
EDU-580	Reading Instruction in the Elementary Grades (Ed-U-Flex) (Elementary candidates only) OR	3

EDU-578	Content Methods of Instruction in the Senior High/Junior High/ Middle School Setting (online) (Secondary candidates only)	3
EDU-574	Facilitating Learning Through Technology	2
EDU-570	The Development of K-12 Education in the United States (online)	2
EDU-577	Methods of Teaching the Elementary School Curriculum (Ed-U-Flex) (Elementary candidates only)	3
EDU-572	The Exceptional Child (Secondary candidates only)	1
EDU-582	Diagnostic Practices and Implications in the Teaching of Reading (Elementary candidates only)	2
EDU-575 OR	Student Teaching	6
EDU-596	Research to Application Practicum	6

Program Requirements - CBE

Candidacy Requirements - All of the following must be satisfactorily met prior to EDU-575 or EDU-596.

1. Complete all required courses and earn a minimum cumulative GPA of 3.00 with no grade below a "B-."
2. Provide passing scores for the Praxis Two Elementary Content Knowledge Exam #0014 (Elementary pre-service teachers only).
3. Provide passing scores for the Praxis Two Content Knowledge Exam for the specific subject in which licensure is sought (Secondary pre-service teachers only).
4. Provide passing scores for each of the PPST Reading, Writing, and Mathematics sections for those candidates with less than three years of teaching experience.

Licensing - CBE
Licensing Areas:

1. Elementary Generalist K-6
2. Biology Jr/Sr High
3. Chemistry Jr/Sr High
4. Social Studies-Economics Jr/Sr High

5. Social Studies-Government Jr/Sr High
6. Social Studies-Psychology Jr/Sr High
7. Social Studies-Historical Perspectives Jr/Sr High
8. Social Studies-Sociology Jr/Sr High
9. English Jr/Sr High
10. Physical Education Jr/Sr High
11. Health Education Jr/Sr High
12. Mathematics Jr/Sr High
13. Music-Choral Jr/Sr High
14. Music-Instrumental Jr/Sr High
15. Music-Choral, General, and Instrumental Jr/Sr High
16. Spanish Language Jr/Sr High
17. Visual Arts Jr/Sr High

Requirements for Recommendation for Licensure - To be eligible to be recommended for licensure a candidate must:

1. Complete the program requirements in the areas in which licensures are sought.
   - Complete all non-student teaching courses with a grade of "B-" or higher and have a cumulative GPA of 3.00 or higher.
   - Complete student teaching course with a grade of "Credit."
2. Complete the program requirements in the areas in which licensures are sought.
3. Provide passing scores for all required Praxis tests in all licensure areas sought.
4. Complete student teaching in all developmental levels sought.
5. Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.
6. Provide a recent criminal history search.

Student Teaching Policies - CBE

1. Once a student teaching placement has been finalized, it can only be changed by approval of the appeals committee. The candidate bears the responsibility to present evidence to justify the requested change in light of the candidate's needs (not desires) and the needs of future candidate who will need a placement in that school corporation. A change of placement fee will be paid by the candidate.
2. The CBE Program can remove a student teacher from a student teaching course any time for immoral or inappropriate conduct at the K-12 assignment or with K-12 students or at the request of the school principal.

3. The CBE Program may remove a candidate from a student teaching course for the candidate's failure to satisfactorily perform the requirements of the student teaching experience in question.
4. Withdrawal from a student teaching course may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.
5. Candidates who do not receive a grade of "Credit" for student teaching course must request in writing to the CBE Program Director for permission to retake the course. A majority of the Academic Appeals Committee must vote to approve a retaking of the course in question. In accordance with university policy, the student teaching course cannot be repeated more than one time.

Course Descriptions - CBE

EDU-570 The Development of K-12 Education in the United States 2
A survey study of current societal expectations for U.S. public schools, school cultures, school governance, and impact of historical philosophies of education on current instructional decisions is the focus of this course. Traditional and field research methods are employed by candidates in demonstrating acquisition of knowledge, related skills, and dispositions.

EDU-572 The Exceptional Child 1
This course provides an exploration of specific teaching and learning strategies for secondary students requiring mild interventions and the application of these strategies in planning instruction to insure learning by all students in the least restrictive environment.

EDU-573 Assessment and Learning 3
The interrelatedness of academic standards, assessment design and practices, instructional decisions, and K-12 student learning are explored while constructing assessment tools designed to eliminate bias and to accurately assess the learning of all students regardless of exceptionalities, learning styles, primary language, or other unique student characteristics.

EDU-574 Facilitating Learning With Technology 2
This hands-on learning experience provides skill in the selection and utilization of appropriate technology applications to facilitate K-12 students' self-directed learning, design and preparation of teaching tools, facilitation of classroom management skills, and implementation of communication between all stakeholders.

EDU-575 Student Teaching One 6
This course provides the candidates with supervised practical application of program knowledge, skills, and dispositions in facilitating K-12 students' learning. Authentic assessments documenting candidates' professional growth will be exhibited in Teacher Work Samples. This course utilizes Blackboard sites to guide candidates' journaling, peer reflections, and monitoring of candidates' assignments and their grades. This course may be repeated for additional areas of licensure.

EDU-576 General Methods of Instruction 3
This course builds on academic standards and their appropriate assessments to design instruction that will enable K-12 students to demonstrate attainment of those standards' outcomes. Skill is gained in areas such as lesson design, design of the learning environments, classroom management, and implementation of curriculum designs in

order to provide quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-577 Methods of Teaching the Elementary School-Curriculum 3

The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of mathematics, science, and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research, is developmentally appropriate for the target student population, and provides quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-578 Content Methods of Instruction in the Senior High/Junior High/Middle School Setting 3

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU-580 Reading Instruction in the Elementary Grades 3

This is a study of theories, approaches, and methodologies of teaching developmental reading/literacy in the elementary classroom. The gap from theory to practice is bridged by development of a unit of study that emphasizes the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, and the assessment of K-6 students' performances.

EDU-582 Diagnostic Practices and Implications in the Teaching of Reading 2

This course provides candidates with practical skills in the selection and administering of diagnostic assessments to identify individual areas of students' reading progress. These assessments result in the implementation of reading intervention strategies used in response to those identified areas of students' needs.

EDU-596 Research to Application Practicum 6

This course will examine major current research findings as they relate to a specific content curriculum and secondary school students. Special emphasis will be placed on the practical applications of this research with respect to the selection and implementation of learner appropriate curriculum content and instructional strategies in a class of diverse students. A theory to application project and an appropriate full school term practicum experience are major course requirements. Pre-requisite: EDU-574

Exceptional Learners Certificate Program (ELM)

The Exceptional Learners Certificate Program is designed for individuals seeking to accept the challenge of teaching students with special needs. The program places emphasis on drawing from the knowledge of educational theory and research in the field while integrating it through application. Candidates incorporate course content and experiences with new trends through hands on opportunities.

Candidates seeking to earn licensure can pursue any of the five developmental levels/school settings. If they want to work with students who have exceptional needs in areas such as learning disabilities, cognitive disabilities, orthopedic impaired, autism, and emotional disorders.

1. Elementary/Primary (beginning with kindergarten)
2. Elementary/Intermediate
3. Middle School/Junior High
4. High School
5. All School

Completion of the certificate program and satisfactory scores on the state required examinations and screenings will result in IWU recommending the program completer to the state of Indiana for the "Exceptional Needs: Mild Intervention" teaching license.

Candidates enroll in groups called cohorts. These candidates take the same courses together and develop professional skills through active learning activities designed to utilize the power of group dynamics and individual initiative.

The course delivery format is offered either by online or onsite. The onsite format will have several workshops online therefore all individuals will need ready access to a high speed internet server and hardware and software that meet the minimum requirements as identified at http://IWUOnline.com/system-req.html. The course delivery software will be Blackboard and training in its use is part of the program of study. Candidates should be proficient in word processing knowledge and skills and familiarity with other applications such as spread sheets is recommended before entering the program.

Course Design - For all candidates, the program consists of a total of eight graduate level courses (25 semester credit hours) that are taught in an online or onsite format. Three semester hour courses consist of eight workshops while a four semester hour course has 10 workshops. When online, candidates utilize an asynchronous approach to communication and the development of group interactive learning assignments. That is, they are not required to be on line at the same time. This gives the program tremendous flexibility in meeting the scheduling needs of the individual candidates.

As part of their 25 credit hour program, candidates who have a current teaching license in the field of education will participate in four one semester hour courses that span multiple core courses and provide the candidates with instruction, coaching, and assessment in the development of the candidate's portfolio which is a requirement for program completion. The portfolio is designed as an application of theory of the knowledge, skills, and disposition necessary for exceptional needs teachers.

As part of their 25 credit hour program, candidates who do not have a current teaching license in the field of education will complete a student teaching at the end of their program, which will provide candidates with instruction, coaching, and assessment in the development of the portfolio which is a requirement for program completion. The portfolio is designed as an application of theory of the knowledge, skills, and disposition necessary for exceptional needs teachers.

Mission - ELM
The mission of this program is to provide accessible, challenging, Christ-centered professional growth and development opportunities for prospective exceptional needs mild intervention teachers. By expanding teaching knowledge and skills through continuous theory to practice proficiency development, exceptional needs mild intervention teachers are able to gain knowledge, skills, and dispositions necessary to meet the needs of students with mild intervention in their classrooms and school-community.

Objectives - ELM
1. **Content/Subject Matter**: Candidates will substantiate, in exceptional needs settings, growth in the knowledge of and skills in development and application of curriculum.
2. **Practice Reflective Assessment:** Candidates will demonstrate the ability to select and administer appropriate assessments and to analyze their findings in order to insure quality instruction and behavior modification for exceptional needs students.
3. **Professional Development:** Candidates will show proficiency in the ability to select appropriate instructional strategies and material and implement them effectively to provide quality instruction for exceptional needs students.
4. **Management of Time, Classroom, and Behavior**: Candidates will express knowledge of behavioral interventions and the temperament, values, and dispositions necessary for their ethical implementation with exceptional needs students.
5. **Building Learning and Services Networks:** Candidates will exhibit skill and initiative in collaboratively working with students, their parents, and members of the professional community to provide appropriate services and education for exceptional needs students.

6. **Rights and Responsibilities:** Candidates will confirm an understanding of and compliance with the legal responsibilities inherent in teaching exceptional needs learners.

7. **Implementing Instructional Effectiveness**: Candidates will apply theory to appropriate settings and audiences as well as development in the use of higher order cognitive skills.

8. **Computer Literacy:** Candidates will validate competency in the use of Blackboard as a learning and reporting tool.

Admission Requirements - ELM

Applicants to any program within the IWU graduate education department will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his or her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him or her for licensure.

Candidates entering this program must have a baccalaureate degree. Candidates in the program will complete a Competency Assessment Portfolio in a practicum or in a student teaching experience under the supervision of a teacher licensed in either one or more areas of mild and/or profound intervention. Persons not holding a current teaching license will participate in a student teaching experience.

1. All applicants must have:
   - A baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
   - A cumulative grade point average of 2.75 from the baccalaureate-degree- granting institution at which at least a minimum of 30 hours was completed.
   - If the candidate has a (but not necessarily current) state-issued teaching license (not an emergency license, limited license, or a substitute teacher's license) a copy is required.
   - Satisfactorily pass and submit from the state of residence a criminal history background check and sexual offender screening. All applicants must have a limited criminal history check and give permission for a sexual offenders screening. The first step is to complete the Request for a Limited Criminal History Check form with your State Police Department.

2. Indiana applicants and non-Indiana applicants requiring an Indiana license for transfer must have:

   - Passing Indiana scores on two of the following Praxis 1 exams: Math (175), Reading (176), and Writing (172).
   - Passing Indiana score on the third Praxis 1 exam not completed upon program entrance. The third Praxis 1 exam must be successfully passed prior to entering the third course of the Exceptional Learners program.
   - NOTE: For Indiana teachers who received their original license after July 1, 1985, a copy of the original license will serve as proof of acceptable scores.
   - NOTE: The Praxis 1 requirement may be waived for teachers who can supply documentary evidence that they have taught for three or more years on a regular (not limited, emergency, or substitute) teaching license in the academic field for which the license was issued.

3. Non-Indiana applicants from states accepting a letter of program completion from Indiana Wesleyan University in place of an Indiana license must have:
   - A disclaimer signed by the applicant stating that the applicant understands that Indiana license requirements are not being met and that the applicant does not wish to request an Indiana teaching license.
   - Satisfactorily pass and submit from the state of residence a criminal history background check and a sexual screening check if not included in the criminal history check.

Probationary Admission - Candidates not meeting the minimum GPA requirement for admission may be admitted as follows:

1. Automatic Probation - Applicants having a cumulative GPA of 2.50 to 2.74 will be eligible for enrollment on a probationary status without further review.

2. Probation by Appeal - Applicants having a cumulative GPA of 2.00 to 2.49 may petition the Admissions Appeals Committee for probationary entrance. It is incumbent on the applicant to present evidence that demonstrates reasonable assurance of ability to complete the program.

3. Removal from Probation - At the end of the first three courses, the candidate must have received no grades lower than a "B-" and have earned a cumulative GPA of 3.00.

Program of Study - ELM

Program courses contain knowledge and skills of educational theory and research in the field. Candidates will utilize their learning by engaging in professional activities and participate in the various learning communities that assist in the development of becoming lifelong learners who will reflect on and adapt their practices in ways that will have a positive impact on the field. The program is tailored to develop candidates by expanding teaching knowledge and skills

through continuous theory to practice proficiency development, in order to gain knowledge, skills, and dispositions necessary to meet the needs of students with exceptional needs.

Candidates who have a teaching license will complete the Competency Assessment Portfolio in four phases in alignment with coursework. Candidates must successfully pass each phase before progressing to the next phase.

Candidates who do not have a teaching license will successfully complete the Competency Assessment Portfolio. The student teaching experience will provide opportunity for portfolio development.

Licensing - ELM

Program completers who satisfactorily complete all testing and other state requirements will be recommended by Indiana Wesleyan University to the Division of Educator Licensing and Development.

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

1. Earn a cumulative GPA of 3.0 and a minimum grade of "B-" in all Exceptional Learners Program courses.

2. Submit an electronic portfolio demonstrating satisfactory competence in required standards.

3. Receive a recommendation from the candidate's Instructor/Advisor.

4. Receive a recommendation from the principal of the candidate's cooperating K-12 school(s).

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

6. * Per the Indiana Department of Education Division of Educator Licensing and Development, those seeking initial licensure in "Exceptional Needs: Mild Intervention" must successfully pass the Praxis-0353 Special Education: Core Principles Content Knowledge with a score of 150 and Praxis-0542 Education of Exceptional Students: Mild to Moderate Disabilities with a score of 156.   Successfully passing the Praxis II is also an Indiana Wesleyan University Exceptional Learners program requirement for all program completers. Passing the Praxis II exams are required for those seeking an "Exceptional Needs: Mild Intervention" licensure through the IWU Exceptional Learners Program.

Course Descriptions - ELM

EDS-520   Understanding the Exceptional Needs Learner   3
The definition, characteristics, and methodology unique to learners with mild disabilities and the interplay between the learner, the teacher, the family, the school environment, peers, and the community are the focal points of this course. These elements are analyzed against the backdrop of federal, state, and local rules, regulations, policies, and practices that govern the provision of special education services.

EDS-522   Historical Perspectives of Special Education: Law, Policy, and Practices   3
This course examines and considers the influence and impact of legislation and court cases on the provision of special education services to students with disabilities. Course content and activities center on relevant federal, state, and local procedures for implementing effective special education programs for all students.

EDS-530   Diagnosing and Managing Behavior: Theory, Applications, and Field Practice   3
This course examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. There is a focus on various techniques and methods of applied behavior analysis to both manage the behavior and the environment. Course content is integrated with practicum experiences specific to the student's course of study.

EDS-532   Assessing Learning: Theory, Development, and Field Applications of Diagnostic, Formative, and Summative Tools   3
This course focuses on competency development in the knowledge base, construction of, and/or application of formal and informal assessments via online and K-12 classroom application learning formats.   Emphasis is placed in demonstration of competence in the interpretation of assessment data and their implications in designing educational experiences for Mild Exceptional Needs learners. Appropriate K-12 Practicum activities are designed to facilitate student's learning and its assessment through the creation of products and process observations that meet the objectives of this course and validate student competency in related Conceptual Framework Expectations.

EDS-534   Teaching the Exceptional Learner: Theory, Applications, and Field Practice   4
Methods and materials which focus on educational needs of the adolescent and young adult learner with mild disabilities are the focus of this course.   A variety of curriculum approaches are presented, including: functional/vocational,   learning strategies,   and collaborative teaching. This course also focuses on the instructional and curricular approaches that accommodate the academic, social, cognitive, communication, and physical needs of the elementary learners with disabilities. Theoretical perspectives will be the foundation for informed, knowledgeable teaching practice.

EDS-536A-D   Field Application and Performance Competency Validation - A-D   1
This series of one semester hour courses provides the candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of the candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-536C for EDS-536D.

EDS-540   Developmental Reading: Theory, Applications, and Field Practice   3
This course focuses on the developmental nature of reading abilities for students with mild learning disabilities, regardless of whether those students are in a self-contained or inclusive setting. Scientifically based research is used to form the framework for various cognitive learning theories as they apply specifically to reading skills. Application of those theories is the dominant theme in

classroom field settings, as candidates practice the reading strategies and cognitive sequencing taught in this course.

EDU-574 Facilitating Learning With Technology 2
This is a hands-on experience course where candidates gain skill in the selection and utilization of appropriate technological applications to facilitate K-12 student learning. Learning theory, curriculum models and developmental levels of K-12 students will be presented as guides for the selection of technology tools and applications.

EDS-575 Student Teaching One 4
This course provides the candidates working in K-12 exceptional needs settings with supervised practical application of program knowledge, skills, dispositions, and assessment in the Teacher Decision Maker domains. Candidates will complete authentic assessments to document professional growth through an Applied Competency Assessment Portfolio. This course may be repeated for additional areas of licensure. Graded on a CR/NC basis.

Advanced Studies for Teacher Leaders Division

Master of Education (M.Ed.)

The Master of Education (M.Ed.) program is designed for practicing classroom teachers seeking an advanced degree with an emphasis on standards-based curriculum and instruction. The program emphasizes the application of theories of learning and instruction to the professional setting. Courses are designed to provide participants with methods and materials they can use in their classrooms, including the latest available technology. Instruction is designed to model best practices and procedures in the classroom. Diversity, technology, and leadership strands run throughout the program.

The advanced M.Ed. degree has developed five program domains in preparing the adult professional educator as a "World Changer."

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

The program consists of a 30 hour master's degree in Education with no electives required.

The 30-hour core M.Ed. program is offered in two delivery formats:

1. **Onsite**
   - Seven courses (total of 21 credit hours) are taught in five 8:00 a.m. to 5:00 p.m. Saturday sessions; each course is approximately eight to 10 weeks in length. These courses are taught in a specific, sequential order.
   - One course (EDU-589) is a two-credit course approximately six to eight weeks in length.
   - One course (EDU-559) is divided into four, onsite meeting days over the course of about a year's time; coursework is completed through a practicum model and is done independently. EDU-559 will be offered as a course that is specific to the content area specialty and is worth three credits.
   - One course (EDU-556) is divided into a two credit class (EDU-556A) and a one credit class (EDU-556B).
   - One course (EDU-597) is a Seminar in Education worth one credit. This course meets for one workshop to promote diversity among candidates and cohorts, to explore a contemporary education issue, and to collaborate on the development of the Applied Master's Portfolio.

2. **Online (Web Based, Windows format; details available at http://www.IWUOnline.com)**
   - Seven courses (total of 21 credit hours) are taught in eight, one-week workshops. Each course is approximately eight to 10 weeks in length, depending on holiday breaks. These courses are taught in a specific, sequential order.
   - One course (EDU-589) is a two-credit course approximately six to eight weeks in length.
   - One course (EDU-559) is divided into four, one-week workshops over the course of about a year's time; coursework is completed through a practicum model and is done independently. EDU-559 will be offered as a course that is specific to the content area specialty and is worth three credits.
   - One course (EDU-556) is divided into a two credit class (EDU-556A) and a one credit class (EDU-556B).
   - One course (EDU-597) is a Seminar in Education worth one credit. This course meets as a one week workshop to promote diversity among candidates and cohorts, to explore a contemporary education issue, and to collaborate on the development of the Applied Master's Portfolio.

Mission - M.Ed.
The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

Objectives - M.Ed.
The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

1. **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.

2. **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.

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

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

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

Admission Requirements - M.Ed.

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

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

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

3. Public school candidates to the M.Ed. Program would need:
   - A valid (but not necessarily current) state teacher's license.
   - One year of teaching experience (i.e., a minimum of one semester and one day).
   - Supporting documentation demonstrating access to a P-12 classroom (e.g., letter or contract from the prospective candidate's principal or school district).

4. ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
   - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license.
   - One year of teaching experience (i.e., a minimum of one semester and one day), under contract and performed in a classroom.
   - Supporting documentation demonstrating access to a P-12 classroom (e.g., letter or contract from the prospective candidate's principal or school district).

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

Non-Admittance Policy:

1. If the candidate does not successfully pass EDU-559A for credit, the candidate will be withdrawn from all courses in the M.Ed. program. Should the candidate wish to apply for re-admittance to the M.Ed. Program, the candidate will complete a Candidate Remediation Conference with the Program Director or his or her faculty designee and an Instructor/Advisor to be assigned to the candidate. A Candidate Remediation Plan will be developed and agreed to by the Program Director or his or her faculty designee, the Instructor/Advisor, and the candidate. The candidate will be readmitted to the M.Ed. program with the first available cohort. The candidate must take EDU-559A again and must pass with credit. Should the candidate fail to satisfy any portion of the Candidate Remediation Plan or fail to pass with credit EDU-559A a second time, the candidate will be recommended to the Associate Dean for permanent dismissal from the M.Ed. program.

2. If the candidate does not successfully pass EDU-559B for credit, the candidate will be withdrawn from all courses in the M.Ed. program. Should the candidate wish to apply for re-admittance to the M.Ed. Program, the candidate will complete a Candidate Remediation Conference with the Program Director or his or her faculty designee and an Instructor/Advisor to be assigned to the candidate. A Candidate Remediation Plan will be developed and agreed to by the Program Director or his or her faculty designee, the Instructor/Advisor, and the candidate. The candidate will be readmitted to the M.Ed. program with the first available cohort. The candidate must take EDU-559B again and must pass with credit. Should the candidate fail to satisfy any portion of the Candidate Remediation Plan or fail to pass EDU-559B a second time, the candidate will be recommended to the Associate Dean for permanent dismissal from the M.Ed. program.

Re-admittance Policy - Candidates who have previously withdrawn from the Master of Education program voluntarily (i.e., the candidate was not withdrawn due to failing to pass EDU-559A or EDU-559B) and who wish to be re-admitted to the program are welcome to return. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.

2. The Director reserves the right to require that the candidate audit some courses that the candidate may have already completed if the Director determines that the material is significantly different than when the candidate first took the course.

3. The program requirements existing at the time of re-admission are the requirements the re-admitted candidate must meet prior to program completion.

Program Requirements - M.Ed.

Attendance - In addition to IWU's attendance policy for adult and graduate students, the M.Ed. program also has a tardy

policy. For students enrolled in the M.Ed. program, a tardy will be recorded if the student misses 120 minutes of class time for sessions that are eight hours in length. If a student accumulates two tardies during a course, this will result in an absence being recorded on the student's attendance record.

Bridge Programs to the Master of Education Degree
Indiana Wesleyan University offers prospective candidates from two different graduate certificate programs the opportunity to bridge into the M.Ed. program.

Transition to Teaching (TTT/CBE) Certificate Completers
- Prospective candidates who have completed the Transition to Teaching certificate program and meet all other admission requirements for the M.Ed. program may complete the requirements for the M.Ed. degree. Prospective candidates will enter an existing M.Ed. cohort for completion of the following 24 hours of M.Ed. coursework. Six hours of their previous coursework will complete the requirements of the 30-hour degree.

EDU-559A	Applied Masters Portfolio Practicum	1
EDU-565	Standards-Based Differentiated Learning	3
EDU-556A	Applied Educational Research A	2
EDU-559B	Applied Masters Portfolio Practicum	1
EDU-550	Curriculum: Development and Design	3
EDU-597	Seminar in Graduate Education	1
EDU-553	Individual Assessment for Student Performance	3
EDU-589	Instructional Approaches for Teaching Diverse Populations	2
EDU-556B	Applied Educational Research B	1
EDU-551	Instructional Theory and Design	3
EDU-559C	Applied Masters Portfolio Practicum	1
EDL-557	Educational Leadership	3

Exceptional Learners (ELM) Certificate Completers - Prospective candidates who have completed the Exceptional Learners certificate program and portfolio, and meet all other admission requirements for the M.Ed. program may complete the requirements for the M.Ed. degree. Prospective candidates will enter an existing M.Ed. cohort for completion of 22 hours of M.Ed. coursework. Eight hours of their

previous coursework will complete the requirements of the 30-hour degree.

EDU-559A	Applied Masters Portfolio Practicum	1
EDU-565	Standards-Based Differentiated Learning	3
EDU-556A	Applied Educational Research A	2
EDU-559B	Applied Masters Portfolio Practicum	1
EDU-550	Curriculum: Development and Design	3
EDU-597	Seminar in Graduate Education	1
EDU-553	Individual Assessment for Student Performance	3
EDU-556B	Applied Educational Research B	1
EDU-551	Instructional Theory and Design	3
EDU-559C	Applied Masters Portfolio Practicum	1
EDL-557	Educational Leadership	3

Graduation Requirements - M.Ed.
To graduate, candidates must have completed the following:

1. Successful completion of the M.Ed. 30 semester hour core curriculum.

2. Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "C" in each course.

3. Payment of all tuition and fees is required to receive a diploma.

4. Satisfactory completion of the Applied Masters Portfolio as a culminating project including at least one level exhibit from each of the five program domains achieving a 4.0 score (on a four-point scale). All remaining portfolio exhibits must achieve a 3.0 score (on a four-point scale).

Course Descriptions - M.Ed.

EDU-545 Contemporary Issues in American Education 3
This course provides an opportunity for prospective candidates to investigate the influence that contemporary social issues exert on systems of formal education. In particular, prospective candidates will examine change processes as they occur in education and acquire the basic skills needed to serve as world changers in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, prospective candidates will initiate work, which will enable the prospective candidates to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

EDUE-545   Contemporary Issues in Christian Education   2
Contemporary Issues in Christian Education provides an opportunity for students to accomplish four major objectives. First, students will examine the links between education and its interpersonal context. Second, students will explore the ways in which teachers can serve as agents of change in the lives of their individual students, the education profession, and society at large. Third, students will study the ways in which contemporary issues and agendas for change demand the formation of a critically examined yet stable and defensible foundation of core values. Graduate students examine the ways in which a core of Christian values addresses contemporary issues and agendas for change. Fourth, out of the foregoing discussions, students will write a working draft of a Professional Mission Statement. This mission statement will serve as foundation for developing the Applied Masters Portfolio throughout the rest of the M.Ed. course of graduate studies. Not open to students who have received credit for EDU-545.   (China students take this course with EDUE-546 instead of EDU-545.)

EDUE-546   Christian Philosophy of Education   1
Christian Philosophy of Education provides an introduction to a biblical worldview and a Christian philosophy of education. It requires students to examine the presuppositions upon which they base their personal and professional actions and behaviors, and has them develop a coherent worldview by reflecting on and answering the metaphysical, epistemological, and axiological questions. Additionally, the course leads students to develop a philosophy of education based on their worldview, and uses that philosophy to address issues relative to teaching, including the nature and potential of the student, the role of the teacher, the content of the curriculum, teaching methodology, and the social function of the school. This course is open only to those seeking ACSI or other Christian School certification.   (China students take this course with EDUE-545 instead of EDU-545.)

EDU-559A   Applied Masters Portfolio Practicum   1
This course will provide the candidate with supervised practical application of Teacher as a World Changer research to practice authentic learning experiences at the classroom and building level. Candidates will demonstrate and exhibit curriculum and instruction skills leading to greater success for the diverse needs of learners. Authentic performance based assessment performances will be observed, assessed, and documented in the Applied Masters Portfolio through the program. Candidates are expected to utilize the acquired knowledge for school improvement as a teacher leader.

EDU-554   Technology in Education   3
This course will examine the use of computer technology for instructional and classroom management purposes. Prospective candidates will become acquainted with hardware and courseware through "hands on" experience with laptop computers (IBM compatible). Emphasis is placed on the use of available equipment and upon the evaluation and integration of instructional software within the standard classroom. The delivery support and classroom use of technology are examined. Special attention is given to the curricular integration of those technologies. Prospective candidates are exposed to and trained in the use of computer applications. Participants will evaluate their own use and their school district's use of technology. They will examine ways they might serve as change agents by moving the use of technology forward in their schools.

EDU-556A   Applied Educational Research A   2
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context.   Candidates are expected to share the results of their research with colleagues in their particular building or school district providing teacher leadership opportunities for the candidate.

EDU-589   Instructional Approaches for Teaching Diverse Populations   2
This course is intended to provide candidates with an overall conceptual understanding of multiple perspectives on diversity in today's educational settings. Additionally, candidates are expected to take that understanding and apply it to their classroom settings in ways that provide more inclusive techniques for students placed in their charge. A broader understanding of the community in which the candidates teach is also an important facet of this course.

EDU-565   Standards-Based Differentiated Learning   3
This course focuses on the major theories, strategies, and applications of standards-driven learning environments. Participants in this course will utilize self-assessment tools and reflective practices in addition to reviewing current literature and educational research studies prior to developing a personal growth plan based around content and developmental standards for professional educators. Emphasis will be placed on the nature of the educational change process in a problem-based learning environment from a Christian worldview.

EDU-550   Curriculum: Development and Design   3
This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Showcase Teaching Unit that will synthesize their learning. Activities will be consistent with the Teacher as World Changer conceptual framework and its corresponding five outcomes.

EDU-553   Individual Assessment for Student Performance   3
This course will explore current practices and research on effective formative and summative assessments for P - 12 classrooms. It is designed to help the teacher leader explore the construction, selection, and use of criterion-referenced, norm-referenced, and alternative assessment methods based upon course objectives which align with state and national standards. Emphasis is placed on measuring and recording P-12 student learning and making adjustments to instruction based on assessment data. Not open to students with credit in EDUE-553 or EDU-539.

EDU-551   Instructional Theory and Design   3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.

EDU-556B   Applied Educational Research   1
This course is a continuance of the two hour Research class offered earlier in the program.

EDU-559B   Applied Masters Portfolio Practicum   1
A continuation of EDU-559A.

EDL-557 Educational Leadership   **3**

Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDU-559C Applied Masters Portfolio Practicum   **1**

A continuation of EDU-559A and B.

EDU-597 Seminar in Graduate Education   **1**

Candidates will have the opportunity to collaborate with others from other cohorts that have similar content areas, grade levels, and teaching areas as well as with those from various content areas, levels, and teaching assignment areas. Seminars will include discussion on current topics based on recent news, recent research and/or speakers. Time will also be allotted to collaborate on portfolio exhibits. The candidates will: 1.Participate in discussion and presentations from experts regarding recent topics in education. 2. Collaborate with others in their content area, grade level and teaching assignment area. 3. Interact with candidates from different content areas, grade levels and teaching assignment areas. Prerequisite: EDU-559A

Continuing Studies for Teacher Leaders

Graduate courses offered through IWU's Continuing Studies for Teacher Leaders are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Continuing Studies for Teacher Leaders are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in Continuing Studies for Teacher Leaders courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Registration Procedures - Continuing Studies for Teacher Leaders

Those new to Indiana Wesleyan University may register in Continuing Studies for Teacher Leaders courses as a non–degree seeking student based on submission of the following:

1. Continuing Studies for Teacher Leaders course registration form.
2. A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework through Continuing Studies for Teacher Leaders does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through Continuing Studies may be applied toward an IWU graduate education degree.

Course Descriptions - Continuing Studies for Teacher Leaders

* indicates courses offered through Performance Learning Systems

* * indicates courses offered through Canter and Associates

EDU-500   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. Not open to students who have received credit for EDUE-505.

EDU-502   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.

EDU-503   Teaching through Learning Channels*   **3**
This course is a high-impact staff-development program that empowers teachers to reach the learning style preferences of all students. Learn to rotate kinesthetic, tactual, auditory, and visual verbs and activities. Increase academic success for all students by using teaching activities for all student preferences. Observe and practice five steps that ensure concept development in students. Build memory techniques to expand students' short- and long-term memory.

EDU-504   Brain-Based Ways We Think and Learn*   **3**
This course opens the doors to brain-compatible teaching by matching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that simulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.

EDU-505   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 EDU-529 or EDU-507.

EDU-510   Assertive Discipline and Beyond**   **3**
The behavior management program that teachers have turned to for over 15 years has been revised and updated for the modern classroom. Teachers today face more complex situations in the classroom than they did just a few years ago. In this course teachers will learn how they can prevent behavior problems by teaching all students to choose the responsible behavior that results in fewer classroom disruptions, increased academic success, and higher self-esteem.

EDU-511   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.

EDU-513   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.

EDU-514   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.

EDU-519   Questions for Life*   1
Questions for Life trains teachers to ask questions in the classroom that are the same as those that people ask in all life situations. At the same time, teachers are trained to help students recognize the type of questions being asked and the type of critical thinking required to get the answers. Teachers are trained to teach their students to ask the questions themselves. There are eleven questions: Perception, Induction, Analysis, Same/Different, Insight, Appraisal, Summary, Evaluation, Idea, Prediction, and Action. Teachers become familiar with highly effective questioning combinations which produce student thinking and internalization of curriculum.

EDU-522   Achieving Student Outcomes Through Cooperative Learning*   3
Students working in groups engage in decision-making processes similar to real-life situations. Learning is enhanced through the cooperative learning model. Teachers will be training in the techniques for setting up effective cooperative learning models. Classroom management techniques, which provide structure while students work in groups, will be discussed and modeled.

EDU-525   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.

EDU-527   Teaching Students to Get Along:
Reducing Conflict and Increasing Cooperation in the Classroom (Grades K-8)**   3
This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their students, to increase positive pro-social behavior, and to reduce the possibility of violence in the classroom. Learning activities will direct course participants toward understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU-529   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 EDU-505 or EDU-507.

EDU-531   Create Meaningful Activities 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.

EDU-532   Building Your Repertoire of Teaching Strategies**
3
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.   Not open to students who have received credit for EDU-551 or EDUE-551.

EDU-533   Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences**   3
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which are designed to address the diverse learning needs of students. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU-534   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.

EDU-535   Helping Students Become Self-Directed Leaders**   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.

EDU-537   Purposeful Learning Through Multiple Intelligences*
                3

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

EDU-538   Classroom Management to Promote Student Learning**   3

Participants will examine the elements and models of classroom management and discipline. Participants will explore their philosophical beliefs about how students learn best with the intention of devising a personal approach to management -- one that meets the needs of their students, their needs, and the needs of the situation. Emphasis will be placed on preventive strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth.   Not open to students who have received credit for EDU-595.

EDU-539   Assessment to Improve Student Learning**   3

This course is designed to assist teachers in learning the theoretical foundations and practical strategies that address the current thinking on classroom assessment. Participants will learn the critical role that classroom assessment plays in the learning process. Both traditional and contemporary methods of assessment will be presented. The ultimate goal of the course is to provide assessment strategies that not only measure student progress but also significantly improve teaching and learning.   Not open to students who have received credit for EDU-553 or EDUE-553.

EDU-541   Hands-on Science   3

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

EDU-542   Linking New Brain Research to Classroom Practice
                3

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

EDU-543   Teaching Reading in the Elementary Grades**   3

Teaching Reading in the Elementary Grades is a three-semester (five-quarter) hour graduate course requiring 122.5 hours of coursework by participants. The course is designed to assist teachers in learning the theoretical foundations and practical strategies that incorporate current research and models of what works in classrooms. Participants will learn how to create and manage a balanced curriculum of reading instruction to meet the needs of **all** learners; how to diagnose and assess reading difficulties and provide appropriate interventions. The goal of the course is to enable teachers to apply their knowledge based on current research in reading and effective strategies for teaching reading in their classrooms and to provide balanced reading instruction for **all** students. A balanced approach to reading instruction combining the best components of the

top-down and bottom-up approaches will be included in this course. Presentations and classroom scenes will show students reading authentic, engaging texts and learning specific word analysis skills, and teachers engaging their students in responding to texts at a holistic level and systematically teaching the language structures and skills students need to decode and gain meaning from print. Classroom demonstrations will also show students using decoding and other cueing strategies they need to develop reading fluency. Students will be viewed employing a variety of comprehension strategies to gain meaning from print. Reading and writing will be presented as reciprocal constructive processes and special attention will be given to intermediate grade students engaged in reading-writing activities in content-area study.   Not open to students who have received credit for EDU-567 or EDU-586.

EDU-546   Improving Reading in the Content Areas**   3

Content literacy is the ability to use reading and writing to learn subject matter in a given discipline. Making literacy a top priority means reading strategies must be incorporated into courses across the curriculum throughout the middle school and high school years. Content-area teachers are in a strategic position to influence adolescents' use of literacy for academic learning. To this end, every teacher has a role to play. Improving Reading in the Content Area is designed to help teachers understand their roles in building content literacy in their classrooms. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU-547   Successful Teaching for Acceptance of Responsibility*   3

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

EDU-548   Building Your Technology Education Skills (BYTES)*   3

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

EDU-555   Meeting Diverse Learning Needs in the Inclusive Classroom   3

This course is designed to help regular classroom teachers learn how to adapt, adopt, and/or create classroom instruction and materials to meet a variety of needs pertinent to P-12 inclusive classrooms. These adaptations must support curricular goals, assessment methods, and instructional strategies in such a way as to improve P-12 student learning. Since funding for new instructional materials can represent a significant challenge for teachers, effective grant writing will also be included in this course. Multicultural concerns, balanced grading and assessment, multiple intelligences, exceptional needs, and diversity issues must be considered when developing these adaptations to promote learning opportunities for all students. Not open to students who have received credit for EDU-593.

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

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

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

EDU-563 Merging Educational Goals and Interactive Multimedia Projects (MEGABYTES)* 3
This course will lead teachers from the entry level of technology use in their classroom to integration of new technologies into class activities and projects, and development of new approaches to teaching and learning that use technology and the natural curiosities of their students. Participants should have completed the BYTES course or have a strong foundation in Microsoft Power Point programs. Not open to students who have received credit for EDU-554.

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

EDU-566 Designing Motivation for all Learners* 3
This course provides a comprehensive view of the interaction between the learner, their motivation for learning, and the teacher. The areas of review include a review of motivational theory and practice, the variability of learner characteristics, strategies for the design and implementation of motivational support structures.

EDU-567 Strategies for Literacy Instruction - Phonics, Vocabulary, and Fluency 3**
This course introduces several aspects of a balanced approach to literacy instruction, focusing on the area of word study. Key topics include developmental word knowledge, the roles of phonics instruction, vocabulary instruction, and others. Research -based instructional strategies are also presented . Not open to students who have received credit for EDU-543.

EDU-568 Foundations of Reading Literacy 3
This course provides foundational knowledge and principles that underlie the topics, issues and strategies relevant to reading instruction.

EDU-569 Designing Curriculum and Instruction with the Learner in Mind K-12 3**
This graduate course introduces curriculum, instruction, and assessment in the context of standards and accountability, and holds paramount the goal of high levels of learning and achievement for all students. Teachers examine their academic standards and design classroom curriculum and instruction that will challenge and affirm all learners. Teachers use a thoughtful design process that emphasizes the importance of alignment, current learning theory and learner variables, and the need for differentiation to meet diverse student needs. Not open to students who have received credit for EDU-550 or EDUE-550.

EDU-584 Preparing Effective Mentors 3
This course is designed to train experienced teachers to assist beginning teachers through the first year teaching experience. The focus will be effective communication, support, adult learning theory application to mentor relationships, classroom observation techniques, and standards-based teaching techniques.

EDU-586 Strategies for Literacy Instruction - Comprehension 3**
This course provides research-based comprehension strategies for all K-6 grade teachers. This course focuses on comprehension in reading and key concepts such as prior knowledge, metacognition, and reading as a constructive process are discussed. Strategies of instruction and assessment are introduced. Not open to students who have received credit for EDU-543.

EDU-587 Methods of Small Group Instruction 3
This course focuses on the purposes of various types and sizes of small groups and on methods for implementing them in the classroom. Teachers will explore how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

EDU-588 Designing Differentiated Learning Environments 3
This course serves as a foundation for classroom teachers who seek to improve their delivery of curriculum, assessment, and instruction to diverse P-12 populations. Recent research studies on cognitive learning theories form an integral part of this course as classroom teachers are shown various methods of improving their students' learning, including the retention and generalization of that learning over time. The benefits of vertical and horizontal articulation of diverse learning environments within schools and school districts will also be highlighted. Not open to students who have received credit for EDUE-507.

EDU-590 Reading to Learn Comprehensive Strategies* 3
This course provides a number of suggested methods to help teachers who do not have a background in reading comprehension strategies, to help their students better understand content area reading materials. Special attention is given to students who do not speak English as their primary language.

EDU-591 Effective Mathematic Instruction for Middle and High School Teachers 3
This course is designed to assist middle and high school mathematics teachers in designing and implementing effective mathematic lessons that engage students in higher order thinking skills. The course is designed to provide practical guidance for utilizing concepts of brain research and multiple intelligences in the teaching of mathematics.

EDU-592 Integrating the Internet into the K-12 Curriculum 3**
This course is designed to offer practical guidance and a rationale for using the Internet in the classroom. A variety of research-based instructional models are introduced to help teachers make effective use of the Internet in their own classrooms.

EDU-593 Including Students With Special Needs: Curriculum, Instruction, and Assessment 3**
Teachers are shown how to design, adapt, and/or modify curriculum, instruction, and assessment in order to maximize learning for students with special needs, even if those students have not been legally identified as having a specific disability. Effective collaboration skills are also taught as a way of supporting special needs students in inclusive classrooms. Not open to students who have received credit for EDS-500 or EDU-555.

EDU-594 Leadership for School Improvements 3
This course is designed to provide school leaders and teachers with the skills necessary to analyze student and school-wide data and to implement research-based strategies that increase student achievement. Topics include the identification and analysis of areas of need related to student learning, selection and implementation of appropriate research-based strategies to improve student achievement, and monitoring of student learning. In addition, the importance of collegial relationships, team learning, and collaborative inquiry in data analysis, school improvement planning, and decision-making are explored.

EDU 595 Classroom Management: Orchestrating a Community of Learners 3
This course equips experienced and beginning educators with current, research-validated concepts and strategies for orchestrating classroom life in a way that enables all students to maximize their learning potential. Specific strategies are provided in the following areas: the physical environment, rules and routines, flow of instruction, reinforcements for desired student behaviors, a hierarchy of consequences for minor to major student misbehaviors, parent involvement, and teacher resilience. Not open to students who have received credit for EDU-538.

EDUE-501 Intercultural Communication and Assimilation 3
This course aids in the development of intercultural communication skills and attitudes for adaptation to the cross-cultural context of the multi-national school community.

EDUE-502 Growth and Development of Third Culture Kids in the International Context 3
This course is designed to prepare teachers and administrators for working in multicultural schools in the international context. Topics covered include understanding third culture kids (TCKs), the school environment, and the educational and interpersonal skills necessary for effectiveness. Self-assessment and reflection are encouraged in order to become healthy, adjusted members of the host country culture, the mission subculture, and the body of Christ in the overseas school.

EDUE-503 Creating an Interactive Classroom 3
Research strongly supports the contention that students need to be actively involved in constructing their own knowledge and their own learning. For teachers, this finding has significant implications for the design of instructional strategies and classroom organization. This course is designed to provide a comprehensive overview of the theory and practice of creating an interactive classroom through the use of problem-based learning, interactive strategies, and collaborative group work.

EDUE-504 Advanced Approaches to Using Technology in the Classroom 3
This course builds on EDU-554 "Technology in Education" by extending the uses of computer technology to additional instructional and classroom management purposes. Teachers will be assisted in moving to more transforming uses of technology (as opposed to literacy uses, a term used by Porter, http://www.bjpconsulting.com/spectrum.html). This course will provide participants with more advanced methods for integrating technology into the learning process. Tools will also be explored that would save teachers time and help organize their craft.

EDUE-505 Building Communication and Teamwork in the Classroom* 3
Compelling research across a broad spectrum of educational arenas clearly indicates that students learn and achieve better in a positive and inviting learning environment that emphasizes mutual respect and caring. Building Communication and Teamwork in the Classroom is a Performance Learning Systems course that equips experienced and beginning P-12 educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies that participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building. Collectively, these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive. Not open to students who have received credit for EDU-500.

EDUE-507 Differentiated Instruction for Today's Classroom*3
This course equips experienced and beginning P-12 educators with the essential knowledge and skills to implement differentiated instruction (DI) successfully in their own classrooms. In a highly interactive learning environment that models the DI principles and processes participants will learn, class members will gain expertise in understanding and implementing a broad range of strategies associated with three essential, distinguishing components of DI: first, the teacher's role as guide and facilitator in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration; second, the interdependent nature of flexible grouping and assessment in a DI classroom; and third, the adaptation of curriculum content, processes (activities), and products to provide students with entry points to learning that match their readiness, interests, and/or learning profiles. Not open to students who have received credit for EDU-588.

EDUE-509 Reading Across the Curriculum* 3
This course provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the

classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivations, and grade-level vocabulary.

EDUE-510   Using Technology to Support Diverse Learners in P-12 Instructional Settings   3
This course will combine technology skills acquisition with strategies for integration of digital tools into differentiated instructional practices in P-12 learning environments. Candidates will design activities that demonstrate appropriate ways to use digital technology to meet existing curricular objectives, to expand curricular options, and to facilitate meaningful learning experiences for all the students in their P-12 instructional settings.

EDUE-530A   Aligning the Curriculum for Improved Student Performance   2
This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning.

EDUE-530B   Aligning the Curriculum for Improved Student Performance   3
This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning. Candidates will design classroom implementation plans to support differentiated instruction.

EDUE-541   Behavioral, Academic, and Social Interventions   3
This course provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to the intervention model, educators implement a solution seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted interventions for the classroom that promote student resiliency and encourage students to reach for success. It emphasizes creating a learning alliance with students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic, and social interventions.

EDUE-544   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. Not open to students who have received credit for EDU-545 or EDUE-545. Prerequisite: Master of Education or special permission

EDUE-549   Research to Improve Curricular and Instructional Design   2
The course is designed to provide the M.Ed. candidate with the conceptual and analytical skills necessary to conduct professional literature-based research and professionally report research findings and apply them to curriculum, instruction, and assessment designs that elevate diverse students' learning.

EDUE-550   Curriculum Development: Theory and Application   3
This course will enable students to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the professional literature and theoretical foundations of curriculum, models for curriculum development, and curriculum processes and participants. The course is designed to assist teachers in translating theory into practice through development of a school-based project that will synthesize their learning. Not open to students who have received credit for EDU-550 or EDU-569. Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-551   Instructional Design: Theory and Application   3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations. Not open to students who have received credit for EDU-551 or EDU-532. Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-553   Assessing Student Performance   3
This course will explore current practices and research on effective models of traditional and non-traditional methods of P-12 classroom assessment. Differences between qualitative and quantitative assessment tools will be examined within the context of classroom learning, including references to action research data collected by classroom teachers. Emphasis is placed on measuring and recording P-12 student learning. Not open to students who have received credit for EDU-553 or EDU-539. Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-556   Applied Research in Education   3
An introduction to research strategies, with an emphasis on implementing, analyzing and reporting the action research process in the candidate's P-12 classroom. Topics in the course include a survey of the common approaches to educational research, the development of research questions and hypotheses, the process of collecting and analyzing qualitative and quantitative data, and the development and compilation of the educational research report. Not open to students who have received the educational credit for EDU-556 or EDUE-602. Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-560   Introduction to Teacher Leadership   3**
This course introduces the concept of teacher leadership and its value in the field of education today. Teachers will self-assess, analyze, and cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They will learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges. The primary emphasis in this course will be on teachers' self-examination and self-perceptions with regard to teacher leadership.

EDUE-622   Advanced Reading, Writing, and Content Learning   3

This course explores research-based reading and writing strategies that will enable students in grades 4-12 to better understand and remember course content. A primary focus is how reading and writing complement each other while supporting content-based inquiry.

EDUE-624   Teaching Reading, and Writing to Low-Performing Readers   3

This course explores research-based strategies that will help the low-performing reader, grades 2 -12 develop reading and writing skills.   The focus is on the scientific research of literacy and how to translate this into classroom practice. Topics include assessment, phonemes, phonemic awareness, language structure, and metacognitive approaches to instruction to remediate weak literacy skills.

EDUE-631   Developing Skilled Writers   3

This is an advanced course that helps practitioners teach the writing process, the elements of good writing, and the different forms of writing. The writer's workshop, writing for publications, tying grammar instruction to writing, and using graphic organizers to develop the types of paragraphs are some of the topics explored. In addition, assessment and evaluation of writing will be discussed.

EDUE-632   Reading Development and Instruction, K-6   3

This course focuses on the practical implementation of reading research in the elementary classroom, K-6. The stages of reading development will provide the framework for understanding the instructional needs of students at each level. Practitioners will evaluate materials and curriculum on the basis of research and adapt strategies to produce independent readers at every grade level.

EDUE-633   World Music Drumming   3

This course, based on the curriculum developed by Will Schmid, will introduce students to the basics of African and Caribbean drumming, xylophone playing, and singing. The course will present strategies on how to implement and teach a world music drumming curriculum in the K-12 school program, or other venues such as church or community programs. The course will include large group instruction, small group interaction, guided micro-teaching/leading, ensemble creation, improvisation and performance. No prior knowledge in drumming is assumed.

EDUE-634   Global Mythology: Issues of Literary, Criticism, and Interpretation   3

This course requires participants to examine dozens of mythological stories from modern and ancient cultures by utilizing several learning perspectives. Literary merit, coupled with cultural sensitivity, is contextualized to both the origination and archetypal meaning of mythological texts. The use of specific, myth-based language forms and linguistic conversations is analyzed across academic disciplines to determine the pervasiveness of mythological influences on societal norms and communication.

EDUE-635   Phonemes, Phonics, and Language Structure   3

This course provides a critical foundation in understanding phonemes, phonics and the structure of our language. It explores the historical, linguistic, and instructional frameworks related to the development of these literacy skills and the research basis for them. This advanced course prepares teachers to effectively teach these concepts to beginning readers in grades K-5 and low-performing

readers in grades K-12. It also prepares instructional leaders to mentor practitioners in implementing these strategies.

EDUE-636   Historical Research: Rationale and Application 3

This course forces students to use modern technology when investigating primary source documents for evidence of historical dissonance. Students must select an area of civic dissonance to research regarding stated American ideals and evidence of actual American practices. Finding and evaluating patterns in the historical past regarding similar dissonance should shed light on current civic activities found today in the United States. Students will extend their content knowledge of the democratic foundations of American civic society and display extensive critical thinking when drawing reasonable conclusions on a contemporary historical issue. It is expected that an article of these conclusions will be submitted to a reputable journal as a gesture of the students' civic responsibility to contribute to the development of their field.

EDUE-637   21st Century Literacy in Historical Research Methods   3

This course requires participants to use Internet "blogs" and other more traditional documents to teach secondary school students how to research a historical topic. Participants will create a unit on one topic from their history curriculum, including an annotated webliology of blogs (appropriate for middle and/or high school students) and links to well-accepted primary and secondary source documents as a way to increase student interest in factual verification of information. Emphasis is placed on teaching students to think critically and to discern patterns, themes, and/or connections between historical information sources when analyzing print and non-print media.

EDUE-638   Advanced Mathematics Methods and Assessment Practices   3

This course is designed to explore instructional theory and assessment practices as related to mathematics in middle and secondary schools as well as the development of thematic units. Emphasis is placed on assessment-driven instruction. The course focuses on all aspects of an effective mathematics classroom including the first day of school, developing classroom rules, classroom management, developing an educational environment conducive to learning, and designing lessons that target students' active participation.

EDUE-639   Ethics, Advocacy, and Administration of Music Education   3

This course will address issues of ethics as related to music teaching in such areas as copyright law, concept programming, budgeting, curriculum planning, and administration of school music programs. Strategies for advocacy will be included with regard to promoting, and maintaining public/private school music programs.

EDUE-641   Graduate Music Education Technology Course   3

This course is designed for the music educator. The purpose of this class is to develop skills in using technology to better enhance both teaching students and administrating the music classroom. Students will also be able to incorporate a variety of computer-assisted teaching and learning tools into their music curricula. They will examine and evaluate multimedia and computer-assisted-instruction lessons. The internet will be examined as a tool for music instruction including the creation of a music education Web site. Students will learn to make critical judgments about the appropriateness of selected music hardware and software for particular educational applications. Students will also use software that could enhance communication to

parents as well as organize their future classrooms. Music notation software will be explored in detail. As a Christian educator, it is our duty and responsibility to develop our God-given talents and skills to the fullest potential. It is the desire of the instructor to have the students find how technology can best enhance the craft of music, as well as education.

EDUE-642   Topics and Trends in Cellular Biology   3
This laboratory oriented course is an examination of techniques presently being used to study genetics, cell biology, and molecular biology. Special emphasis will focus on areas of study useful in secondary school laboratory investigation.

EDUE-643   Field Natural History of the Midwest   3
This field course is an intensive study of the diversity of flora and fauna found in natural regions of the Midwest. Opportunity to view natural areas first hand and experience representative regions is an essential part of the field experience. Discussion, interview, journaling, and various field activities will enhance the learning of the region's biodiversity.

EDUE-651   Teaching English Language Learners   3
This course is an overview of the five stages of language development of the English Language Learner (ELL). It examines language, culture, instruction, assessment, and professional development through the lens of these five stages. Candidates will explore ways to design a classroom environment, instructional strategies, and assessment tools that support these students. In addition, they will develop a plan to enhance their own professional growth in ELL.

EDUE-673   Strategies for Professors of Assessment of K-12 Student Learning   3
A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in the assessment of student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assessing the learning of K-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-675   Strategies for Professors of Performance Based Assessment   3
Participants in this course conduct in-depth analyses of current research, theory, and practice in the area performance-based assessment with special emphasis on the portfolio model and apply their new knowledge through mentoring teachers in portfolio development skills. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-676   Strategies for Professors of Instructional Design and Practices to Enhance P-12 Student Learning   3
A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in facilitating P-12 student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assisting the learning of P-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-677   Strategies for Professors of Methods of Teaching Science, Social Studies, and Mathematics to Elementary Students   3
A course designed to provide in-depth knowledge and training for professors of methods of teaching science, social studies, and

mathematics for elementary teachers through critical analyses of relevant and current research, theory, and trends and the application of this new knowledge and skills in the professional development of elementary school teachers. The spiritual growth of the participants and their mentoring the spiritual growth of teachers are important course elements.

EDUE-680   Strategies for Professors of Reading Theory and Practices for the K-12 Classroom   3
A course designed to provide in-depth knowledge and training for professors of reading through critical analyses of current research, theory, and trends in the teaching of reading, and application of this new knowledge and skills through the professional development of teachers of reading. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-682   Strategies for Professors of Diagnostic Practices and Their Implications in the K-12 Reading Classroom   3
This course is designed to provide in-depth knowledge and training through the critical analyses of current research and International Reading Association guidelines in the diagnosis, assessment, and evaluation of reading problems for those involved in remediation. Training in prescriptive instructional strategies, curriculum materials, practice in administering informal assessments, diagnostic report writing, and professional development activities are emphasized. The spiritual growth of the participants and their development in facilitating the spiritual growth of teachers are important course elements.

Educational Administration Department

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to a comprehensive P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is developed on the foundation of the Indiana Department of Education, Division of Professional Standards (DPS) Advisory Board, Building Level Administrator Standards; Interstate School Leaders Licensure Consortium (ISLLC) Standards; and the Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency in relation to the DPS/ISLLC/ELCC Standards through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass the School Leaders Licensure Assessment.

The program curriculum consists of three components including some courses earned for a master's degree:

1. Fifteen credit hours of cognate courses as included in Indiana Wesleyan University's M.Ed. program.
2. Nine credit hours of professional studies courses, one of which is included in the IWU M.Ed. program.
3. Nine credit hours of school-based learning in the internship phase of the program.

Nine semester hours with a grade of "B" or higher from an approved institution may be transferred in for the cognate or professional studies courses. The internship phase courses must be taken at IWU.

Admission Requirements - PLP
All candidates will:

1. Be enrolled as a full-time M.Ed. candidate or have completed the M.Ed. degree at Indiana Wesleyan University or a master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
2. Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program.

3. Hold a teaching license.
4. Have a minimum of three years of teaching experience.
5. Submit a type-written statement explaining the applicant's desire to pursue a P-12 Building Level Administrator's license through IWU. The statement should include a discussion of the applicant's potential, strengths, and passion to pursue a rigorous preparation program leading to qualification as a school leader. Particular attention is to be given to the clarity of ideas expressed, organization of the paper, sentence fluency, and the conventions of written expression. This statement is to be attached to the application.
6. Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the DPS by the university for an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Re-admittance Policy - Students who have previously withdrawn from a program of study in the School of Educational Leadership and who wish to be re-admitted to the program are welcome to return. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.
2. The Director reserves the right to require that the student audit some courses that the student may have already completed if the Director determines that the material is significantly different than when the student first took the course.
3. The program requirements existing at the time of re-admission are the requirements the re-admitted student must meet prior to program completion.

Mission - PLP
The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous

improvement; and successful learning for all students and adults.

Objectives - PLP

The Department of Educational Administration has adapted the DPS/ISLLC/ELCC Standards as the program objectives for the Principal as Servant Leader conceptual framework. The standards have been incorporated into the objectives of each course, the multiple means of authentic assessment and reflection within the program, and the culminating standards-based portfolio assessment process that runs through all courses in the program. The program objectives are:

1. **A Vision of Learning:** To facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the greater school community.

2. **School Culture and Instructional Leadership:** To advocate, nurture, and sustain a school culture and instructional program conducive to student learning, fairness, and continuous instructional improvement.

3. **Managerial Leadership:** To ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. **Collaboration:** To collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

5. **Integrity and Fairness:** To act with integrity, fairness, and in an ethical manner.

6. **The Political, Social, Economic, Legal, and Cultural Context:** To understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Prerequisites - PLP
Prerequisites for EDL-612

EDL-610 must be completed with a grade of "B" or better to be enrolled in EDL-612, Principal Internship. A grade below "B" will require a temporary withdrawal from the Principal Licensure Program (PLP) and a repeat of EDL-610. A candidate who requests and receives approval for a grade of "Incomplete" for EDL-610 must temporarily withdraw from the PLP, work to change the grade from "I" to at least a "B," and re-enroll for EDL-612 the next academic year.

Prerequisites for EDL-625

EDL-612 must be completed with a grade of "B" or better to be enrolled in EDL-625, Applied Principal's Portfolio Practicum. A grade below "B" will require a temporary withdrawal from the Principal Licensure Program (PLP) and a repeat of EDL-612. A candidate who requests and receives approval for a grade of "Incomplete" for EDL-612 must temporarily withdraw from the PLP, work to change the grade from "I" to at least a "B," and re-enroll for EDL-625 the next academic year.

Program of Study - PLP
Foundational Studies – 15 Hours (These courses are included in Indiana Wesleyan University's M.Ed. core)

EDU-545	Contemporary Issues in Education	3
EDU-550	Curriculum: Development and Design	3
EDU-551	Instructional Theory and Design	3
EDU-553	Individual Assessment of Student Performance	3
EDU-556	Applied Educational Research	3

Professional Studies – 9 Hours

EDL-557	Educational Leadership	3
EDL-616	School-Community Collaboration	3
EDL-618	Legal Aspects of School Administration	3

School-Based Internship – 9 Hours

EDL-610	Principalship	3
EDL-612	Principal Internship	3
EDL-625	Applied Principal's Portfolio Practicum	3
TOTAL		**33**

Program Requirements - PLP
Matriculation Policy - All candidates will have a maximum of three calendar years from their first enrollment in a PLP course to complete all the requirements for recommendation for a Building Level Administrator license. In the event of extenuating or emergency circumstances, exceptions to this policy may be made on the basis of an approved appeal from the student to the Director of the Principal Licensure Program.

Attendance Policy - The nature of the Principal Licensure Program requires candidates to attend all class sessions. Some courses (EDL-610, EDL-616, and EDL-618) are each comprised of six workshops which extend over a specified time period as scheduled by the university. Each internship practicum (EDL-612 and EDL-625) runs for an entire semester and is comprised of two seminars and three regional team meetings.

Candidates are expected to be present when a class or meeting begins and remain for the entire session. To be counted "present", a candidate must attend three-fourths of the total class or meeting time. Class attendance records are maintained by the faculty member and are recorded on the university database. Faculty members may factor lateness, early departures, and full absences into a candidate's course grade, as long as such factors are addressed in the course syllabus.

Under emergency circumstances, a candidate may be allowed one absence in courses that are five class sessions or fewer in length, or two absences in courses that are six or more class sessions in length. Candidates are to inform the faculty member, in advance if possible, regarding absences and make-up work.

University policy states that if a candidate exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."

Candidates who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Candidates needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Grades: Maintaining Grades of "B" or Better - Candidates who earn a grade less than "B" in EDL-557, EDL-616 and/or EDL-618 must repeat the respective course earning a grade of "B" or better. Candidates who earn a grade less than "B" in EDL-610, EDL-612, or EDL-625 must temporarily withdraw from the Principal Licensure Program and re-take that course earning a "B" or better as a requirement for re-instatement to the PLP.

Applied Principal's Portfolio Continuation Course - The Applied Principal's Portfolio Continuation course provides a decision point for candidates who have completed EDL-612 and EDL-625 but who have not met the competency requirement to complete and formally present the Applied Principal's Portfolio. Candidates who have not completed and presented the Applied Principal's Portfolio by the end of EDL-625 must enroll in this course to pursue licensure as a Building Level Administrator. The cost of the course is equal to tuition for one credit hour in the program plus any required fees.

Candidates who have not completed and presented the Applied Principal's Portfolio by the end of EDL-625 AND who do NOT choose to pursue licensure may choose not to take EDL-613 Applied Principal's Portfolio Continuation.

Competency Requirement - To complete the Principal Licensure Program, a candidate must finish and formally present and defend the Applied Principal's Portfolio. The transcript will not reflect program completion until this requirement is met. Prior to the candidate meeting this competency requirement, the transcript will show only courses taken.

Exit from the Principal Licensure Program - To officially complete the Principal Licensure Program, a candidate must finish and formally present the Applied Principal's Portfolio. The transcript will not reflect program completion until this requirement is met. Prior to the candidate meeting this competency requirement, the transcript will show only courses taken.

When the candidate has successfully completed the requirements of the Principal Licensure Program and has passed the School Leaders Licensure Assessment, he or she may complete an application process through which the university will recommend to the Indiana Department of Education Division of Professional Standards that the Indiana P-12 Building Level Administrator's initial practitioner license be issued.

Course Descriptions - PLP

Cognate Courses

EDU-545 Contemporary Issues in American Education   3
This course provides an opportunity for students to investigate the influence that contemporary social issues exert on systems of formal education. In particular, students will examine change processes as they occur in education and acquire the basic skills needed to serve as agents of change in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, students will initiate work which will enable the students to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

EDU-550 Curriculum: Development and Design   3
This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Showcase Teaching Unit that will synthesize their learning. Activities will be consistent with the Teacher as World Changer conceptual framework and its corresponding five outcomes.

EDU-551 Instructional Theory and Design   3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.

EDU-553 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.

EDU-556 Applied Educational Research   3
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research

Proposal. They then implement the entire action plan cycle in their specific educational context.

Principal Licensure Program Courses

EDL-557   Educational Leadership   3
Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDL-610   Principalship   3
The school principal must be able to facilitate development of a shared vision, positive culture, effective management and school-community collaboration leading to creation of a dynamic community of learners. The principal is an agent of continuous improvement linking improved learning to the quality of life of the individual. The course will include a review of the structure of P-12 education at the state and local levels and examination of current knowledge, principles, issues, trends, models, methods, relationships, and goals of P-12 schools. Focus is on the best practices, duties, responsibilities, and competencies of school principals as instructional leaders. The DPS/ISLLC/ELCC standards are the guiding principles for this course. Prerequisite: EDL-557

EDL-612   Principal Internship   3
Experiential practice in the specialized 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 the Applied Principal's Portfolio. The candidate will be coached by a practicing principal (mentor) at the building level and a University Supervisor from Indiana Wesleyan University. Prerequisite: EDL-610

EDL-616   School-Community Collaboration   3
This course will include the examination of models and practices in collaboration between the school and various stakeholders in the greater school community. The focus of study involves developing shared vision, community involvement, school-community relations, utilization of community resources, media relations, power structures, and institutional changes. As a result of this course, the school administrator will promote the success of all students and staff by collaborating with all stakeholder audiences in responding to diverse community interests and needs.

EDL-618   Legal Aspects of School Administration   3
This course is designed to focus on the issues in school law that principals will be expected to know when they take their first position as a school leader. The course will primarily focus on Indiana law, but will also expose potential leaders to case law outside the borders of Indiana and the possible ramifications of that case law. Further, the school administrator will gain working knowledge of the state school code, state and local policies that affect schooling, and the administration of contracts with bargaining units and how they affect the greater school community.

EDL-625   Applied Principal's Portfolio Practicum   3
The professional growth and development of the aspiring building level administrator or supervisor will culminate in the presentation and explanation of the Applied Principal's Portfolio. The candidate will show proficiency in the six ISLLC/ELCC domains and priority knowledge, disposition, and performance expectations of the DPS/ISLLC/ELCC Building Level Administrator criteria. The candidate will demonstrate the fundamental proficiencies to serve as an agent of continuous improvement as a school leader. Prerequisite: EDL-612

EDL-613   Applied Principal's Portfolio Continuation   0
This course provides the candidate a ten-week opportunity to complete and present the Applied Principal's Portfolio begun in EDL-612 and EDL-625. This course must be taken immediately following the completion of EDL-625 if the candidate chooses to continue to pursue licensure. Candidates who do not complete the portfolio process in EDL-625 and who do not register and complete this course will not be eligible for licensure. The candidate continues school-based activities that demonstrate the knowledge, skills, and proficiencies identified in the DPS/ISLLC/ELCC Standards, builds appropriate portfolio exhibits under the direction of the University Supervisor, and formally presents the portfolio in a professional setting. This course may be repeated once for a maximum of two ten-week continuations. Prerequisite EDL-625

Principal Licensure Program Elective

EDL-617   School Finance   3
This course is designed to prepare principals for the complex area of school finance. The course will focus on the knowledge base necessary for both school building and district business administration including budgeting and accounting. The principal is faced with wearing many hats. These hats range from curriculum and instruction to financial responsibility with many hats in between. The principal will promote the success of all students, staff, parents, and community by having a working knowledge of school finance.

Educational Specialist Program (Ed.S.)

The Educational Specialist Degree (Ed.S.) is a degree and licensure program for district level administrators. The World Changer Model places an emphasis on vision of learning, school culture, leadership, influence, integrity, fairness, collaboration, and ethics. Candidates in the Ed.S. program will study school law, school finance, P-12 curriculum and instruction, and school facilities management. Upon program completion, candidates are expected to possess knowledge, skills, and dispositions aligned to ISLLC/ELCC and Education Unit Standards. Successful candidates are expected to demonstrate the ability to: synthesize knowledge, utilize action research to improve schools and school districts, communicate effectively, think critically and reflectively, identify effective teaching for learning, adapt instruction and support services to the needs of diverse learners, assess learning outcomes, engage in professional development, and be active school leaders in their district, community, and state.

Mission - Ed.S.

The Educational Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary world changers who model Christlikeness and who are able to facilitate a culture of optimal social, emotional, and spiritual health and well-being, continuous improvement, and successful learning for all students and adults.

Objectives - Ed.S.

The Department of Educational Administration has adapted the DPS/ISLLC/ELCC/ Education Unit Standards as the program objectives for the Superintendent as a World Changer conceptual framework. The standards have been incorporated into the objectives of each course, the multiple means of authentic assessment and reflection within the program, and the culminating standards-based portfolio assessment process that runs through all courses in the program. The program objectives are:

1. A Vision of Learning: To facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the greater school community.

2. School Culture and Instructional Leadership: To advocate, nurture, and sustain a school culture and instructional program conducive to student learning and continuous instructional improvement.

3. Managerial Leadership: To ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaboration with Families and the Community: To collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

5. Acting with Integrity and Fairness and in an Ethical Manner: To act with integrity, fairness, and in an ethical manner.

6. The Political, Social, Economic, Legal, and Cultural Context: To understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

7. Application of Knowledge: To experience significant internship opportunities and practice to synthesize and apply guided cooperatively learned skills in real work settings for graduate credit.

8. Policy Implementation: To guide, facilitate, and support the success of all learners by recommending and implementing policy that guides district operations.

Admission Requirements - Ed.S.

Participants will:

1. Have completed a master's degree from a regionally accredited body or the Association for Biblical Higher Education.

2. Be currently employed by a public or non-public school and/or have access to a central office experience.

3. Hold a valid teaching license.

4. Be eligible for an Administrative License by having completed a Principal Licensure Program or received a Master's Degree in Administration, plus have taken and successfully passed the School Leaders Licensure Assessment (SLLA) test with a grade approved by the state in which you have taken the preparation program and the SLLA test.

5. Have a minimum of three years teaching experience

6. Present at least three letters of recommendation; at least one must be a sitting central office administrator.

7. Present a completed internship agreement with a school corporation.

8. Cumulative GPA of 3.25 or better in graduate level courses.

The possible admission decisions are acceptance, probationary acceptance (some but not all prerequisites met),denial (accompanied by recommendations to complete process), or non-acceptance.

Re-admittance Policy:

Students who have previously withdrawn from a program of study in the School of Educational Leadership and who wish

to be re-admitted to the program are welcome to return.   The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.

2. The Director reserves the right to require that the student audit some courses that the student may have already completed if the Director determines that the material is significantly different than when the student first took the course.

3. The program requirements existing at the time of re-admission are the requirements the re-admitted student must meet prior to program completion.

Program Requirements - Ed.S.

Matriculation Policy - All candidates will have a maximum of three calendar years from their first enrollment in the program to complete all the requirements for recommendation for a District Level Administrator license.   In the event of extenuating or emergency circumstances the candidate can appeal to the Director of the Department of Educational Leadership.

Grades - Maintaining Grades of "B" or Better - The candidate is expected to maintain a 3.5 or higher GPA in all professional studies courses. Any grade below "B" will not apply toward the degree licensure program. Candidates who earn a grade less than "B" in EDL-600, EDL-602 and/or EDL-620 must repeat the respective course earning a grade of "B" or better. Candidates who earn a grade less than "B" in EDL-700, EDL-701, or EDL-705 must temporarily withdraw from the Program and re-take that course earning a "B" or better as a requirement for re-instatement to the   Program.

Integrity - The Education Specialist Degree Program will expect all candidates to maintain and promote the highest standards of moral principle and professional integrity. These standards apply to examinations, assigned research papers, projects, relationships, and portfolio development. Violation of these standards may result in suspension or dismissal.   On all matters concerning academic grievances originated by faculty or candidates, the initial recourse is through the Program Director.   Any candidate's who feels he or she has not been given adequate consideration, may appeal to the Director, Department of Educational Administration.

Exit from the Program - To officially complete the Education Specialist Program, a candidate must present and defend the Standards Research-Based Thesis.   The transcript will not reflect program completion until this requirement is met.   Prior to the candidate meeting this competency requirement, the transcript will show only courses taken. When the candidate has successfully completed the requirements of the Program, he or she will be awarded the Education Specialist Degree and then eligible to complete an application process through which the university will recommend to the Department of Education Division of

Professional Standards that the Indiana P-12 District Level Administrator's initial practitioner license be issued.

Program of Study - Ed.S.
Pre-Requisites - 6 hours

EDL-557	Educational Leadership	3
EDU-556	Applied Education Research	3

Core Program – 15 Hours

EDL-600	District Curriculum Leadership	3
EDL-602	Leading Schools to be Culturally Responsive	3
EDL-605	District Personnel Management and Supervision	3
EDL-620	Advanced School Finance	3
EDL-615	District Facilities Management and Leadership	3

Internship and Thesis – 9 Hours

EDL-705	ISLLC/IDOE Standards Based Research Thesis	3
EDL-700	Applied Superintendent's Internship Program	3
EDL-701	Applied Superintendent's Internship Program II	3

Electives – 30 Hours

	Electives from EDU or EDUE courses	30
TOTAL		**60**

Graduation Requirements - Ed.S.
To graduate, candidates must have completed the following:

1. Successful completion of 60 graduate semester hours of which 24 must be IWU hours.

2. Successful completion of the eight Ed.S. core and internship/thesis courses with a minimum grade of "B" or higher.

3. Cumulative GPA of 3.25 or higher.

4. Successful completion and oral presentation of the portfolio and defense of the thesis based on the eight DPS standard for district level administrators and competencies.

5. Payment of all tuition and fees is required to receive a diploma.

Course Descriptions - Ed.S.

EDL-557   Educational Leadership   3
Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings.

Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDU-556   Applied Educational Research   3
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context.

EDL-602   Leading Schools to be Culturally Responsive   3
This course reflects upon the needs of the district administrator to broaden their scope to be culturally responsive in all diverse settings. Although the urban setting will be a main focus, the course will cover the areas of diversity in both the urban and rural settings. The prospective leader will be exposed to, and apply, practical and effective theory in the myriad of areas needed to assure they are prepared for a diverse and culturally responsive district leadership position.

EDL-605   District Personnel Management and Supervision   3
The District Personnel Management and Supervision course is a 3 hour blended course. This course explores the various functions considered vital to the efficient use of the school district's most valuable asset, its human resources. This course covers the area of staffing, employee professional development and training, creation of a favorable work environment, federal and state regulations, and the operation of management-labor relations. Activities and assignments will provide hands-on exploration of all aspects of human resource management in creating win-win results through creative problem-solving processes.

EDL-705   ISLLC/IDOE Standards Based Research Thesis   3
This course will build on the completed portfolio to produce a professional written thesis organized as a scientific analysis of theory and practice for continuous school improvement reflecting comprehensive P-12 experiential learning, proficiency development, and leadership influence aligned with the eight conceptual framework domains of the ISLLC Standards. A comprehensive paper applying all of the ISLLC criteria in a research based thesis will be orally defended as the "showcase product" of their servant leader practices. The thesis will focus on a research based instructional and assessment continuous school improvement project.

EDL-600   District Curriculum Leadership   3
This three hour course is designed to prepare aspiring district level administrators with the fundamental knowledge of curriculum development, curriculum alignment, pedagogical synergy, and research-based instructional methodologies.   In order for the candidates to be able to lead curricular change at the corporation level, the following topics will be addressed: models of curriculum development and alignment and curricular integration through various research-based instructional methods.

EDL-620   Advanced School Finance   3
he Advanced School Finance Course is designed to prepare aspiring district level administrators with integral knowledge and enhanced skills for district and building level budgets and accounting practices to enhance governance, promote servant leadership, collaborate with

local involvement, incorporate efficient and effective use of monies, as well as to exhibit ethical and moral behavior and decision-making.

EDL-700   Applied Superintendent's Internship Practicum   3
District Level Internship (3 Hours Blended).   The internship is aligned with the first semester of a school year. This course involves a supervised experiential practice in a school setting along with coursework and a portfolio to maximize an intern's knowledge, performance, and dispositions aligned with the ISLLC/IDOE Standards. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

EDL-615   District Facilities Management and Leadership   3
The District Facilities Management/Leadership course is a 3 hour blended course. All processes and procedures of administrative responsibility including facility needs and assessments processes, actual renovation process, new construction of facilities, facility staffing, facility occupation, ongoing maintenance and improvement of existing facilities, safety procedures and planning will be a major focus of the course.

EDL-701   Applied Superintendent's Internship Practicum II   3
District Level Practicum (3 Hours Blended).   The practicum is aligned with the second semester of the school year.   The professional growth and development of the aspiring district level administrator will culminate in the presentation of the portfolio based on ISLLC/IDOE Standards for district level school leader's criteria. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

License Renewal, Professional License, and Recertification

License Renewal
Courses offered through the School of Educational Leadership are designed to further develop the skills of classroom teachers. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses may be used to renew the Indiana teaching certificate. Renewal requires completion of six semester hours of graduate level coursework, completed at an accredited university within the five year period leading up to the renewal process taking place. All courses have been approved by the Indiana Department of Education's Office of Educator Licensing and Development (OELD).

Professional License
The requirements for professionalizing a teaching license vary according to academic discipline. ALL professionalization applications, however, will require completion of a graduate degree. In addition, applicants must provide proof directly from a high ranking school official of having completed five years of teaching experience (subsequent to the issuance of the standard license) in accredited schools at the level covered by the license.

Recertification Requirements
1. Applicants must have a valid Rules 46-47, Bulletin 400, or earlier rules standard/provisional license from the State of Indiana. (IWU cannot process either reciprocal licenses or renewals of Rules 2002 licenses as this must be completed directly through the Office of Educator Licensing and Development.)

2. Applicants must complete the online application for renewal of their Indiana Teaching, Administration, or School Services License. Instructions for this process are provided in the licensing section of the IWU Web site.

3. Applicants must submit a copy of their license to the university license advisor. If the license is unobtainable, please contact IWU.

4. Applicants must provide a $ $30 personal check payable to Indiana Wesleyan University as a processing fee. (Fee is waived for IWU graduates or for those currently enrolled in a degree/certification program at IWU.)

5. A minimum of three semester hours of graduate coursework must be completed at IWU within five years of the time that the renewal takes place in order for IWU to assist with the processing of the license renewal. If any of the six hours of coursework used for license renewal is completed at a university other than IWU, an official transcript from that university showing those hours must be sent to the license advisor at IWU for

validation purposes. The Office of Educator Licensing and Development does not permit the processing of license renewal requests until at least 60 days prior to the license expiration date.

School of Liberal Arts

Addictions Counseling Department

Addictions Counseling - BS

The Bachelor of Science degree with a major in Addictions Counseling provides an in-depth education from a Christian perspective for persons who desire to understand and/or serve addicted persons and their families.

Objectives - Addictions Counseling (BS)

Graduates from this major should be able to:

1. Explain the biopsychosocial-spiritual dimension of addictions.

2. Demonstrate an understanding of sin and God's transformative power and grace using helpers and helping systems across the biopsychosocial and spiritual dimensions of addiction/recovery.

3. Synthesize assessment and enhancement of client motivation within a broader context of assessment, treatment planning, and client/system change.

4. Differentiate among and evaluate the theories underlying addictions counseling and apply them in practice.

5. Discuss the pharmacological properties of major drugs and their impact on the brain and behavior.

6. Demonstrate an understanding of ethical practice with diverse population.

7. Facilitate group therapy for addicted individuals effectively.

Admission Requirements - Addictions Counseling (BS)

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.

2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.

3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.

   - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.

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

Prerequisites - Addictions Counseling (BS)

Students in this program are required to complete the following course before starting the core program:

PSY-150   General Psychology

Graduation Requirements - Addictions Counseling (BS)

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

1. Completion of 124 semester hours.

2. Cumulative GPA of 2.0 or higher.

3. Completion of the required core courses with a GPA of 2.25 or higher.

4. Completion of 30 hours of liberal arts as specified.

5. Payment of all tuition and fees is required to receive a diploma.

Course Descriptions - Addictions Counseling (BS)

Pre-requisite Course

PSY-150   General Psychology   3
Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychopathology and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect upon, discuss, and write about the insights gained about themselves.

Core Courses

ADC-202   Principles of Addictions Counseling   4
This course will provide both an overview of addictions counseling and a focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style and analysis, communication processes within groups, goal setting, prioritizing, and time-management. The remainder of the course material will address major concepts and themes in the field of addictions. Many of these themes will be connected to the student's sense of "life calling". A Christian understanding of the human dilemma of addiction will be developed. This course is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling.

ADC-210   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.

PSY-250   Developmental Psychology   3
A survey of human development and changes throughout the life cycle. Prerequisite: PSY-150

SOC-210   Minority Group Relations   3
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.

PSY-322   Physiological Psychology   3
A study of the neurophysiology that underlies human behavior. Emphasis will be given to the mechanisms of the central nervous system which mediate sensation, perception, consciousness, motivation, learning, and emotional behavior.

ADC-212   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.

PSY-366   Psychology of Abnormal Behavior   3
Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment. Prerequisites: PSY-150, PSY-322, and a developmental course (PSY250, PSY-251, or PSY-252)

ADC-310   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 bio-psychosocial assessment, summary case conceptualization, treatment recommendations, and diagnosis.

PSY-370   Theories of Personality   3
A survey of some of the major theories of personality development and the parallel therapeutic approaches. The purpose is an attempt to explain shared human nature as well as individual differences. Critical evaluation of the theories from a Christian perspective is a vital component of this class. The course also qualifies as a "writing across the curriculum" course and involves creating and developing the student's own personality theory. Prerequisites: PSY-150 and PSY-322; and a developmental class (PSY-250, PSY-251, or PSY-252)

ADC-320   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.

ADC-330   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).

ADC-458   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 consideration and guidelines associated with the treatment of diverse populations. The course will provide the student opportunities for service-learning.

ADC-461   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, ADC-461-462 - observation; semester two, ADC-463-464 - further development and experience.

ADC-462   Addictions Counseling Practicum II   2
See ADC-461.

ADC-463   Addictions Counseling Practicum III   2
See ADC-461.

ADC-464   Addictions Counseling Practicum IV   2
See-ADC-461.

Criminal Justice Department

The College of Adult and Professional Studies offers associate and bachelor's degrees with majors in Criminal Justice as well as a 15-hour certificate program.

Criminal Justice - AS

The Associate of Science degree with a major in Criminal Justice consists of 62 credits of coursework which includes both criminal justice and liberal arts curricula.   The program design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option at the associate level.

This degree is designed specifically to prepare working adults to enter or to advance in the fields of criminal justice and homeland security.

The courses in the program relate theory to practice. Instructional methods include lectures, seminars and workshop activities. Students will form study groups to assist in the learning process. Most courses are three credit hours each. Each course is a required component of the program (core) and should be taken in sequence.

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

The same courses offered in the classroom setting are also offered via the Internet.   Details are available at http://www.IWUOnline.com.

Admission Requirements - Criminal Justice (AS)

The admission requirements for the associate degree program with a major in Criminal Justice offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.

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

Graduation Requirements - Criminal Justice (AS)

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

1. Completion of the core requirements.

2. Cumulative GPA of 2.0 or higher.

3. A minimum of "C" (2.0) must be achieved in both of the communications courses (ENG-140 and ENG-141). Failure to achieve a "C" in either course will require repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated

courses" policy as found in the Academic Information section does not apply in this case.)

4. Payment of all tuition and fees in order to receive a diploma.

Course Descriptions - Criminal Justice (AS)

UNV-111   Philosophy and Practice of Lifelong Learning I   1
This course focuses on understanding and managing the transitions encountered upon entering formal higher education.   Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning. (Students may not transfer in a course to fulfill this requirement.)

ENG-140   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.   (Must be passed with a grade of "C" or higher.)

ENG-141   Communications II   3
This course provides an advanced understanding of the writing process as applied in business situations.   Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

CRJ-181   Introduction to Criminal Justice   3
The course presents an overview of the major components of the criminal justice system: law enforcement, prosecution, the courts, and corrections. A discussion of each from a historical perspective, as well as current trends and events, is also considered.

PHE-212   Health, Wellness & Individual Performance Assessment with Lab   3
Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living.   A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments..

BIL-102   New Testament Survey   3
This course covers the literature of the New Testament.   Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

COM-115   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 emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

MAT-100   Analysis of Data & Research   3
An introduction to basic statistical concepts and some of their social applications. Students will review ethical data collection, interpretation of data, the idea of causation and relationships amongst variables, the role of government statistics, and chance in everyday life. Students may not earn credit in both MAT-100 and MAT-112 or MAT-204.

HST-160   Western Civilization   3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

CRJ-202   Introduction to Corrections   3
An introduction and analysis of American correctional systems with emphasis on the community-based agencies, including an examination of the correctional officer's behavior and correctional legislation.

PSY-150   General Psychology   3
Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychopathology and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect upon, discuss, and write about the insights gained about themselves.

ENG-242   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.

CRJ-246   Criminology   3
A study of crime and delinquency. Theories of causation, methods of correction, and prevention of crime are discussed. Different categories of crimes and their elements are also included.

FINA-180   Humanities: Fine Arts   3
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

CRJ-242   Modern Police Problems   3
Problems and issues in the relationship between police agencies and the total community, including a study of internal police problems such as attitude, deadly force, morale, and the media.

PHL-283   Philosophy and Christian Thought   3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

CRJ-268   Crisis Intervention   3
A study of the dynamics of crisis events including rape, child molestation, suicide, death, hostage situations, stress, and specific intervention strategies with an emphasis on practical application.

PSY-250   Developmental Psychology   3
A survey of human development and changes throughout the life cycle. Prerequisite: PSY-150.

CRJ-270   Homeland Security   3
An overview of U.S. domestic defense and disaster strategies and theories, the history of modern terrorism, and key national policies.

CRJ-318   Criminal Procedures   3
A comprehensive study of the legal procedures affecting criminal investigations. Beginning with an introduction to individual rights under the United States Constitution and the Bill of Rights, the course will thoroughly cover the law of arrest, search and seizure, interrogation, and identification. Basic concepts relating to procedure such as probable cause, the warrant requirement, and exclusion of evidence will be studied. Criminal procedure laws will be examined from the perspective of the investigator, courts, and the accused.

CRJ-290   Colloquium in Criminal Justice   4
An associate-level capstone readings course for majors in criminal justice that explores the most significant works, theories, and trends in the fields of criminal justice and homeland security.

Criminal Justice - BS

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 42 credits in 15 core courses and a total of 124 credits of coursework. Within the core, there is an emphasis in Homeland Security.

With over 1200 occupational specialties available in law enforcement and homeland security, graduates with criminal justice degrees enjoy a wide range of career choices with great opportunities for lifelong advancement. As the world is increasingly beset by crime and terrorism, the need for highly trained leaders in the fields of criminal justice and homeland security has never been greater. This program is designed to open opportunities and positions of leadership to those desiring to make this world a safer and more secure place for their fellow citizens. This need is not likely to diminish in the foreseeable future, and undoubtedly will be a growing and secure employment market for decades to come.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Admission Requirements - Criminal Justice (BS)
The admission requirements for bachelor degree program with a major in Criminal Justice offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.

2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.

3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.

   - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.

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

Graduation Requirements - Criminal Justice (BS)

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

1. Completion of 124 semester hours.

2. Cumulative GPA of 2.0 or higher.

3. Completion of the required core courses with a GPA of 2.25 or higher.

4. Completion of 30 hours of liberal arts as specified.

5. Payment of all tuition and fees is required to receive a diploma.

Course Descriptions - Criminal Justice (BS)

CRJ-281   Principles of Criminal Justice   3
This course will provide both an overview of criminal justice and a focus on group interaction skills and the management of individual and professional priorities.   Some of the areas covered will include behavioral style analysis, communication processes within groups, goal setting, prioritizing, and time-management. The overview of criminal justice will include a focus on Corrections, Criminology, Policing, Crisis Intervention, and Criminal Procedures.

CRJ-309   Youth and Crime   3
The development of delinquent and criminal behavior, initial handling and proper referrals, presenting police technique and special problems with juveniles. Also covers laws and agencies concerned with juveniles.

ADC-210   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.

CRJ-320   Diversity in Criminal Justice   2
Examination of racial, ethnic, gender and religious issues regarding criminal offenders, victims of crime and employees of the criminal justice system.

CRJ-358   Criminal Law   3
Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of officers and citizens, and elements necessary to establish crime and criminal intent.

CRJ-472   Court Procedures   3
This course examines the laws, procedures, and traditions of the criminal courtroom. After an overview of the philosophical and historical foundation of our modern-day criminal court, the course will study the process through the court system from the filing of charges, setting of bail, plea bargaining, and trial. The roles of the various parties in the courtroom--prosecutor, defense attorney, judge, and jury--will be analyzed. Famous trials in Anglo-American jurisprudence will be used to highlight and illustrate basic concepts.

CRJ-461   Ethics in Criminal Justice   3
The study of theories and practices in areas of legality, morality, values and ethics as they pertain to criminal justice with special consideration given to the application of Christian ethical principles to values clarification and decision-making in Criminal Justice agencies and social institutions that influence those agencies.

CRJ-463   Forensics   3
This course introduces students to the collection of forensic evidence, the analysis of forensic evidence, and the use of forensic evidence in criminal trials.

CRJ-465   Constitutional Law/Civil Liberties   3
Relations between the individual and the government as revealed through cases in constitutional law with an emphasis on United States Supreme Court cases involving the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

CRJ-467   Research Methods and Analysis in Criminal Justice 3
This course is an introduction to research methods and data analysis pertinent to the study of crime, criminality, and the criminal justice system.

CRJ-322   Terrorism and Counter-Terrorism   3
Participants will receive an in-depth overview of terrorism and counter-terrorism, both domestic and international. The course will touch on the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad.

CRJ-324   Risk Analysis and Security   3
This course provides an in-depth examination of risk analysis and security threats.   The Risk Analysis and Security course will identify and assess critical vulnerabilities, compare quantitative and qualitative risk analysis, and utilize risk assessment tools in the decision-making process.

CRJ-422   Disaster Preparedness   3
Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. In this course, there will be an emphasis on developing a comprehensive emergency preparedness plan.

CRJ-424   Command and Control/Emergency Leadership   3
Effective communication is essential during a natural or man-made disaster. Topics covered include staffing the emergency operations center (EOC), coordinating with supporting agencies, and the importance of continuing liaison.

CRJ-486   Capstone in Criminal Justice and Homeland Security   1
Students completing this course will enhance their research, analysis, and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research, and write a scholarly research piece addressing a current issue within Criminal Justice or Homeland Security relevant to their interests.

Criminal Justice - Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers a certificate in the career area of Criminal Justice. For a current listing of courses and information, please see http://caps.indwes.edu/certificates.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

To be awarded the Certificate, a student will need to take 15 credit hours from the selected courses in the specified certificate area. Degree-seeking student must earn at least nine of the 15 credit hours at IWU. (Six of the credits may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.) Unclassified students must complete all 15 credits through IWU to be eligible for a certificate. A grade of "C" or better must be earned in each course.   The Certificate area will be noted on the transcript.

The following courses are required for Certificate in Criminal Justice:

ADC-210	Addictions Theory
SOC-246	Criminology
PSY-250	Developmental Psychology
PHE-365	Alcohol and Drug Education
	Any Criminal Justice courses (CRJ)

General Studies and Electives Department

The purpose of the major 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 education foundation.

General Studies - AS

The Associate of Science degree with a major in General Studies consists of 62 credits of coursework, which includes both liberal arts requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally accredited institutions or those accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

Admission Requirements - General Studies (AS)
The admission requirements for the associate degree program with a major in General Studies offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.
2. A minimum of two years of post high school full-time work experience or life experience is required. Life experience can include non-traditional definitions of work experience.

Graduation Requirements - General Studies (AS)
To graduate with an associate degree with a major in General Studies from the College of Adult and Professional Studies, the following requirements must be met:

1. 62 credit hours must include 23 hours in Liberal Arts, 15 hours in a concentration, and two credits in required electives as specified below:
2. Cumulative GPA of 2.0 or higher.
3. Payment of all tuition and fees in order to receive a diploma.

Program Requirements - General Studies (AS)
The 62 credit hours required for the associate degree must include 23 hours in Liberal Arts, 15 hours in a concentration, and two credits in required electives as specified below:

1. **Liberal Arts Requirements**
   - Nine credits in Humanities (ENG-242, HST-160, FINA-180, PHL-283).
   - Three credits in Biblical Literature (BIL).
   - Three credits in English Composition (ENG-140 or ENG-141 or the equivalent, must be completed with grade of "C" or better).
   - Three credits in Social Science (ECO, HST, POL, PSY, SOC).
   - Two credits in Physical Education (PHE).
   - Three credits in Science or Math (BIO, EAR, SCI, MAT).

2. **Required Electives**
   - One credit in Introductory seminar (UNV-111).
   - One credit in Liberal Arts Appreciation (UNV-201).

3. **Concentration**
   - Fifteen credit hours total with a 2.0 GPA.
   - Nine of 15 hours must be completed at IWU.
   - Concentrations include those listed below.
   - Individualized concentrations must be approved by the General Studies Faculty Committee.

4. **Concentration Elements:**
   - Business - courses with ACC, ADM, BUS, ECO, or MGT prefixes, except ADM-400.
   - Communications - courses with ENG, WRI, and COM prefixes, as well as MGT-205.
   - Criminal Justice - courses with CRJ prefixes and SOC-246, PSY-365, and PHE-366.
   - Computer Information Technology - courses with CIT and BIS prefixes.
   - Entrepreneurship - ECO-300; two or more courses in accounting; one or more courses in human resources (MGT-435 or 490); one or more non-human resources MGT courses; and ADM or BUS courses.
   - Fine Arts - courses with ART and MUS prefixes and foreign language courses.
   - History - courses with HST prefixes and REL-225.
   - Human Services - courses with SOC and PSY prefixes, and CRJ-268.
   - Liberal Arts - courses with Liberal Arts prefixes, beyond those required for the "general education" component.
   - Life Sciences - courses with BIO, CHE, EAR, SCI prefixes, PHE-140, PHE-141, PHE-362, and PHE-366 with coursework from at least two separate areas required.
   - Marketing - courses with MKG prefixes and MGT-421.
   - Mathematics - courses with MAT prefixes and ADM-320.
   - Religious Studies - courses with REL, PHL, and BIL prefixes.

- Individualized Concentration - permits customized concentration with approval of General Studies Faculty Committee.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees in order to receive a diploma.

General Studies - BS

The Bachelor of Science degree with a major in General Studies provides a general college education for persons to build a strong academic platform for problem solving and from which to make future career and educational decisions. Individuality and flexibility describe this program of studies. Students will find maximum freedom of choice while building on a stable general education foundation.

This program consists of 124 credits of coursework, which includes both Liberal Arts requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 124 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally-accredited institutions or institutions accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

Admission Requirements - General Studies (BS)
The admission requirements for bachelor degree program with a major in General Studies offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.
2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
   - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
4. A minimum of two years of post high school full-time work experience or life experience is required. Life experience can include non-traditional definitions of work experience.

Graduation Requirements - General Studies (BS)
To graduate with a baccalaureate degree with a major in General Studies from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of 124 semester hours which must include 30 hours in Liberal Arts, 30 hours in upper-level coursework, 20 hours in a concentration, and three hours in required electives as specified below.
2. Cumulative GPA of 2.0 or higher.
3. Completion of the required core courses with a GPA of 2.25 or higher.
4. Payment of all tuition and fees is required to receive a diploma.

Program Requirements - General Studies (BS)
The 124 semester hours required for the bachelor's degree must include 30 hours in Liberal Arts, 30 hours in upper-level coursework, 20 hours in a concentration, and three hours in required electives as specified below.

The General Studies format should not be used to fulfill the requirements of other majors within the College of Adult and Professional Studies. Students desiring one of these majors should transfer to the appropriate program.

1. **Liberal Arts Requirements**
   - Six semester credits in Philosophy/Religion/Biblical Literature (three of the six semester credits MUST be in Biblical Literature.
   - Nine semester credits in English/Composition/Speech/Literature (six semester credits MUST be in ENG-140 and ENG-141, ENG-120 and ENG-121, or the equivalent; must be completed with grade of "C" or better).
   - Six semester credits in Social Sciences.
   - Three semester credits in Math.
   - Three semester credits in Science.
   - Three semester credits in Fine Arts/Foreign Language.

2. **Required Electives**
   - One credit in Introductory Seminar (UNV-111) or ADM-201 [two credits] if passing grade is on transcript at the time of enrollment for General Studies courses.
   - One credit in General Studies Colloquium (UNV-401.

3. **Concentration**
   - Twenty credit hours total with a 2.25 GPA.
   - Nine of 20 hours must be completed at IWU.
   - Concentrations include those listed below.
   - Individualized concentrations must be approved by the General Studies Faculty.

4. **Concentration Elements:**
   - Business - courses with ACC, ADM, BUS, ECO, or MGT prefixes, except ADM-400.
   - Communications - courses with ENG, WRI, and COM prefixes, as well as MGT-205.
   - Criminal Justice - courses with CRJ prefixes and SOC-246, PSY-365, and PHE-366.
   - Computer Information Technology - courses with CIT and BIS prefixes.

- Entrepreneurship - ECO-300, two or more courses in accounting or fraud examination, one or more MGT courses, and ADM or BUS courses.
- Fine Arts - courses with ART and MUS prefixes and foreign language courses.
- History - courses with HST prefixes and REL-225.
- Human Services - courses with SOC and PSY prefixes, and CRJ-268.
- Liberal Arts - courses with Liberal Arts prefixes.
- Life Sciences - courses with BIO, CHE, EAR, SCI prefixes, PHE-140, PHE-141, PHE-362, and PHE-366 with coursework from at least two separate areas required.
- Marketing - courses with MKG prefixes and MGT-421.
- Mathematics - course with MAT prefixes and ADM-320.
- Religious Studies - courses with REL and BIL prefixes.
- Individualized concentrations must be approved by the General Studies Faculty Committee.
- Individualized Concentration - permits customized concentration with approval of General Studies Faculty.

Certificate Programs - Undergraduate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in four broad career areas. For a current listing of courses and information, please see http://caps.indwes.edu/certificates.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

To be awarded the Certificate, a student will need to take 15 credit hours from the selected courses in the specified certificate area. Degree-seeking student must earn at least nine of the 15 credit hours at IWU. (Six of the credits may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.) Unclassified students must complete all 15 credits through IWU to be eligible for a certificate. A grade of "C" or better must be earned in each course. The Certificate area will be noted on the transcript.

Human Services

SOC-150	Principles of Sociology
SOC-152	Social Problems
SOC-200	Marriage and Family
SOC-225	Cultural Anthropology
PSY-365	Psychology of Personality
CRJ-268	Crisis Intervention

Criminal Justice

ADC-210	Addictions Theory
SOC-246	Criminology
PSY-250	Developmental Psychology
PHE-366	Alcohol and Drug Education
	Any Criminal Justice courses (CRJ)

Communications

COM-110	Speech Communications (onsite only)
COM-115	Introduction to Human Communications
WRI-235	Creative Writing
ENG-121	English Composition II (online only)
COM-211	Introduction to Mass Communication
MGT-205	Professional Communication

Religious Studies

	Any Biblical Literature (BIL) courses, Religion (REL) courses, or Philosophy (PHL) courses

CAPS Undergraduate Electives

The electives program within the General Studies Department enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy liberal arts requirements as well as general elective credit. Elective classes are offered in key locations or online and are scheduled to match the credit needs of our students in the various locations. Most elective classes are "enrollment driven," which means there must be at least six students registered for the class to meet.

A complete listing of electives and other pertinent information is published twice yearly and is distributed in November and June. The schedule is also available by accessing the CAPS Web page at http://caps.indwes.edu, clicking on "Electives," selecting "undergraduate electives," then clicking on "course start dates." It is updated regularly. Elective courses can also be accessed through the IWU portal at http://myIWU.indwes.edu under the "Search for Classes" link.

Tuition and Fees
Tuition for onsite, online, and self-study elective courses is listed in the General Information section of the Electives Schedule. Book/material fees are listed in the course description section of the Electives Schedule. A late registration fee of $50 will be assessed if the registration is received after the registration deadline date.

Registration for Electives
Class size is limited. Students should register early. Registration information can be found online at http://caps.indwes.edu/electives/undergraduate/register/ or in the twice-yearly Electives Schedule Booklet.

Important Dates for Undergraduate Elective Courses
Tuition must be paid by the deadline date to ensure a seat in the class. The student will be withdrawn from the class if tuition is not received by the deadline date. **Class registration closes two weeks prior to the start date.**

Concurrent Courses
Registrations submitted for onsite overlapping classes that meet on the same day will not be accepted.

Add-On Classes
Add-on classes may be arranged at onsite locations if a class is requested by at least six students. These classes are subject to enrollment, faculty, site availability, and scheduled confirmed

classes.   To request an add-on elective class, complete the request form found in the Electives Schedule, at the Electives Web site, or contact the Electives Office at 765-677-2343 or 765-677-2507.

Withdrawal / Refund

Official withdrawal from a course must be completed in order to avoid earning a failing grade and to receive a refund. The student must contact the Office of Student Services by e-mailing registration.change@indwes.edu to withdraw before the last class workshop. Notifying the instructor or other students, or simply not attending class does not withdraw the student from the class.

If a student withdraws two weeks before the course begins, all payments may be refunded.

If a student withdraws less than two weeks before the course begins, a $50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a $50 processing fee, 10 percent of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Books

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

Class Meeting Times

Monday through Thursday classes meet from 6:00 PM until 10:00 PM.   Saturday classes meet from 9:00 AM until 1:00 PM.   Those groups adding on a class may specify a preferred meeting time other than those listed above.

Online Courses

Because Indiana Wesleyan University is dedicated to meeting the needs of the adult learner in today's society, Indiana Wesleyan University offers courses and programs via the Internet that are accessible from virtually any computer.

These online courses from Indiana Wesleyan University provide student access to a virtual classroom at any time, allow interactivity among participants and instructors, and provide schedule flexibility and timely completion of electives.

Students will complete one workshop (class session) per week, but may do so in asynchronous time (not necessarily at the same time as others).   The courses are contained within the familiar five-week format, with specific beginning and ending dates, thereby allowing students to complete their electives in a timely fashion.   Each course contains a complete syllabus and standardized assignments/activities for each workshop.

Within the Blackboard delivery system, navigation buttons provide ease of maneuvering throughout the course sections. E-mail allows students to communicate with the instructor, while electronic bulletin board capabilities allow students and instructor to post, share, and read threaded discussions, questions, and comments.   Students must use Microsoft Word documents when submitting assignments.

Active links within the course material enable students to do additional research on the concepts presented.   Built-in quizzes help students assess their understanding of the concepts being presented.   Students are encouraged to complete an anonymous end-of-course evaluation form.

The schedule, course specifications, and other important information are available by accessing the CAPS Web page at http://caps.indwes.edu, selecting "Electives," clicking on "Undergraduate Electives," then clicking on "Course Start Dates," and then choosing "Online."   Answers to frequently asked questions are also provided.   Registration procedures and requirements for online courses are generally the same as those for onsite courses.   Information may also be obtained by calling 1-800-621-8667 extension 2343.

Course Descriptions - Undergraduate Electives

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

Liberal Arts Credit - English

COM-110   Speech Communication   3
Basic introduction to theory and practice of public speaking: listening, analyzing, organizing, adapting, and delivering ideas effectively. Special attention to skill development.

COM-115   Introduction to Human Communication   3**
This course is designed to provide students with an understanding of communication encountered in various social settings. This will be done with emphasis on both theoretical and practical aspects. Upon completing this course, students will have an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. This course will also provide the student with an opportunity to examine the ethics of communication.

COM-211   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.

ENG-121   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 a documented research essay.

ENG-140 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.   (Must be passed with a grade of "C" or higher.)

ENG-141 Communications II**   3
This course provides an advanced understanding of the writing process as applied in business situations. Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

ENG-241   Studies in English Grammar   3
Analysis of the forms, functions, and arrangements of words that signal meaning in our system of language. Topics include (but are not limited to) sentence patterns and types, modification principles and applications, concord, complementation, logic of structure, mechanical accuracy, and punctuation precision. Course objective is operational command of the syntax of English.

ENG-242   Literature and Ideas**   3
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.

ENG-391L   Directed Studies in English*   1-2
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

WRI-235   Creative Writing**   3
An introduction to the writing of fiction, poetry, and drama. Emphasizes both the exercising of the imagination and the shaping of that imagination into artistic forms.

Liberal Arts Credit - Fine Arts

ART-121   Drawing   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.

ART-134   Introduction to Photography   3
This course will introduce the basic historical events, visual concepts, and technical methods that allow the beginning photographer to communicate visual impressions more effectively. Instruction will facilitate technical and aesthetic expression through an exploration of the basic tools and techniques of color photography, with emphasis on creative use of current technology, film exposure, and application to electronic media. (Students must have a 35mm camera with independently controlled aperture and shutter settings, and bring it to each class. Students are responsible for film and processing costs.)

ART-170   Art Appreciation**   3
A study of the history of the art of the Western culture from ancient times to the present. Not open to students with credit in FINA-180.

MUS-170   Music Appreciation**   3
A review of the history of music with interest of providing students with aesthetic and cultural experiences. Covers some elements of music and explores works of a variety of composers from different style periods. Not open to students with credit in FINA-180.

FINA-180   Humanities Fine Arts**   3
An integrated study of history and appreciation of art and music in Western culture from ancient times to present.

FINA-391   Directed Studies in Fine Arts*   1-2
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

SPA-110   Conversational Spanish   3
A course that develops a basic working vocabulary and the use of the simple tenses. Listening and speaking in Spanish are emphasized during class time. Language laboratory required.

Liberal Arts Credit - Math/Science

BIO-203 Environmental Conservation**   3
An ecological approach to the study of conservation of natural resources as related to current environmental problems.

EAR-130   Earth Science**   3
An introduction to the physical environment of planet earth. Selected topics from astronomy, geography, geology, and meteorology. Not open to students with credit in GEO-201.

MAT-100   Analysis of Data and Research*   3
An introduction to basic statistical concepts and some of their social applications. Students will review ethical data collection, interpretation of data, the idea of causation and relationships amongst variables, the role of government statistics, and chance in everyday life. Students may not earn credit in both MAT-100 and MAT-112 or MAT-204.

MAT-108   Modern Concepts of Mathematics**   3
An introductory course for non-math majors, this course uses applications from the world today to combine critical thinking with mathematical skills. Quantitative problem solving techniques and decision-making methods are applied toward both personal and professional experiences in everyday living.

MAT-110 Business Mathematics**   4
A study of the basic arithmetic and algebra used most commonly in general business operations.

MAT-391   Directed Studies in Mathematics*   1-2
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

SCI-391   Directed Studies in Science*   **1-2**
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

Liberal Arts Credit - Religion

BIL-101   Old Testament Survey**   **3**
A study of the Old Testament, highlighting the cultural background underlying the books of the Old Testament. Topics include major archaeological finds, Old Testament culture as it relates to today's culture, and the foundational relationship between the Old Testament and the New Testament.

BIL-102   New Testament Survey**   **3**
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

BIL-120   Themes in Biblical Literature**   **3**
This course will explore Biblical passages which exemplify major themes of the Bible in order that the student will gain an overall understanding of the message of this significant historical, literary, and religious text. Themes which will be explored include the nature of God, creation, sin and human nature, covenant, the Messiah, atonement, faith, eternal life and the resurrection, hope, and the ethic of love. The impact of these themes on history and current life will be emphasized.

BIL-201   Methods in Bible Study**   **3**
A study of assumptions, procedures, and guidelines to be used in understanding the Bible. Emphasis is upon refinement of the student's skills in observation and interpretation. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for all future personal and professional use of the Bible. Prerequisite: BIL-101, BIL-102, or BIL-120

BIL-202   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. Prerequisites: BIL-101 and BIL-102 or permission of the department. Not available to students with credit in BIL-201.

BIL-203 Advanced Inductive Bible Study*   **3**
This course is an advanced course to further develop Biblical study skills initially discovered in BIL-201 Methods in Bible Study or BIL-202 Inductive Bible Study. It will further broaden the assumptions, procedures, and guidelines in the interpretation of the Bible. Emphasis is placed upon the refinement of the student's skills in observation, interpretation, and application. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for both personal and professional use of the Bible in the future. Prerequisite: BIL-201 or BIL-202

BIL-231   Biblical Archaeology**   **3**
An investigation into the methods and details of the science of archaeology. Special interest will be expressed in exploration of the last hundred years in the Near East with special attention to how finds relate to Scripture. Chronologically, the time covered will be from about 10,000 B.C. to 200 A.D. Prerequisite: BIL-101 or permission of instructor or department. (One class will be held at the University of Chicago Oriental Archaeological Museum. Students are responsible for their own transportation to the museum.)

BIL-235   Life and Letters of Paul*   **3**
This course surveys the life, ministry, letters, and thinking of the apostle Paul as found in the book of Acts and his own letters.

BIL-301   Pentateuch*   **3**
The first five books of the Bible are studied as organized wholes. The origin of the world, the creation of man, the calling of Israel, and her place in the plan of redemption are noted throughout. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL-302   Historical Books**   **3**
A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile and return. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL-303   Synoptic Gospels**   **3**
An intensive study of the Gospel of Mark, with   attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God.   Pre-requisite: BIL-102

BIL-304   Johannine Literature*   **3**
A study of the Gospel of John and the three Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL-391   Directed Studies in Biblical Literature*   **1-2**
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

BIL-402   Major Prophets**   **3**
The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL-202or BIL-203   or permission of instructor

BIL-404   Acts of the Apostles**   **3**
Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Pre-requisite: BIL-102

BIL-410   Wisdom Literature*   **3**
A detailed and analytical study of the wisdom books in the Old Testament, specifically, Job, Proverbs, Ecclesiastes, and Song of Songs. Prerequisite: BIL-202 or BIL-203 or permission of department

BIL-412   Romans and Galatians*   **3**
A   detailed and analytical study of Paul's letters to the Romans and the Galatians. Prerequisite: BIL-202 or BIL-203 or permission of department

PHL-282   Ethics**   **3**
A study of the fundamental ethical problems of the individual and society and a survey of the various fields of practical ethics. Prerequisite: PHL-180 or permission of department.

PHL-283 Philosophy and Christian Thought** 3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

PHL-391 Directed Studies in Philosophy* 1-2
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

REL-225 American Religious Issues 3
Religion has played a central role in the shaping of America. Students will explore issues such as: Religion in 21st Century America: Is America still religious?; American Churches: Where did all the churches come from?; World Religions in America: How do the religions get along in America?; Pivotal People, Ideas, and Events: What were the Great Awakenings and why do they matter?; Finding God in America: Where is God in America?

REL-228 Defending the Christian Faith 3
This course is designed to help Christians meet the Biblical imperative to "always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have" (1 Peter 3:15). Students will examine some of the latest historical, philosophical, and scientific evidence that can be used to bolster arguments in favor of the Christian faith.

REL-232 Basic Christian Doctrine* 3
This course 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.

REL-241 Survey of Church History* 3
A survey of the major events, persons, and ideas of the Christian community from the Apostolic age to the present. Special attention will be given to the Reformation era and the history of American Christianity.

REL-410 World Faith Systems* 3
A study of the major faith systems of the world and their impact, with an emphasis on their influence on North American culture. Prerequisite: BIL-102

REL-424 Christian Theology II: Salvation/Holiness* 3
An intensive study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification, and glorification from a Biblical, historical, and practical perspective. The Wesleyan Arminian tradition will provide the theological framework for this course, we will examine other theological views from this perspective. Special attention will be given to John Wesley's doctrine of holiness. Prerequisite: REL-233 or REL-232

Liberal Arts Credit - Social Science

ECO-205 Basic Economics** 3
An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

ECO-300 Entrepreneurship** 3
Provides greater understanding of political and economic conditions for entrepreneurial activities to enhance an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. The problems of starting a new business, obtaining sufficient capital, and bringing a new business to success will be examined.

HST-101 American Civilization to 1865* 3
A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the expansion of Europe through the American Civil War. Not open to students with credit in HST-211.

HST-102 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.

HST-180 Western Civilization* 3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

HST-201 World Civilization to 1500* 3
An intellectual, institutional, and cultural consideration, of world civilizations and their development, interaction, and significance to 1500.

HST-202 World Civilization after 1500* 3
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance after 1500.

HST-220 Topics in History** 3
This course is designed to guide students in the exploration of a topic in the field of history. The specific subject of study may changed from session to session, but will be a focused look at a movement, event or era, or field within history.

HST-300 Western/American Intellectual and Social History* 3
A survey of the history of presuppositions, ideas, and values occurring in philosophy, religion, science, aesthetics, education, economics, law, and politics and their relationship to the total culture, with particular attention to successive paradigms and the consequences thereof. Prerequisite: Any course from HST-180, HST-211, HST-212, HST-103, HST-160, HST-185, HST-190, or POL-100

HST-391 Directed Studies in Social Studies* 1-2
This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

HST-400 American Constitutional History* 3
A study of the origin and development of the United States Constitution with emphasis on leading Supreme Court decisions. Prerequisites: HST-211 and HST-212 or POL-100

POL-100 American Government* 3
A student of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.

POL-220   Issues in Political Science**   3
This course is designed to guide students in the exploration of a selected contemporary or historical issue in the field of political science.

PSY-150   General Psychology*   3
Acquaints the student with various schools of psychology as they relate to an understanding of man's behavior as he interacts with his environment. This course relies heavily on student interaction and written communication.

PSY-155   Psychology of Personal Adjustment*   3
This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

PSY-250   Developmental Psychology   3
A survey of human development and changes throughout the life cycle. Prerequisite: PSY-150

PSY-365   Psychology of Personality**   3
Basic concepts of personality traits and their measurement with emphasis on contemporary theories.

PSY-366   Psychology of Abnormal Behavior**   3
Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment. Prerequisites: PSY-150, PSY-322, and a developmental course (PSY-250, PSY-251, or PSY-252)

SOC-150   Principles of Sociology**   3
A study of the nature of social phenomena, fields, and methods of sociology and the social processes involved in the development of human society.

SOC-152   Social Problems**   3
A study of issues in contemporary American society. These issues are examined from a sociological perspective and include crime, poverty, violence, racism, and sexism.

SOC-200   Marriage and Family**   3
An examination of dating patterns, courtship, marriage, and family living, with special emphasis on adjustments and values necessary for healthy marital and family relationships. Practical topics such as dating problems, budgeting, life insurance, family planning, and aging will be included.

SOC-225   Cultural Anthropology**   3
An introduction to cultural anthropology which seeks to expose students to different cultures of the world as well as help them to appreciate cultural diversity. An excellent orientation course for those who will be working in cross-cultural contexts.

SOC-246   Criminology **   3
A study of crime and delinquency as social phenomena. Theories of causation, methods of correction, and prevention of crime are included in the study.

General Elective Credit

ADC-210   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.

ADM-400   Personal and Professional Assessment   3
The investigation and application of techniques used in personal, professional, and educational assessment. Development of lifelong learning principles; preparation of prior learning portfolio an optional outcome.

BIS-225   Software Tools**   3
Provides a detailed introduction to hardware and software tools with special emphasis on the Windows Operating System, word processing, spreadsheets, presentation graphics, and databases. Through guided practice, students are taught practical applications of these programs for both personal and on-the-job use. The impact of computers and information technology on the workplace is also explored. Not open to students with credit in CIS-110.

BUS-175   Introduction to Personnel Supervision   3
An introduction to professional personnel development. The course emphasizes the fundamentals for constructive feedback, law governing the treatment of employees in the business setting, salary administration, performance management, benefit design, training, and development.

BUS-315   Fraud Examination**   3
This course will enable students to learn how and why various types of frauds are committed and how they may be deterred. Students will be equipped with the professional skills necessary to detect and prevent fraud and other white-collar crimes. The material covered in this course will be of special interest to accountants, business owners/managers, auditors, loss prevention specialists, attorneys, educators, and criminologists. In addition to lectures, discussions, and textbook readings, the interactive workshops will allow students to uncover fraud in selected, realistic case studies.

BUS-326   Administrative Office Management   3
A study of human relations and adjustments in business organizations. Deals with such problems as proper placement of individuals on the job, methods of motivation, supervision, discipline, promotion, and office environment.

CRJ-181   Introduction to Criminal Justice**   3
The course presents an overview of the major components of the criminal justice system: law enforcement, prosecution, the courts and corrections. A discussion of each from a historical perspective as well as current trends and events is also considered.

CRJ-202   Introduction to Corrections**   3
An introduction and analysis of American correctional systems with emphasis on the community-based agencies, including an examination of the correctional officer's behavior and correctional legislation.

CRJ-242   Modern Police Problems**   3
Problems and issues in the relationship between police agencies and the total community, including a study of internal police problems such as attitude, deadly force, morale, and the media.

CRJ-268   Crisis Intervention **   3
A study of the dynamics of crisis events including rape, child molestation, suicide, death, hostage situations, stress, and specific intervention strategies with an emphasis on practical application.

CRJ-270   Homeland Security   3
An overview of U.S. domestic defense and disaster strategies and theories, the history of modern terrorism, and key national policies.

CRJ-309   Youth and Crime**   3
The development of delinquent and criminal behavior, initial handling and proper referrals, presenting police technique and special problems with juveniles. Also covers laws and agencies concerned with juveniles.

CRJ-318   Criminal Procedures**   3
A comprehensive study of the legal procedures affecting criminal investigations. Beginning with an introduction to individual rights under the United States Constitution and the Bill of Rights, the course will thoroughly cover the law of arrest, search and seizure, interrogation, and identification. Basic concepts relating to procedure such as probable cause, the warrant requirement, and exclusion of evidence will be studied. Criminal procedure laws will be examined from the perspective of the investigator, courts, and the accused.

CRJ-320   Diversity in Criminal Justice**   2
Examination of racial, ethnic, gender and religious issues regarding criminal offenders, victims of crime and employees of the criminal justice system.

CRJ-322   Terrorism and Counter-Terrorism**   3
Participants will receive an in-depth overview of terrorism and counter-terrorism, both domestic and international. The course will touch on the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad.

CRJ-324   Risk Analysis and Security**   3
This course provides an in-depth examination of risk analysis and security threats. The Risk Analysis and Security course will identify and assess critical vulnerabilities, compare quantitative and qualitative risk analysis, and utilize risk assessment tools in the decision-making process.

CRJ-358   Criminal Law**   3
Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of officers and citizens, and elements necessary to establish crime and criminal intent.

CRJ-422   Disaster Preparedness**   3
Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. In this course, there will be an emphasis on developing a comprehensive emergency preparedness plan.

CRJ-424   Command and Control/Emergency Leadership**   3
Effective communication is essential during a natural or man-made disaster. Topics covered include staffing the emergency operations center (EOC), coordinating with supporting agencies, and the importance of continuing liaison.

CRJ-461   Ethics in Criminal Justice**   3
The study of theories and practices in areas of legality, morality, values and ethics as they pertain to criminal justice with special consideration given to the application of Christian ethical principles to values clarification and decision-making in Criminal Justice agencies and social institutions that influence those agencies.

CRJ-463   Forensics**   3
This course introduces students to the collection of forensic evidence, the analysis of forensic evidence, and the use of forensic evidence in criminal trials.

CRJ-465   Constitutional Law/Civil Liberties**   3
Relations between the individual and the government as revealed through cases in constitutional law with an emphasis on United States Supreme Court cases involving the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

CRJ-467   Research Methods and Analysis in Criminal Justice**   3
This course is an introduction to research methods and data analysis pertinent to the study of crime, criminality, and the criminal justice system.

CRJ-472   Court Procedures**   3
This course examines the laws, procedures, and traditions of the criminal courtroom. After an overview of the philosophical and historical foundation of our modern-day criminal court, the course will study the process through the court system from the filing of charges, setting of bail, plea bargaining, and trial. The roles of the various parties in the courtroom--prosecutor, defense attorney, judge, and jury--will be analyzed. Famous trials in Anglo-American jurisprudence will be used to highlight and illustrate basic concepts.

ELE-365   Introduction to Children's Literature   3
The primary focus of this course is literature for young children and elementary students. It is designed to enable students to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. This course does not meet a general education English requirement; a student with credit in EDU-365 cannot register for this course.

MGT-205   Professional Communication**   3
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

MGT-440   Management of Employee Relations in a Service Environment   3
This course explores managerial decision-making and action as these concepts apply to labor-management relations in a service environment. The course will provide hands-on exploration of time, information, and power as they affect positive win-win results through creative problem-solving processes.

PHE-102   Adult Fitness   1
A physical education course for those with limited physical capabilities or working adult students.

PHE-140 Concepts of Wellness*   2
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

PHE-141   Long Distance Training and Running   2
This course will aid the beginning, recreational, and competitive runner in developing an appropriate training program for improvement. Students will learn and practice the key elements in developing an effective training program, and understand the basic principles of physical activity. Students will conduct a variety of

physical assessment tests to determine current levels of fitness and to gauge their improvement. Course activities will consist of organized group runs, classroom theory time, and guest lecturers from various exercise professionals. The completion of a significant running event as a group will be the culmination of the class.

PHE-212   Health, Wellness, and Individual Performance Assessment with Lab

Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments.

PHE-362   Nutrition and Health**   **3**

Emphasis on the relationship between diet and nutrition to healthful living. Topics include fad diets, nutritional deficiencies, effect on athletic participation, and consumer information.

PHE-366   Alcohol and Drug Education**   **3**

A discussion of the major health problems of today. Drugs, sex, mental health, plus others are stressed to give a better understanding of some of the physical, emotional, and mental problems with which our entire student body will have to deal.

UNV-114   Investigation and Utilization of Information*   **1**

A self-directed learning course designed to familiarize students with various methods available to gather and utilize information. Using self-selected topics, students will develop skill in the use of such tools as traditional or nontraditional library collections, microfilm and microfiche, online catalogs and databases, searching protocols, interviewing for information, Internet search tools, and online networking. The student has a maximum of ten weeks from the date of registration to complete the course.

UNV-115   Drivers Ed on the Information Superhighway*   **1**

This course will prepare the student to use the Internet and the World Wide Web (WWW) to get information needed to conduct personal, professional, and educational goals. It will explain the basic communications features of a personal computer and basic network topology. The student will know how to connect to the Internet and the WWW through the telephone system or computer networks. The student will be able to use e-mail 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.

UNV-116   Internet Tools*   **1**

This course will introduce students to additional basic tools (applications) which they can use on the Internet for a variety of functions such as communication, file transfers, and research. (Windows 95 and 100 mg free on hard drive are required since many software packages are downloaded.)

UNV-120   Career Development**   **3**

A course dealing with the issues related to managing personal career growth and development.

UNV-181 Leading Change in Your World **   **3**

This course is designed to assist students with the development of a basic plan to change their world. Students will be briefly introduced to key elements of select leadership models, change theory, and strategic planning, and will use this theory to build a model to become change agents. Students will be introduced to a Christian worldview of change by experiencing select readings of prominent change agents in Biblical history.

UNV-201   Liberal Arts Appreciation*   **1**

Designed to provide an overview of the beneficial aspects of a liberal arts education, course materials will help students gain a historical and contemporary understanding of the arts, humanities, and sciences and their application in the modern world.   The course also serves as a capstone for associate of science majors in general studies.

UNV-401   General Studies Colloquium*   **1**

A readings capstone seminar for the General Studies program, focused readings from various liberal arts disciplines will aid students in determining the value of a liberal arts education.

Religion Department

The Department of Religion offers an Associate degree with a major in Christian Ministries, a bachelor's degree with a major in Biblical Studies, and a 15 hour certificate in Religious Studies.

Christian Ministries - AS

The Associate of Science degree with a major in Christian Ministries prepares students for service in Christian churches and para-church organizations. This degree meets many academic and practicum requirements for licensing and/or ordination in many churches. Particularly, this degree fulfills four of six academic requirements for District License in The Wesleyan Church. Additionally, it prepares the student for bachelor-level work in Ministry or Biblical Studies. Over half of the academic requirements for ordination in The Wesleyan Church are satisfied within this program.

Graduates of the Christian Ministries program should:

1. Understand and be able to communicate a Christian worldview and Biblical morality from a Wesleyan-Arminian perspective.
2. Be prepared to undertake entry-level ministry positions in Christian churches and para-church organizations.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Admission Requirements - Christian Ministries (AS)
The admission requirements for the associate degree program with a major in Christian Ministries offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.
2. A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements - Christian Ministries (AS)
To graduate with an associate degree with a major in Christian Ministries from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of the core requirements.
2. Cumulative GPA of 2.0 or higher.
3. A minimum of "C" (2.0) must be achieved in both of the communications courses (ENG-140 and ENG-141). Failure to achieve a "C" in either course will require repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated

courses" policy as found in the Academic Information section does not apply in this case.)
4. Payment of all tuition and fees in order to receive a diploma.

Course Descriptions - Christian Ministries (AS)

UNV-111   Philosophy and Practice of Lifelong Learning I   1
This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

ENG-140   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. (Must be passed with a grade of "C" or higher.)

ENG-141   Communications II   3
This course provides an advanced understanding of the writing process as applied in business situations. Development of critical thinking skills in reading and self-expression will be stressed. (Must be passed with a grade of "C" or higher.)

BIL-101   Old Testament Survey   3
A study of the Old Testament, highlighting the cultural background underlying the books of the Old Testament. Topics include major archaeological finds, Old Testament culture as it relates to today's culture, and the foundational relationship between the Old Testament and the New Testament.

PHE-212   Health, Wellness & Individual Performance
Assessment with Lab   3
Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments..

BIL-102   New Testament Survey   3
This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

REL-232   Basic Christian Doctrine   3
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.

MAT-108   Modern Concepts of Mathematics   3
An introductory course for non-math majors, this course uses applications from the world today to combine critical thinking with mathematical skills. Quantitative problem solving techniques and decision-making methods are applied toward both personal and professional experiences in everyday living.

HST-160   Western Civilization   3
This survey course covers foundational cultures of Western Civilization from its beginnings in the Mesopotamian Valley through the modern era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

BIL-202 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. Prerequisites: BIL-101 and BIL-102 or permission of the department. Not available to students with credit in BIL-201.

PSY-150 General Psychology 3
Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychopathology and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect upon, discuss, and write about the insights gained about themselves.

ENG-242 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.

BIL-235 Life and Letters of Paul 3
This course surveys the life, ministry, letters, and thinking of the apostle Paul as found in the book of Acts and his own letters.

FINA-180 Humanities: Fine Arts 3
An integrated study of history and appreciation of art and music in western culture from ancient times to present.

REL-228 Defending the Christian Faith 3
This course is designed to help Christians meet the Biblical imperative to "always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have" (1 Peter 3:15). Students will examine some of the latest historical, philosophical, and scientific evidence that can be used to bolster arguments in favor of the Christian faith.

PHL-283 Philosophy and Christian Thought 3
A consideration of the doctrines held in common by the Christian church. The distinctive teachings held in the Wesleyan tradition will be noted.

REL-280 Preaching and Teaching the Bible 3
A study of the principles of constructing and delivering expository sermons, discipleship group presentations, and devotionals. Original sermons, lessons, and devotionals are prepared and presented with critiques and suggestions for improvements. Primary focus is on theory of homiletics and Christian education with practical implementation in church settings. This course is designed to integrate all previous theological education into meaningful practice. Prerequisite: BIL-201 or BIL-202

REL-235 Worship 2
This course examines the biblical, historical, and theological foundations of Christian worship and rituals in order for each student to derive a practice of worship which is culturally relevant yet rooted in the rich tradition of the ages. This course moves from theory to practice with actual preparation for leading worship. Co-requisite: REL-235P

REL-235P Worship Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of the principles of Christian worship as taught in the co-requisite course. Co-requisite: REL-235

REL-264 Introduction to Pastoral Studies 2
This course provides an introduction to professional ministry as a life's calling and vocation. It gives special attention to personal spiritual development, acquisition of personal ministry skills, an understanding of the ministry as a profession, and the requirements and expectations of various denominations for ordination and lay vocations. The course also explores the meaning of calling, vocation, and profession from historical and contemporary perspectives, leading toward the development of the initial skills and attitudes toward becoming a professional minister. Co-requisite: REL-264P

REL-264P Pastoral Studies Observation 1
Each student will be involved in practical experiences observing ministry, "shadowing" a minister and interviewing professional clergy in a local setting providing the student with a "laboratory" for the application of ministry principles taught in the co-requisite course. Co-requisite: REL-264

CED-255 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: CED-255P

CED-255P Church Education Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of Christian education principles taught in the co-requisite course. Co-requisite: CED-255

REL-275 Evangelism and Global Outreach 3
Beginning with biblical times, this course examines the history of missions and outreach movements. Attention is given to both the historical patterns which shaped outreach endeavors as well as the several methodologies which have been and are being used by various outreach organizations. Co-requisite: REL-275P

REL-275P Evangelism and Global Outreach Practicum 1
Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of the principles of evangelism and global outreach as taught in the co-requisite course. Co-requisite: REL-275

Biblical Studies - BS

The Bachelor of Science degree with a major in Biblical Studies provides an in-depth education from a Wesleyan-Arminian perspective in Bible for persons who desire to understand the Christian faith and its foundational issues. This degree meets some of the requirements for licensing and ordination in many churches. Particularly, nearly two-thirds of the academic requirements for ordination in The Wesleyan Church are met upon completion of both the Associate of Science in Christian Ministries and the Bachelor of Science in Biblical Studies.

The same courses offered in the classroom setting are also offered via the Internet.   Details are available at http://www.IWUOnline.com.

Objectives - Biblical Studies (BS)
Biblical Studies graduates should:

1. Understand and be able to communicate a Christian worldview and biblical morality.

2. Have a solid grasp of the biblical principles associated with the Wesleyan-Arminian tradition.

3. Develop significant understanding of major segments and books of the Bible.

4. Be able to compare and contrast the various schools of biblical interpretation and assess the strengths and weaknesses of each school.

5. Apply principles and techniques for fruitful biblical study and biblical communication.

Admission Requirements - Biblical Studies (BS)
The admission requirements for bachelor degree program with a major in Biblical Studies offered through the College of Adult and Professional Studies are as follows:

1. Proof of high school graduation or GED certification.

2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.

3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.

   • A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.

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

Graduation Requirements - Biblical Studies (BS)
To graduate with a baccalaureate degree with a major in Biblical Studies from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of 124 semester hours.

2. Completion of the required core courses with a GPA of 2.50 or higher.

3. Completion of 30 hours of liberal arts as specified.

4. Payment of all tuition and fees is required to receive a diploma.

Prerequisites - Biblical Studies (BS)
All students wishing to major in Biblical Studies must complete the courses below or transfer equivalent work in the following before taking coursework designated for the Biblical Studies major:

1. BIL-101   Old Testament Survey

2. BIL-102   New Testament Survey

3. BIL-202   Inductive Bible Study

4. REL-232   Basic Christian Doctrine

* Note: For students lacking the prerequisites required for entrance into the Biblical Studies major, these courses are offered at the inception of the program and qualify for financial aid for eligible students.

Course Descriptions - Biblical Studies (BS)

UNV-181   Leading Change in the World   3
This course is designed to assist students with the development of a basic plan to change their world. Students will be briefly introduced to key elements of select leadership models, change theory, and strategic planning, and will use this theory to build a model to become change agents. Students will be introduced to a Christian worldview of change by experiencing select readings of prominent change agents in Biblical history.

BIL-203   Advanced Inductive Bible Study   3
This course is an advanced course to further develop Biblical study skills initially discovered in BIL-201 Methods in Bible Study or BIL-202 Inductive Bible Study. It will further broaden the assumptions, procedures, and guidelines in the interpretation of the Bible. Emphasis is placed upon the refinement of the student's skills in observation, interpretation, and application. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for both personal and professional use of the Bible in the future. Prerequisite: BIL-201 or BIL-202

BIL 303   Synoptic Gospels   3
An intensive study of the Gospel of Mark, with attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL 301   Pentateuch   3
The first five books of the Bible are studied as   organized wholes. The origin of the world, the creation of man, the calling of Israel, and her place in the plan of redemption are noted throughout. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL-302   Historical Books   3
A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile

and return. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL 304   Johannine Literature   3

A study of the Gospel of John and the three   Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL-202 or BIL-203 or permission of instructor

REL-424   Christian Theology II: Salvation/Holiness   3

An intensive study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification and glorification from a Biblical, historical and practical perspective. The Wesleyan Arminian tradition will provide the theological framework for this course, we will examine other theological views from this perspective. Special attention will be given to John Wesley's doctrine of holiness. Prerequisite: REL-233 or REL-232

BIL-410   Wisdom Literature   3

A detailed and analytical study of the wisdom books in the Old Testament, specifically, Job, Proverbs, Ecclesiastes, and Song of Songs. Prerequisite: BIL-202 or BIL-203 or permission of department

BIL-404   Acts of the Apostles   3

Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Prerequisite: BIL-202 or BIL-203 or permission of instructor

BIL-402   Major Prophets   3

The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL-202 or BIL-203 or permission of instructor

REL-241   Survey of Church History   3

A survey of the major events, persons, and ideas of the Christian community from the Apostolic age to the present. Special attention will be given to the Reformation era and the history of American Christianity.

BIL-412   Romans and Galatians   3

A   detailed and analytical study of Paul's letters to the Romans and the Galatians. Prerequisite: BIL-202 or BIL-203 or permission of department

REL-410   World Faith Systems   3

A study of the major faith systems of the world and their impact, with an emphasis on their influence on North American culture. Prerequisite: BIL-102

REL-483   Biblical Studies Colloquium   3

A reading and writing intensive course in the study of Biblically-oriented topics that serves as a capstone experience for Biblical Studies students. Topics may reflect contemporary issues or research in the wider discipline. Prerequisite: Acceptance into the Biblical Studies Program or permission of the Department

Religious Studies - Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers a certificate in the career area of Religious Studies. For a current listing of courses and information, please see http://caps.indwes.edu/certificates.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

To be awarded the Certificate, a student will need to take 15 credit hours from the selected courses in the specified certificate area. Degree-seeking student must earn at least nine of the 15 credit hours at IWU. (Six of the credits may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.)   Unclassified students must complete all 15 credits through IWU to be eligible for a certificate. A grade of "C" or better must be earned in each course.   The Certificate area will be noted on the transcript.

The Certificate requires 15 hours from any combination of the following: any Biblical Literature (BIL) courses, Religion (REL) courses, or Philosophy (PHL) courses.

School of Nursing

Introduction - School of Nursing

Overview - School of Nursing

IWU School of Nursing has a great history in nursing education, graduating the first class in 1975. All of the programs are accredited by the Commission on Collegiate Nursing Education. Membership is held in the American Association of Colleges of Nursing. Eta Chi Chapter of Sigma Theta Tau International (Honor Society of Nursing) is chartered at Indiana Wesleyan University.

The School of Nursing has three divisions:

1. Division of Pre-licensure Program which offers:
    - BSN degree for post-high school students.
    - BSN degree for students with a previous bachelor's degree in an area other than nursing.
2. Division of Post-licensure Program which offers:
    - BSN degree for registered nurses.
3. Division of Graduate Studies in Nursing which offers:
    - MSN degree with majors in Primary Care Nursing, Nursing Administration, and Nursing Education.

The Pre-licensure BSN (undergraduate program) is focused on the discipline of nursing and is supported by courses from the humanities and the natural and social sciences. Post high school students are admitted to the university and apply for admission to the nursing major during the second semester of their freshman year. Students are admitted to the nursing major as first semester sophomores. It is a traditional four-year program of study.

The Transition to Nursing program, a Pre-licensure program, is designed as a 14-month accelerated, second-degree program. It was developed to provide an expedited method for second career seekers to become nurses.

Upon graduation, Pre-licensure students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Post-licensure, RNBSN program, is for the practicing Registered Nurse. The program operates 12 months a year and classes are offered in either the day or evening, online or onsite, to permit enrollment of working students. The Pre-licensure and Post-licensure programs are aligned in mission, philosophy, outcomes, objectives, and curriculum.

The Graduate nursing program was initiated in 1982 and offers a major in Primary Care to prepare nurse practitioners and in Nursing Education and Nursing Administration. The graduate program operates year around. Classes are offered onsite (evenings) or online, to accommodate working professionals.

Communication with the School of Nursing

Address	Indiana Wesleyan University School of Nursing 1900 W 50th St Marion IN 46953-527 http://indwes.edu/nursing http://myIWU.indwes.edu
Executive Director, School of Nursing	765-677-3062
Division of Pre-licensure Programs	765-677-2812
Division of Post-licensure Program	765-677-2898
Division of Graduate Studies in Nursing	765-677-2148
Records Office	765-677-2131
Office of Student Services	765-677-2359
Financial Aid Office - Division of Pre-licensure Programs	765-677-2116
Financial Aid Office - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-2516
Accounting - Division of Pre-licensure Programs	765-677-2411
Accounting - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-3265 or 765-677-2878
Resources - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-2854
Records Office	765-677-2131

Mission - School of Nursing

Nursing education at IWU prepares each student to become a world-changing nurse. This is accomplished by drawing students into an integrated experience of intellectual challenge, professional growth, and leadership development.

Therefore we will:

1. Call students to Christian character.
2. Expect academic excellence.
3. Equip students for success for in the profession.

4. Mentor students in leadership.

5. Prepare students for service.

Grade Appeal and Academic Policy Grievance - School of Nursing

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Executive Director, School of Nursing. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Regional Dean/Program Director. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.

3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.

4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.

5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the School of Nursing Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.

6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled School of Nursing Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.

2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director. If the complaint involves the Regional Dean/Program Director, the student may request that the Executive Director, School of Nursing review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director (or, if applicable, the Executive Director, School of Nursing) will notify the student of the decision.

3. Level 3 - If the matter is not satisfactorily resolved, then the student may request that the School of Nursing Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Executive Director, School of Nursing. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The School of Nursing Academic Appeals Committee will notify the student of its decision, which will be final.

Non-Academic Appeal - School of Nursing

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged

discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic appeals will be reported to the Human Resources Coordinator for the School of Nursing. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.

2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the School of Nursing HR Coordinator for a review by the Non-Academic Appeals Committee, which is comprised of the personnel from the School of Nursing. The request from the student should include thorough documentation supporting the student's claims. The School of Nursing HR Coordinator will communicate the committee's findings and decision to the student.

3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the School of Nursing HR Coordinator for a review by the Executive Director, School of Nursing. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Executive Director will consider the situation and will inform the student of the decision, which will be final.

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

College of Arts and Sciences

Communication with the University - College of Arts and Sciences

Address:	4201 South Washington Street Marion, Indiana 46953-4974
General Information:	Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu
Administration:	Academic Affairs: 765-677-2493
Admissions:	Undergraduate: 866-GO-TO-IWU; 765-677-2138; admissions@indwes.edu
Business Office:	765-677-2411 Billing, Cashiering
Center for Life Calling and Leadership:	765-677-2520; Career Guidance: clcl@indwes.edu
Financial Aid:	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Records:	765-677-2131; Registration, Course Information, Transcripts and Grade Reports: recordsinfo@indwes.edu
Student Accounts:	765-677-2122; Cashier/Business Office: howtopay@indwes.edu
Student Development:	765-677-2201; Housing, Student Organizations and Activities: studev@indwes.edu
Aldersgate Center: Student Support Services	765-677-2257; Counseling, Handicapped Student Assistance, Tutoring: aldersgatecenter@indwes.edu
Catalog:	http://www.indwes.edu/catalog

Academic Calendar - CAS

2009-2010

Final Registration for Fall Semester	September 4
Fall Semester Classes Begin	September 8
Fall Break	October 23
Thanksgiving Recess	November 25-27
Final Examinations*	December 14-16
Commencement	December 19
New Student Registration - Spring Semester	January 11
Spring Semester Classes Begin	January 12
Spring Vacation	March 1-5
Easter (Classes resume Monday, April 5, 6 p.m.)	April 2-5
Final Examinations*	April 26-28
Baccalaureate	April 30
Commencement	May 1
May Term	May 5-25
Summer 1 Term	May 5-August 6
Summer Session I	June 1-July 2
Summer Session II	July 6-August 6
Commencement	August 14

2010-2011

Final Registration for Fall Semester	September 3
Fall Semester Classes Begin	September 7
Fall Break	October 22
Thanksgiving Recess	November 24-26
Final Examinations*	December 13-15
Commencement	December 18
New Student Registration - Spring Semester	January 10
Spring Semester Classes Begin	January 11
Spring Vacation	March 7-11
Easter (Classes resume Monday, April 24, 6 p.m.)	April 22-24
Final Examinations*	April 25-27
Baccalaureate	April 29
Commencement	April 30
May Term	May 4-24
Summer 1 Term	May 4-August 5
Summer Session I	May 31-July 1
Summer Session II	July 5-August 5
Commencement	August 13

Cancellation of Classes: Announcements will be made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo, as well as 674-6901.

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

Policies and General Information - College of Arts and Sciences

Admission and Registration

Admission

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

Distinction–Based on high school grade-point average and SAT/ACT scores or college GPA. Distinction students are eligible for academic scholarships.

Regular–Standard admission with no restrictions.

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

Provisional– First-year and transfer students 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 field of interest are encouraged. Overnight lodging for students is available on campus and may be reserved in advance through the Admissions Office. Call toll-free 1-866-468-6498, ext. 6507, or direct to the Admissions Office at 765-677-6507; E-mail address: admissions@indwes.edu. Internet: http://cas.indwes.edu.

First Year Admission

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

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 a minimum of each of the following: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education, safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Regular admission requires that applicants have at least a 2.6 cumulative high school GPA on a 4.0 scale and a 880 SAT or 18 ACT score. Applicants who do not meet the requirements for regular admission may request special consideration.

Applicants may make arrangements at their local high school counseling office to take the SAT or ACT in the junior year or as early as possible in the senior year. Applicants who are unable to present SAT or ACT scores can make special arrangements with The Aldersgate Center 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 to the Indiana Wesleyan University Admissions Office. All transcripts must be sent directly from the office of the registrar at the college or university attended. Students are also required to have a form (Transfer Information Form) completed from the last institution attended verifying that the student left the college in good academic and social standing.

Transfer of Credit   Policy - CAS

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges). A maximum of twelve semester hours of credit taken by correspondence from an accredited institution may be applied toward a degree at Indiana Wesleyan University.

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

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) or 79 (Internet-based) is required for regular academic admission. Please visit the TOEFL Web site (www.toefl.org) for more information. 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 must send to the university (a) a letter of financial commitment with certified bank statements indicating sufficient funds for attendance; and (b) proof of health insurance coverage in the U.S. or $500 for approximately one year of insurance premium (must be renewed annually).

Contact the Admissions Office for specific admissions procedures.

Re-enrollment

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 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. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Credits-in-Escrow (High School Students)

Qualified high school students are offered 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 by the first day of classes.

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 may register at a reduced fee. Information on these programs is available in the Records Office.

Students wishing to audit may not register until the first day of classes on a space-available basis.

Professional Program

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 "Schools of Instruction" in this catalog for specific details.

Orientation and Registration

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 is also 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 Procedures - CAS

Specified dates are set at three times in the 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 and summer. Registration for the spring semester and May term occurs 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 Records Office. 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. All students must be registered by the first day of classes in any term. 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.

Academic Advising - CAS

Students are responsible to meet all course requirements as stated in the catalog at the time they began enrollment. 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. Each identified faculty advisor is required to sign the student's registration form. Each student has Web access to their academic record and degree/major requirements.

Schedule Changes
Drop/Add

The student's choice of classes, once made and filed, is expected to be permanent for the semester. However, the last date to add a course shall be the Friday after the first day of the term, except for those students who wish to change their schedule as a result of dropping or adding a Monday evening course. In this circumstance, the deadline for adding courses shall be the Tuesday after the first day of classes. The last date to drop a course is the second Friday after the start of classes. For May term and summer I and II terms, the last date to add or drop a course is the second day of classes. For Summer 1Term the last day to add a class is the end of the first week. The last day to drop a class is the end of the second week. This includes any desired change in audit registrations. Any drop/add changes made thereafter, require the approval of the student's advisor, the professors involved, and the director of records as well as academic affairs signature.

Withdrawing from classes

Up until the tenth week of the semester (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 academic advisors, the 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 for total withdrawal from the university.

Withdrawal from the University

A student desiring to voluntarily withdraw 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.

Semester Away

Students who wish to take a course in the 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 ensure courses will transfer back to Indiana Wesleyan University. The form, Transfer of Credit Policy, is available in the Records Office to process this request. All courses must be reviewed by the Records Office prior to

Academic Terms - CAS

The regular academic year consists of a fall semester and a spring semester. 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. Students who wish to register for more than 16 hours must meet the following criteria: 17 credit hours must have a 2.75 GPA, 18 credit hours a 3.0 GPA, and 19 hours a 3.5 GPA. Students who do not meet these criteria and wish to register for more than 16 hours can submit an academic petition for an exception.

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.

Special sessions include...

1. May Term (MA) - three-weeks.
   - A three-week May term is offered at discounted rates for student acceleration, 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.
2. Summer Session 1 (S1) - five-week summer session.
3. Summer Session 2 (S2) - five week summer session.
   - An integral part of the regular university calendar with the same academic standards, these sessions (S1 and S2) 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.
4. Summer 1 Term (S1T) - end of spring semester thru end of Summer Session 2.
   - An integral part of the regular university calendar with the same academic standards, this session may vary in length and in amount of credit that may be earned. Four semester hours 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 1-866-468-6498, ext. 6507, or 765-677-2138. Email address: admissions@indwes.edu; Internet: http: //www.indwes.edu.

attending the external university. The transfer of credit policy will govern the acceptability of external credits. Semester away may impact institutional aid, and room and board freeze.

Enrollment Limitations

Students may only be active in one college due to financial and academic credit implications and may not switch back and forth between the term and non-term programs. **IWU students enrolled in IWU colleges other than the College of Arts and Sciences may not enroll in classes in the College of Arts and Sciences.** Students in the College of Arts and Sciences can take designated classes in the College Adult and Professional Studies elective offerings ONLY if the class begins after the first day of May term and ends prior to August graduation. 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. See the Records Office for more information.

Records, Rights, and Privacy

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

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

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

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

1. Name, address, telephone number, dates of attendance, 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 that one or all of the five categories of directory information be restricted from

publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with either the Records Office or the Office of Student Services.

Academic Information

The university seeks to meet the interests 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 College of Arts and Sciences confers the following degrees:

Associate of Arts (A.A.)

Associate of Science (A.S.)

Bachelor of Arts (A.B.)

Bachelor of Science (B.S.)

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Music (B.Mus.)

Degree - Requirements

College Of Arts And Sciences (CAS)

To earn a degree from Indiana Wesleyan University the last 30 semester hours must be taken at IWU. Nine hours of the major or minor must be earned at IWU. The clinical experience required of medical technology majors, or a semester away in a university-approved program such as a Council for Christian Colleges and Universities program, is accepted as in residence.

Associate Degree

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

Bachelor's Degree

1. Completion of 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.

Catalog Governing Graduation - CAS

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

Undergraduate 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., B.S.N., B.Mus., and A.B. Degrees

Most programs leading to the B.S. or A.B. degree require a minimum of 40 hours in a major. Professional programs may require more than 40 hours. Each major specifies the designated course requirements.

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

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

Minors

Students may also take a minor subject as noted in each department. Most minor programs require at least 18-24 hours in the subject area. Each department offering the minor may specify required courses.

Second Majors and Second Degrees

A second major may be declared with the Records Office by any current student. No more than nine 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 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major.

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 to the Records Office at the beginning of the semester in which the second major/degree will be completed.

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

Undergraduate Majors - CAS

Major		
Accounting	AS	BS
Addictions Counseling	AS	BS
Adolescent Ministries	AS	BS
Art (Fine Art)		BS
Art Education		BS
Athletic Training		BS
Biblical Literature	AA	AB
Biochemistry		BS
Biochemistry Pre-Med		BS
Biology	AS	BS
Biology Education		BS
Biology Pre-Med		BS
Business Administration	AS	BS
Ceramics		BS
Chemistry	AS	AB, BS
Chemistry Education		BS
Chemistry Pre-Med		BS
Children's Ministry	AS	BS
Christian Education	AS	BS
Christian Ministries	AA, AS	AB, BS
Christian Worship		BS
Church Music	AA	AB
Communication Studies		BS
Computer Information Systems	AS	BS
Computer Internet Development		BS
Computer Graphics		BS
Computer Science	AS	BS
Computer Software Engineering		BS
Criminal Justice	AS	BS
Economics	AS	BS
Education--Elementary		BS
Education--Secondary		BS
Art	K-12	
English	5-12	
Exceptional Needs	K-12	
Mathematics	5-12	
Music	K-12	
Physical and Health Education	K-12	
Science	5-12	
Social Studies	5-12	
Spanish Education	K-12	
English		AB
English Education		BS
Entrepreneurship		BS
Exercise Science		BS
Finance		BS
General Studies	AS	BS
Health Promotion and Wellness		BS
History		AB
Illustration		BS
Intercultural Studies	AS	BS
Interior Design		BS
International and Community Development		BS
International Relations		BS
Journalism		BS
Leadership	AS	BS
Management		BS
Marketing		BS
Mathematics	AS	BS
Mathematics Education		BS
Media Communication		BS
Media Design		BS
Medical Technology		BS
Music-Applied		AB
Music Composition		BMus
Music Education		BS
Nursing		BSN
Painting		BS
Physical Education		BS
Photography		BS
Political Science		BS
Political Science Pre-Law		BS
Pre-Art Therapy		BS
Printmaking		BS
Psychology		BS
Public Policy		BS
Public Relations		BS
Recreation Management		BS
Religion/Philosophy	AA	AB
Science Education		BS
Social Studies	AS	BS
Social Studies Education		BS
Social Work		BS
Spanish		AB
Spanish Education		BS

Sports Management		BS
Sports Ministries		BS
TESOL (Teaching English to		AB, BS
Speakers of Other Languages)		BS
Theatre		BS
Writing		AB
Youth Ministries	AS	BS

OTHER PROGRAMS

Pre-Medical Science	Not a stand alone major
Pre-Physical Therapy	Not a stand alone major

General Education Requirements - Associate Degree

	A.A.	A.S.
Humanities	15	9
(ENG-180/HST-180/MUS-180/PHL-180 - Include UNV-180)		
Biblical Literature or Religion	6	3
(BIL/REL)		
English	3	3
(ENG-120/Grade of "C")		
Language and Literature	3	0
(COM/ENG/FRE/GRK/HBR/SPA)		
Physical Education	2	2
(PHE - Include PHE-101)		
Social Science	3	3
(ECO/HST/POL/PSY/SOC)		
Science and Mathematics	3	3
(BIO/CHE/CIS/EAR/MAT-103 or above/PHY/SCI)		
	35	**23**

General Education Requirements - Bachelor's Degree

General Education Requirements

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

Core Requirements	Hours

UNV-180	**Becoming World Changers: Christian Faith and Contemporary Issues**	**3**

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		**12**
ENG-180	World Literature	3
HST-180	World Civilization	3
MUS-180	Fine Arts	3
PHL-180	Philosophy	3

These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century.

Biblical Literature	**6**

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

Advanced Writing or Literature	**3**

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

Health and Wellness		**2**
PHE-101	Concepts of Health and Wellness	1
PHE-102-PHE-139	One additional PHE course	1

Social Science and Psychology		**9**
Three courses - No more than one from any of the following areas:		
ECO	Economics	3
HST	History	3
POL	Political Science	3
PSY	Psychology	3
SOC	Sociology	3

Science/Mathematics	**7**
Lab science	4
Mathematics (at or above MAT-103) **or**	

Computer course (at or above CIS-110)
or
Additional science course (BIO, CHE,   3
EAR, PHY, SCI

Competency and Proficiency Requirements
Courses taken to satisfy any of the following competencies must be passed with a grade of "C" or better. Students may only achieve a grade of "C" or better in any course used to satisfy university-required competencies only if they have met the competency requirements embedded in the respective course(s).

Competency and Proficiency Requirements	Hours

Writing Competency Requirement   0-3
Demonstrated by one of the following: Successful completion of English composition (ENG-120), CLEP Exam, or AP Credit. Students with Advanced Standing in English must either successfully complete one of the following courses (WRI-165, WRI-234, WRI-281, WRI-282) or may elect to successfully complete a portfolio to demonstrate competency. Requirement must be met within the first 30 hours of coursework.

Mathematics Requirement   0-3
Demonstrated by one of the following: Successful completion of a math course (MAT) at or above 103, or passing the Math Competency Exam before the beginning of the junior year. Transfer students have not met math competency have two semesters (from enrollment date) to pass the exam. If a student does not pass the exam in two attempts, a course is required.

Communication Requirement   0-3
Demonstrated by one of the following: Successful completion of Speech Communication (COM-110) or Interpersonal Communication (COM-352); or when specified by the student's major, completing specific course/competency requirements.

Intercultural Experience   0-3
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.

Supporting Requirements	0-10

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

ENG-100   English Pre-Composition –
            Required based on SAT exam
            score
ENG-101   Critical Reading and Study Skills –
            Required based on acceptance
            Status, SAT/ACT exam scores and
            placement test score
MAT-101   Basic Math –
            Required based on SAT exam
            score

Requirements - Other - CAS
Major Requirements   40-74
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.)

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

Health and Wellness Credit Limit
Students will be allowed to count up to 8 credits toward graduation from courses numbered PHE-102-139, and to be taken no more than one per semester. This includes Concepts of Health and Wellness (PHE-101).

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

Returning Students
Returning students may register for the fall semester and summer sessions in the spring and summer. Registration for the spring semester and May term occurs in the 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 Records Office. 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. All students must be registered by the first day of classes in any term. 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.

Dean's List

At the end of fall and spring semester, a dean's list is published that includes all students who have passed a minimum of 12 semester hours with a grade-point average of 3.5 or higher. The 12 hours must be passed with a letter grade other than "CR."

Academic Policies

Classification

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

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

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

Grading and Evaluation - CAS

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

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

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

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

Incomplete Courses

A grade of "I" may be given if circumstances beyond the student's control prevent completion of the work. A faculty person, at his or her discretion, may offer an incomplete to a student. Any incomplete extended beyond the end of the next term must be approved by the Associate Dean of the governing school. The entire incomplete policy is available at the Records Office.

Repeating Courses

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

Since a course may be repeated once, failure to achieve a satisfactory grade in a required course after two attempts will

result in academic suspension or ineligibility to complete the major in which the course was repeated.

Audit

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 after the first day of class and 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.

Grade Reporting

At the midpoint of each semester, grades below "C" 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.

Grade Changes

A final grade cannot be changed after it has been verified by 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.

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office,

4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

GPA Requirements

The following table indicates the minimum cumulative grade-point averages (GPA) that will result in the application of academic sanctions:

Earned Credits	Academic Probation	Academic Suspension	Academic Dismissal
0-28 credits	< 1.80	< 1.70	< 1.50
29-44 credits	< 1.90	< 1.80	< 1.70
45-89 credits	< 2.00	< 1.90	< 1.80
90 + credits			< 2.00

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

Probation - CAS

Students who fall below the minimum GPA levels indicated above and are allowed to remain at the university will be placed on "academic probation," 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.

Students who fall below the minimum GPA levels indicated above and have been placed on "academic probation" status are ineligible to participate in campus leadership or represent the university unless such participation is connected with a credit bearing course required in the student's current major area of study. Ineligibility for participation includes, for example, cheer team, club teams, extramural teams, intercollegiate athletics, ministry teams, and theatre productions/performances. Students on academic probation are not eligible to enroll in courses offered through the College of Adult and Professional Studies.

Most student leadership positions have requirements in addition to the minimum above. Please reference *IWU Student Handbook*. http://cas.indwes.edu/resources/handbook.pdf

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.

Suspension - CAS

Students suspended for academic reasons may reapply after one semester away and must complete the following to be considered for readmission

1. Must attend a regionally accredited college.

2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above.

3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.

4. Fulfill all other readmission requirements.

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

Dismissal - CAS

Students dismissed for academic reasons may reapply after two semesters away and must complete the following to be considered for readmission

1. Must attend a regionally accredited college.

2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above.

3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.

4. Fulfill all other readmission requirements.

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

Attendance Policy - CAS

Students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the Academic Affairs Office for absences due to university-sponsored activities* (see below), for illness requiring hospitalization, death of a first degree relative, or other emergencies. University and World Impact groups taking students on off campus trips which require those students to miss class shall notify and gain approval of the Academic Affairs office prior to final arrangements for the trip. 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.

* Policy on Excused absences for Organizational Activities

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

1. Requests for the student to be excused must come from the faculty advisor of the student organization on proscribed form and include written justification for the absence based upon the university's World Changer outcomes.

2. Organizations without a faculty advisor must submit the same form, including justification and approval from the Academic Affairs Office, at least one week prior to the activity.

3. This form must be received by the instructor of the class prior to the missed class period.

4. A student may request to be excused from evening classes; however, the decision in these cases will be at the discretion of the professor.

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. If a student has more than two final exams scheduled on one day, arrangements can be made with the professor to change the exam that falls in the middle. Request forms may be obtained in the Records Office.

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

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

Honesty and Cheating

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

Coursework

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

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

1. Submitting work for academic evaluation that is not the student's own.

2. Copying answers from another student during an examination.

3. Using prepared notes or materials during an examination.

4. Permitting another student to copy one's work.

5. Plagiarism.

6. Falsification.

7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

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

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.

2. Presenting another person's ideas or theories in your own words without citing the source.

3. Failing to acknowledge contribution and collaboration from others.

4. Using information that is not common knowledge without citing the source.

5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

Sanctions

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

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

1. First incident of cheating: failure in paper, assignment, 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 of academic dishonesty or cheating. 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 appropriate university administrator who in turn reports the case to the academic leader of the specific college/school.

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

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

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

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

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

Grievance and Appeal Policy (Non-academic)

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

A. Informal Procedure

1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.

2. If the complaint is not satisfactorily resolved, the student may request a hearing with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies.

3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the vice

president for Student Development or the vice president for Adult and Professional Studies.

4. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.

2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.

3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.

4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.

5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

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

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

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

Grievance and Appeal Policy (Academic)

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

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

Protest of Grade

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

A. Protest of a Grade - Informal Procedure

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

2. If there is no resolution of the problem, the student may request a review with the division chairperson (or the dean of the college if the complaint involves the chairperson).

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

- Informal discussion of the facts of the case seeking resolution within 15 working days.

- If the faculty member's stated policy for calculating the grade has not been followed, the chairperson or dean will insist that it be followed.

- If the dispute is about a grade on a specific paper or an examination, the chairperson or dean will request that the professor reevaluate the paper or the examination to examine the grade given.

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

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.

2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely mis-evaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

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

Protest of Policy

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

A. Informal Procedure

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

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

3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs 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.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the office of the vice president for Academic Affairs.

2. The student may then make a request within 15 working days for a hearing with the vice president for Academic Affairs or the vice president for Adult and Professional Studies to review the formal grievance.

3. If the complaint is not satisfactorily resolved with the vice president, the student may then request within 15 working days a hearing with the Academic Affairs Council of the university.

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

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

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

Credit

Classroom Study

The most common way in the College of Arts and Sciences 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.

Transfer

Students who have attended other accredited colleges or universities may transfer credit toward their education at advanced levels, depending on the amount of credit transferable from the other institutions. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Records Office from the office of the registrar at the college or university attended.

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 an IWU program, 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. A $25 per credit hour transcripting fee will be assessed.

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 Aldersgate Center after consulting

with the director of records. A $25 per credit hour transcripting fee will be assessed.

Assessment - Portfolio

Students with life experience education may have developed a body of information equivalent to university-level learning. This may be work experience, nonaccredited institutions, or other nontranscripted learning. After a student has been admitted into a major and has accumulated at least 12 classroom credits, assessment of such learning may be attempted. Students must work through their advisors. Guidelines and applicable fees are available in the Records Office or Office of Student Services.

Independent Learning Contract

Occasionally, students may benefit from academic enrichment by Independent Learning. Students with special learning goals may find it possible to obtain credit by independent learning in one or more of the following venues: Independent Scholarship, Tutorial, or Practicum/Internship.

1. *Independent Scholarship* is provided for a unique topic of study, not provided in any specific university course. Enrollment in Independent Scholarship is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.

2. *Tutorials* are catalog courses that are taught on an individual basis.

   a) *Tutorial: Private Instruction* allows a student to work individually with a faculty member on a private lesson or research project.

   b) *Tutorial: Directed Study* is the form of instruction that allows a student to take a regular catalog course in an independent context. Tutorials are designed as an exception and are not open to all students. Enrollment is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.

3. *Practicum/Internship* are learning opportunities designed by a division that enables students to learn in a professional setting outside of class. Each division establishes the guidelines for enrollment.

Independent Learning requires signatures of the Division Chair and faculty member prior to the approval of the Dean of Academic Affairs and must be obtained by petition. A $100 per credit hour fee will be assessed on Independent Learning coursework. For more information on independent learning, contact the Records Office.

Graduation Requirements and Procedures - CAS

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 August and December are eligible to participate in the August and December commencements, respectively. Undergraduate CAS students whose graduation is conditional upon May or summer school attendance may be granted the right to special participation in the spring commencement exercises before all graduation requirements have been met. The degree would then be awarded in August, after all degree requirements have been completed.

1. The number of prescribed courses will vary depending on the major selected and the proficiencies and competencies of a student.

2. 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.

3. 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.

4. A typical student could take the following combination

   - 42 general education core requirements;
   - 6 proficiency or competency requirements;
   - 6 preparation requirements; and
   - 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.

Total Credits Needed For Graduation 124

—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

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

Academic Honors - CAS
Undergraduate Candidates

Graduation Honors are a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows

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

Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges).

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

3. All graded hours transferred and transcripted are counted for transfer students.

4. For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows

1. GPA of 3.5 or higher - "cum laude" (with honors)

2. GPA of 3.7 or higher - "magna cum laude" (with high honors)

3. GPA of 3.9 or higher - "summa cum laude" (with highest honors)

No Honors are awarded at the associate or the master's degree level.

Diplomas

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Study Abroad

Semesters of study in off-campus locations are offered to Indiana Wesleyan University students. Students may attend IWU's program in Zambia or pick from affiliated programs offered by other institutions or agencies.

Up to 16 credits may be earned for participation in a full semester of study in one of the cooperating programs. Students who wish to attend a semester abroad must be in good standing with Student Development and may not be on disciplinary probation, must have at least a 2.75 GPA, and have earned 30 credits at IWU.

Students who wish to attend a semester abroad must visit the Academic Affairs Office and their Academic Advisor very early in the process of their considerations. The academic advisor and student will need to consult with the director of records to find the best application of credits from these programs.

Students are required to register with the Records Office at Indiana Wesleyan University prior to departure for the semester program and pay the current year's 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. Partial institutional aid

may be awarded to students for cooperative programs. All IWU institutional aid is applicable to IWU Zambia. All students wishing to spend a semester abroad must apply and be approved through the Academic Affairs Office by the appropriate semester deadline (March 30 for fall; October 30 for spring).

All semester abroad programs will cost at least the amount of the current year's IWU tuition, room and board. Any tuition and room and board costs over and above those charged by IWU will be forwarded to and are the responsibility of the student. Remittance is made by the student to IWU and will be forwarded to the cooperating institution by the IWU Business Office. Any other costs (travel, in-country excursions, and incidentals) not included in the program charges of the cooperating institution are the responsibility of the individual student and not paid to IWU.

IWU Zambia

IWU's first semester-long study abroad program takes students to Choma, Zambia. Students are accompanied by IWU faculty and take a minimum of 12 credits. Custom General Education courses and some major-specific courses are offered to help all students earn credit in their majors (contact the Global Studies office in Academic Affairs for current information). Students have the opportunity for practicum experiences, internships, and missions through World Hope International-Zambia. Students are charged the current year's tuition, room and board and are responsible for travel costs and personal incidental expenses. IWU students may apply their full institutional aid package to this program. Housing, meals, transportation and other in-country resources are provided by World Hope International. For more information, contact: globalstudies@indwes.edu

CCCU Best Semester Programs (descriptions used by permission):

American Studies Program (Washington, D.C.)

Through internships in their chosen field, participants explore pressing national and international issues in public policy seminars led by ASP faculty and Washington professionals. Students select enrollment in the Public Affairs or Marketplace track. Both tracks examine the same public issues and culminate in field projects assessing those issues in light of biblical principles and Christian responsibility. Students in the Public Affairs track use policy concepts to evaluate contending approaches, while students in the Marketplace track analyze the issues by assessing how business and commercial environment shape different perspectives. The aim of the program is to prepare students to live faithfully in contemporary society as followers of Christ. For more information: http://www.bestsemester.com/asp

Australia Studies Center (Sydney, Australia and New Zealand)

Students study theology, global justice issues affecting Australia, indigenous cultures and the arts. Every student is required to take the two core course covering Australian history and current issues, and as well choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Home stays, service learning and travel around Australia and a trip to New Zealand are import components of the ASC. For more information: http://www.bestsemester.com/asc

China Studies Program (Hong Kong, China)

The China Studies Program enables students to engage China's ancient history and intrigue from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes an internship at an international business in China. Students also study standard Chinese language and apply their skills by serving in an orphanage or tutoring Chinese students in English. This program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. For more information: http://www.bestsemester.com/csp

Contemporary Music Center (Martha's Vineyard, Mass.)

This program provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Executive and Technical. Each track is uniquely designed, and students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplaces, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. For more information: http://www.bestsemester.com/cmc

Los Angeles Film Studies Center (Hollywood, Calf.)

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. In addition, students choose one elective course from a variety of offerings in film studies. Internships provide students with hands-on experience. The combination of internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. For more information: http://www.bestsemester.com/lafsc

Latin American Studies Program (San José, Costa Rica)

Based in San José, Costa Rica, the LASP introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Students take part in a practicum/internship and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies, Advanced Language and Literature, International Business, or Environmental Science. Some programs are offered only one more semester per year, and different tracks visit different countries. For more information: http://www.bestsemester.com/lasp

Middle East Studies Program (Cairo, Egypt)

This program offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students will study the Arabic language and will travel in the region (typically Israel, Jordan, and Turkey) and will experience the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, students learn to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. For more information: http://www.bestsemester.com/mesp

Scholar's Semester In Oxford (Oxford, England)

This program is designed for the high-achieving student who wants to study intensively and to a high standard. Students develop their academic writing and research skills while exploring disciplines and interests of their choice in the oldest university in the English speaking world. Designed for those interested in the classics, English language and literature, theology and the study of religion, philosophy, and history, work must be grouped in a concentration so that all elements of the program work together. Student must have a 3.5 GPA to be considered. For more information: http://www.bestsemester.com

Russian Studies Program (Nizhniv Novgorod, Russia)

This program strives to give students a broad learning experience in the largest nation of the world, with time in Moscow, Nizhni Novgorod, and St. Petersburg. Students will prepare how to live out their faith in a multinational and culturally diverse world. The three main components of the Russian Studies Program are designed to integrate study of the Russian culture, language, and history, thereby giving students the best possible opportunity to deepen their cross-cultural understanding. For more information: http://www.bestsemester.com/rsp

Washington Journalism Center (Washington, D.C.)

This program is designed for the student interested in the field of journalism. Students will take courses focusing on personal writing skills as well as the history and future of the media.

The Institute blends classroom experience with hands-on work in internships 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. For more information: http://www.bestsemester.com/wjc

Uganda Studies Program (Mukono, Uganda)
Students will attend Uganda Christian University (an international affiliate of the CCCU) and will experience intercultural learning in depth while studying African literature, history or politics and studying side by side with students from Uganda and throughout Africa. They will have the opportunity to explore issues such as poverty, aid and missions, seeking to explore the realities of Africa integrated with their Christian faith. The majority of the semester is on campus, but time is provided for a variety of East African learning experiences and a two-week in-home stay. For more information: http://www.bestsemester.com/usp

Other Affiliated Semester Programs: (description information compiled from program Web sites):

Au Sable Institute for Environmental Studies

(Campuses in the Great Lakes, the Pacific Rim and Florida)
The Institute has several locations including the north woods country of Michigan's Lower Peninsula and along the Pacific Rim of Washington state, and the tropical region of southern Florida. The human and natural resources available to students through the Institute's programs in teaching and research are extensive. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity. For more information: http://www.ausable.org/au.main.cfm

Institute for Family Studies–Focus on the Family (Colorado Springs, Colo.)
This program provides an intense and challenging one-semester experience in both the classroom and in practicum, which uses curriculum that is multi-disciplinary. Coursework explores the meaning and purpose of the family in contemporary culture, politics and law, family development, marriage, parenting, and leadership. The objective of the FFI curriculum is to instruct student leaders in the Christian worldview and how to transform the world around them with compassion. For more information: http://www.focusinstitute.org

Jerusalem University College (Jerusalem, Israel)
This program is located in Jerusalem, Israel, and introduces students to the culture and religions of the area, especially Judaism, Islam and the variety of Christian traditions. Students gain a better understanding of the interplay of ideologies and customs in the Middle Eastern historical, political, and social relationships. Students also gain an understanding of biblical studies, especially the Old Testament Scriptures, the roots of the New Testament in the Old Testament, and the Greco-Roman-Judean world of the first century. For more information: http://www.juc.edu

Houghton in Adirondack Park – (Adirondack Park, N.Y.)
Students in this program will witness the continuing debate over wilderness and sustainable development, with an introduction to environmental students which takes place in a 6-million-acre eco-region and the largest temperate-deciduous forest in the world. Students work in a living laboratory, with over 2,000 lakes and over 30,000 miles of streams and rivers. Faculty and environmental professionals will provide field lectures and an interdisciplinary experience. As a compliment to the Adirondacks, students will spend two weeks in Alaska. For more information: http://www.houghton.edu/academics/ocp/adirondacks

Houghton Down Under – (Melbourne, Australia)
Students will take a seven-hour core in Australian studies, and be able to choose from other options including literature, religion, and physical education classes taught by Houghton College professors. Based in Melbourne, the program will have access to Kingsley College facilities and have time for several excursions as well. For more information: http://www.houghton.edu/academics/ocp/australia

Houghton in London - (London, England)
Students will live in the center of London with access to all its rich historical and cultural resources and study at the London Institute for Contemporary Christianity and London School of Theology taught by both British and Houghton College professors. Academic options include English, Bible, history, social sciences, and art. Different options are offered each semester, and there are a variety of ministry and travel options available. For more information: http://houghton.edu/academics/ocp/London/LONDON.HTM

Houghton in Tanzania - (Tanzania, Africa)
An intensive 12-week semester offering the unique opportunity to experience life as most Africans themselves experience it. Students will be exposed to Africa on a broad front including history, anthropology, environment, languages, politics, and religion. Students will see needs and evaluate them in the light of their Christian beliefs. Extended trips away from Iringa Houghton campus site (Tanzania) include nearby game reserves and Wahehe and Maasai tribal villages. For more information: http://www.houghton.edu/academics/ocp/tanzania

Trinity Christian College Semester in Spain

Semester in Spain provides high quality Spanish language, history and culture instruction in an experiential format. All instruction is in Spanish, and students are required to speak only Spanish while on the premises. Students are housed in homes where continued language and cultural immersion can be experienced. The program is accredited through Trinity Christian College by the Higher Learning Commission of North Central Association of Colleges and Schools. The program offers courses at beginning, intermediate, and advanced levels based upon student entrance exam scores. For more information: http://www.semesterinspain.org

Irish Studies Program - Taylor University - (Greystones, Ireland)

This program is designed to expand cultural and spiritual awareness through the opportunities students have for studying and experiencing the history and culture of Ireland, including Celtic and contemporary Irish studies and the fine arts. Students will also experience fine Irish hill-climbing as part of the curriculum. For more information: http://www.taylor.edu/academics/ocp/semester/irishstudies/

Affiliated Summer Programs:

The following affiliated programs offer summer options:

CCCU - Oxford Summer Programme: (Oxford, England)

"Read, learn, and live in the "city of dreaming spires." The Oxford Summer Programme allows you, as an affiliate member of Wycliffe Hall, University of Oxford, to do intensive scholarship in this historic seat of learning.   Work with world-class academics to hone your research and writing skills and delve into the areas that interest you most. Broaden your thinking by living and learning in this major crossroads of the academic world. For more information: http://www.bestsemester.com/osp

Focus on the Family Institute: (Colorado Springs, Colo.)

Focus on the Family Institute classes challenge you to examine your faith and apply it in ways you have never imagined. You will be empowered to confront the world in which you live and transform it with compassion.   A Christian worldview as it pertains to the family, church and society is presented. For more information: http://www.focusinstitute.org

AuSable Institute for Environmental Studies: (Campus programs in Washington or Florida)

Summer courses are offered at both the Coupeville, Washington and North Ft. Myers, Florida, campuses. Issues in environmental studies and ecology are presented at both. At the Washington campus, students have the opportunity to study marine mammals and alpine ecology. At the Florida campus, students will spend part of their time at an experimental tropical agriculture farm. For more information: http://www.ausable.org

Jerusalem University College: (Jerusalem, Israel)

Various courses including those based in biblical studies, geography and history are offered throughout the summer months at various times. Please consult the Web site for more information. For more information: http://juc.edu

Trinity Christian College - Semester in Spain (Sevilla, Spain)

Although designed for the experienced student in Spanish, the courses offered greatly enrich the Spanish major or minor with literature, culture, history and art options. Travel throughout Spain is possible, and home-stays enable the student to experience the culture of Spain up close. For more information: http://www.semesterinspain.org

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 full time students from both institutions. Although there is no extra charge for the courses in this exchange, the students are responsible for their own transportation between campuses and for payment of any fees beyond tuition.

Center For Adventure Learning

The Center for Adventure Learning within the Center for Life Calling and Leadership arena provides leadership development activities that are experiential rather than curricular that directly support students' discovery process of their life calling, as well as providing them with a living laboratory to experience and practice leadership.

The Center for Adventure Learning (CAL) plays an integral part in leadership and life calling development in the Center for Life Calling and Leadership in several ways. CAL directly impacts students discovering their life calling by designing and delivering experiential activities directly related to the Life Calling curriculum, and by providing creative and innovative delivery methods for the leadership faculty that creates a more engaging environment for student learning.

Students participating in a CAL program have the opportunity to participate in group development and teamwork which allows them to tangibly experience authentic and intentional community, group, and relational development. Participants actively participate in group decision making, problem

solving, and teamwork development while observing and engaging in the various facets of leadership. Through "challenge by choice" participants make the personal decision to push themselves beyond their comfort level in a safe supportive group atmosphere increasing self-efficacy. Programs are designed and delivered to alleviate societal distractions and to encourage closer communion with God through immersion in His creation.

CAL also provides student interns real life opportunities to practice and develop their leadership skills in "less than ideal" environments and reflect on their experience in order to transfer the knowledge gained from their experience with CAL to other leadership opportunities. While embodying the dimension of High Impact Leadership, interns gain an understanding and appreciation for the "upfrontness" of leadership as well as the "behind the scenes" leadership that must happen in order for every participant to have the greatest opportunity for positive growth.

CAL consists of high and low ropes elements at Botany Glen, low ropes elements and a paintball course at Ketcham Woods, a high ropes course and climbing wall in the Recreation and Wellness Center, Soul Search Adventure trips led by qualified students or staff, and a variety of collaborative initiatives with other faculty and departments on campus. The climbing wall, which is open most evenings and weekends during the academic year, provides challenging routes for the beginner and the more advanced climber. Soul Search trips, including rock climbing, backpacking, sea kayaking and white water rafting are offered over fall and spring break as well as various weekends each semester. Students can also participate in classes which provide a framework for outdoor leadership and adventure education.

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

The Center for Life Calling and Leadership's mission is to enable students to find an overriding purpose for their lives, equip them to make life decisions based on this purpose, and then empower them to develop this purpose into world changing leadership.

CLCL helps students explore the concept of vocation in the context of spirituality and faith, looking at vocation as a much broader subject than just a job, position, or occupation. It is more profound than a profession or life's work. Vocation should be seen in the context of a life calling that produces confidence in an overriding purpose for your life to bring about positive change in the world, and then living one's life in congruence with that purpose.

The Center provides faith-based "life coaching" that goes beyond traditional career counseling. The CLCL life coaches utilize a positive approach with students as they look for solutions to future questions. This differs significantly from clinical counselors in that our coaches are primarily forward-focused and proactive. This approach also differs from traditional career counseling in that it goes beyond career issues and looks at life calling in a much larger, strengths-based, holistic context. Life coaches at the CLCL meet with students one-on-one and in workshops to help them through this discovery process.

CLCL also offers the class, "Introduction to Life Calling," each semester. This 3-credit course focuses on developing an understanding of the concept of life calling and the discovery on one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from this life-calling perspective. Students evaluate their values, spiritual gifts, interests, abilities, personalities, experience, preferred work environments, and career interests. They use this to develop a personal mission that can guide their college experience and their career beyond college.

The Office of Career Development, housed within the Center for Life Calling and Leadership, uses a strengths-based, God-focused approach to assist students in moving through the steps associated with the job search process. A three-credit course, one-credit seminar, three-part workshop series, and individual Career Coaching appointments are all available to guide students in the development of resumes, cover letters, interviewing skills, networking techniques, and other issues facing students as they transition from college into graduate school or the workforce. Beyond these valuable job search skills, however, the Center continues to tie a student's life calling to his or her career direction so that students are better equipped with the staying power to endure adversity in their chosen profession, provide an anchor in the career-related decisions they make, and help avoid jumping from job to job, and career to career.

CLCL also facilitates the leadership major and minor at IWU, and it provides the academic advising for all students who have not declared a major.

Instructional Facilities

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

John Wesley Administration Building

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

APS Educational Centers
The College of Adult and Professional Studies has educational centers in Fort Wayne, Kokomo, Columbus, Indianapolis, Merrillville, Greenwood, and Shelbyville, Indiana; Lexington and Louisville, Kentucky; and Cincinnati, Cleveland, and Dayton, Ohio.   See Education Centers for detailed listing.

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

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

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

Center Hall (CS)
This classroom building provides additional space for math, computer and art courses.

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

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

Goodman Hall (GMN)
This classroom building houses 5 classrooms and divisional offices for the Division of Education.

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

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

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

Noggle Christian Ministries Center (NCMC)
This classroom and faculty office building is the home office for the School of Theology and Ministry.

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

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

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

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

Student Development

Purpose

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

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

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

Academic, Counseling, and Testing Services

The Aldersgate Center provides students with academic, personal, and testing support. Academic services support includes guidance in study skills such as effective reading and note taking, study habits, test taking, and time management.

Tutoring services are available on a limited basis in all basic education and many specialized courses. Tutoring helps to strengthen a student's basic academic skills and course content knowledge so that he/she experiences further academic development. Tutors are IWU students recommended by faculty, trained by professional staff, and paid to assist their fellow students. The program is beneficial for the students as well as the faculty.

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

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

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

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

The Wildcat women compete in intercollegiate soccer, tennis, 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.

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, 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 for commuter students. Questions concerning commuter students may be directed to the Student Development Office.

Conduct Standards

Indiana Wesleyan University, as a Christian university, is a community joined together to further academic achievement, personal development, and spiritual growth. Together the community seeks to honor Christ by integrating faith, learning, and living, while its members' hearts and lives mature in relationships to Jesus Christ and each other. With

this purpose, it is desired that each member of this community is either committed to Christ or has respect for a Christian perspective.

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

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

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

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

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

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

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

All automobiles 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 dean of the chapel 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.

Disability Services - CAS
Indiana Wesleyan University is committed to providing equal access to students with disabilities. The Aldersgate Center works to make programs and facilities available in a non-arbitrary and beneficial manner. The Disability Services coordinator is responsible for receiving a request for academic or physical accommodations. The coordinator will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing formats, note-taking services, taping lectures, books in alternate format, and adaptive technology. The coordinator may also provide advocacy with the faculty, academic pre-advising, and counseling related to disability issues.

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

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

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

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

A standard meal plan is automatically part of a resident student's room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence hall 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. Commuter students purchase points that are applied to their ID card and used on a declining balance system.

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

IMPORTANT: All students need to provide for their own health insurance. 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.

Information Center - Marion Campus
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. Phone 765-677-4636 for more information.

Intercultural Student Services
The mission of IWU's Intercultural Student Services is to use Biblical principles that provide every student with a positive and productive learning environment. We desire to create settings that will encourage students, faculty and staff to ask questions and engage in discussion. Our vision is to increase awareness, sensitivity, knowledge and understanding of multicultural issues and allow for such a change to take place through creative programming. The program allows students to become social agents in developing a culturally sensitive community, thus, changing the world. We believe the necessary components are the discovery, value and importance of diversity, the integration of our faith, Gods' spiritual mandate to reconciliation and engaging in relationships and partnerships that will continue multicultural education well beyond the college experience.

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 is also designed to assist students in meeting new friends and adjusting to life at Indiana Wesleyan University.

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 events. 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 at a price that students, as well as the Marion community, find affordable. Average performances consist of drama, music, or art and are open to the campus community and the public.

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

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

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

The *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, photos, and creative touches from the editorial staff, each yearbook has a unique look and approach to capturing the memories of the school year.

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

All enrolled students, (resident and commuters), as well as faculty, staff, administrators, and their spouses are eligible to

participate in any activity sponsored by the Department of Campus Recreation.

Activities include, but are not limited to: intramural sand volleyball, flag football, softball, racquetball, tennis, wallyball, soccer, volleyball, basketball, golf, inner tube water polo, ultimate frisbee, dodgeball, bowling, table tennis, billiards and The Outdoor Adventure Challenge.

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

Residence Life

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

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

The Residence Life program at IWU provides a developmental approach for housing students. Freshman and sophomore students live in one of the traditional residence halls. Kem, Martin, Evans, Shatford, North Hall Complex and Carmin halls are traditional women's residence halls. Bowman, Hodson, Reed and Scripture halls are traditional men's residence halls. Bowman and Shatford are designated as "freshman houses" and house first-time students who desire an environment intentionally designed to meet their unique needs. Each "house" has 10 specially selected upper class students who serve as leaders and mentors for the first-year students. The North Hall Complex is a purposeful environment, tied closely to the university's mentoring program, which was established to provide upper class student mentors for each freshman living in the NHC. Junior, senior, and nontraditional students may stay in one of the apartment-style living areas. These include University Court apartments, the Lodges, and the Townhouse apartments. In addition, students may 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 grow older and more self-disciplined, they may move into more independent-style living in the apartments.

Prospective students interested in attending IWU and living on campus must submit a $100 tuition deposit prior to completing an on-line housing application. 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 application is complete.

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 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 June 1 for a refund of the $50 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 may 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.

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. Some forms of performance choreography as it relates to the public presentations of drama, music, and cultural performances are permitted by the artists involved. Celebratory, folk, ethnic or group dance at wedding receptions is acceptable as long as it remains wholesome and avoids any hint of sensuality. Performances on campus are carefully screened and exclusively selected by university personnel as educational and appropriate to the performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Government Association

The Indiana Wesleyan University Student Government Association (SGA) represents students in matters of self-government and problems of mutual interest to the student body and the university. Student Government is made up of an executive board (president and cabinet), senators for academic divisions, and representatives from each student organizations. 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 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, 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 contact 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.

Financial Information - College of Arts and Sciences

Tuition and Fees - CAS

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 2009/2010 school year):

Number of Credit Hours	Cost Per Semester
1	$436
2	872
3	1308
4	1744
5	2180
6	4392
7	5124
8	5856
9	6588
10	7320
11	8052
12 - 16	10248

Credit hours above 16 per semester will be charged at $732 per credit hour.

Fees

Art Studio Courses and Graphics	$75 per course
Late/Change Registration Fee	$25 additional chg
Medical Laboratory Technology	$30 per semester
PSY-150 Fee	$32 per course
PSY-290 Fee	$35 per course
PSY-291 Fee	$125 per course
SWK-343 Fee	$125 per course
ADC-291 Fee	$125 per course
Nursing/Clinical Fee	$15 per credit hour
Nursing testing fees...	vary depending on the semester and will be assessed to student accounts on a semester basis. Please contact the Nursing office to determine if you will have a testing fee for the current semester.
Private Lessons (1/2 hour lesson)	$175 per semester
(1 hour lesson)	$300 per semester
Senior Recital	$200 per course
Teaching/Psychology Practicum Fee	$25 per credit hour
Independent Learning Fee	$100 per credit hour
Transcript Fee	$3 per request
Music Uniform Fee	$30 per semester
Cross-cultural Student Teaching Fee	$300
ATR-196	$20 per course
Athletic Training Education Program Fee	$70 total for traditional 4 year student
Annual TB Test	$10
Physical Examination	$10
Audit (Record is made)	$25 per credit hour
Credits-in-Escrow	$50 per course

Examination/Assessment Fees

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

Room Cost

Cost for the fall 2009 semester, as well as for the spring 2010 semester, is $1630 per semester. This cost covers the periods of time while school is in session, per the approved university calendar.

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

Meal Plan Cost

The full meal plan for the fall 2009 semester, as well as for the spring 2010 semester, costs $1755 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

	2009-2010 Per Semester	2009-2010 Per Academic Year
Tuition	$10,248	$20,496
(full-time student)		
Room	1630	3260
(would not apply to commuter students)		
Board - Full Meal Plan	1755	3510
(would not apply to commuter students)		
Total	**$13,633**	**$27,266**

($10,248 per semester for a full-time commuting student)

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

Payment Terms

The fall 2009 semester charges are due and payable by September 8, 2009. Spring 2010 charges are due and payable by January 12, 2010, 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.

Payment Options

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

Cash Payment Plan

Pay the net amount due by September 8 for the fall 2009 semester or by January 12 for the spring 2010 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.

Loans Payment Plan

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.

Campus Employment Payment Plan

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

Installment Payment Plan

See Academic Management Services brochure that is available in the Business Office.

Refund of Tuition

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

Notice about Withdrawal

Failure to pay one's bill does **not** automatically 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.

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

No refunds after the fifth week.

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

Refund of Meal Plan

A student will be charged or refunded $17.55 per day. No board refunds will be given after December 1, 2009, for the fall semester or April 1, 2010, for the spring semester.

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

Financial Aid

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

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

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

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

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

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

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

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

Requirements for Receiving Aid: In order to qualify for all federal funds with the exception of a Federal Pell Grant, a student must be enrolled at least half-time. A student is classified as half-time if registration is for a minimum of six credit hours per semester or a total of six credit hours during the summer sessions. Institutional and state scholarships and grants, however, require full-time enrollment (a minimum of 12 credit hours per semester). In addition, Pell Grant, FSEOG, state aid programs, and most forms of institutional aid require that the student does not have a previous baccalaureate degree. Financial aid recipients are required to maintain satisfactory

progress toward a degree in their chosen course of study. The institutional Satisfactory Academic Progress Policy outlines the specific details of this requirement. Any student receiving an institutional grant award is expected to maintain an acceptable citizenship record.

Satisfactory Academic Progress

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

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

Students who fail to meet the minimum standards as shown will be placed on financial aid probation for one semester. During their probation semester, students are still fully eligible for financial aid. They must improve their cumulative academic measures by the end of that semester to meet the policy requirements in order to continue to have financial aid eligibility for subsequent semesters. Eligibility resumes when the student raises his or her cumulative academic measurements to the required levels.

SAP SUSPENSION may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

To appeal, the student must submit a legible letter, a completed SAP Appeal Form and supporting documentation to the IWU Financial Aid Office. These should explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how his or her situation has improved. Appeals must be received by the Financial Aid Office no later than 15 business days before the end of the term for which reinstatement is desired. Early appeal submission is strongly encouraged. A committee will review the appeal and will notify the student in writing of their decision. If an appeal is approved, the student will regain financial aid eligibility for a designated period of time.

Scholarships

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists may receive an $8000 award but are not eligible for other IWU academic scholarships. The student must be an entering freshman, submit a copy of the National Merit Certificate, have a 3.5 high school GPA, and enroll full-time each semester. The award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.50 cumulative GPA by the end of May term of each year. This scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. Recipients may receive this scholarship for **eight semesters of full-time enrollment only** (normally four years) as long as other eligibility criteria is maintained. If lost, it may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Academic Scholarship

A full-time incoming freshman may qualify for an academic scholarship by scoring a minimum of SAT 1100 (excluding writing score, math and verbal sections only) or ACT 24 (excluding writing score) and by having at least a 3.40 high school GPA (on a 4.00 scale). This award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.40 cumulative GPA by the end of May term each year. This scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. Recipients may receive this scholarship for **eight semesters of full-time enrollment only** (normally four years) as long as other eligibility criteria are maintained. If lost, may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Eligibility Grid For Academic Scholarship

1. BOTH minimum GPA and test score requirements must be met to qualify.

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

3. Test scores may not be updated after an April 15 test date.

GPA/GED	POINTS	SAT/ACT Scores
3.40	1	1100/24
3.50	2	1130/25
3.60	3	1170/26
3.70/60-63	4	1210/27
3.80/64-67	5	1240/28
3.90/68-71	6	1280/29
4.00/72+	7	1360/31

POINTS	ANNUAL AMOUNT
2 – 3	=$3000/year
4 – 5	=$3500/year
6 – 7	=$4000/year
8 – 9	=$5000/year
10 – 11	=$6000/year
12 – 14	=$7000/year

Example: A student with 3.50 GPA (worth 2 points) and 1100 SAT (worth 1 point) would have a total of 3 points and qualify for $3000/year ($1500/semester).

Transfer Academic Scholarship

A full-time transfer 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 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.

This award is renewable by enrolling full-time (at least 12 credit hours) and achieving a 3.40 cumulative GPA by the end of May term each year. The scholarship is not available for enrollment in summer sessions nor will credits earned or GPA achieved count toward eligibility requirements until the following year calculation. The number of semesters of eligibility will be determined by the grade level at which the student enters IWU. The chart below shows semesters of eligibility for transfer students entering at each grade level:

First year	eight semesters of full-time enrollment (normally four years)
Sophomore	six semesters of full-time enrollment (normally three years)
Junior	four semesters of full-time enrollment (normally two years)
Senior	two semesters of full-time enrollment (normally one year)

If lost, may be reinstated following completion of the next academic year if eligibility requirements are met; however, recipient will have two semesters less (one academic year) of eligibility remaining.

Transfer Academic Scholarship

GPA	AMOUNT
3.40	$2250
3.50	$3000
3.60	$3500
3.70	$4000
3.80	$5000
3.90	$6000
4.00	$7000

Valedictorian or Salutatorian Scholarship

Awards are made to all high school valedictorians ($1000) or salutatorians ($500) who are first-year students (first-time college students) at Indiana Wesleyan University and whose graduating class had a minimum of 50 members. Scholarship is nonrenewable.

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

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

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

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

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

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

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

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

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

Indiana 21st Century Scholars Program - Indiana Residents Only
Potential recipients applied in their 6th, 7th or 8th grade year to be part of the program and fulfilled a pledge of good citizenship. Recipients must submit their FAFSA and have it received at the federal processor by March 10. The student must also enroll full-time in an approved Indiana institution. Awards vary based on eligibility received for the Indiana Higher Education Award and Indiana Freedom of Choice Grant.

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.

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

Grants

Federal PELL Grant
Any U.S. citizen who does not have a baccalaureate degree can apply for a Pell grant by completing the FAFSA. Awards are based on financial need and range from $976-$5350 for the 2009-2010 academic year.

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

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

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

Wesleyan Student Aid
Acknowledging its Wesleyan heritage, Indiana Wesleyan University wishes to strengthen its relationship to The Wesleyan Church and enroll increased numbers of Wesleyan students. The following financial aid programs have been

developed to meet these goals and assist Wesleyan students in furthering their education at Indiana Wesleyan University.

Wesleyan Student Grant

This award of $1,000 is given to all Wesleyan students who demonstrate financial need as calculated by the FAFSA information.

Wesleyan Missionary Dependent Grant

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

Out-of-State Wesleyan Grant

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

Wesleyan Pastor Dependent Grant

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

Campus Challenge/Wesleyan Bible Bowl (WBB) Scholarship

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

John Wesley Scholarship

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

Canadian Wesleyan Scholarship

Wesleyan Canadian students who enroll full-time may be awarded a scholarship equal to 25 percent of the tuition 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.

International Wesleyan Grant

International Wesleyan students who attended a Wesleyan church in their home country are eligible for $3,000 per year. A 2.5 grade average is required to renew these monies each year. The award may be received once for a total of eight semesters.

Wesleyan Ministerial Loan/Grant

The Wesleyan Church and Indiana Wesleyan University cooperate in providing Ministerial Loan Grants for full-time junior and senior Christian ministries students who are members of The Wesleyan Church. Indiana Wesleyan University cooperates with The Wesleyan Church and local districts in providing funds for graduate students as well. Juniors may receive $4,000 per year, while seniors may receive $6,000 per year from the university. In addition, The Wesleyan Church provides funds per credit hour as available to assist with educational expenses. 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 (also applicable 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 of the North American General Conference.

2. Examination and approval as a licensed ministerial student by the District Board of Ministerial Development prior to the beginning of the semester in which the loan/grant is to be received.

3. Cumulative grade-point average of 2.0 or higher.

4. Admission to the appropriate undergraduate or graduate Christian ministries or youth ministries major (See School of Theology and Ministry).

5. Approval by the director of financial aid.

Each award is issued as a loan with separate promissory notes to be signed for repayment of the denominational and university shares. However, recipients who later serve The Wesleyan Church under district appointment have the

privilege of canceling 20 percent of the total loan obligation for each year of full-time service rendered. Those who are employed otherwise will repay their loan(s) over a period of five years with an annual interest rate of 10 percent. Further information about the operation of this program can be found online at the Wesleyan headquarters Web page http://www.wesleyan.org or secured by writing the Department of Education and the Ministry of The Wesleyan Church, P.O. Box 50434, Indianapolis, Indiana 46250-0434.

Loans

Federal Perkins Loan

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

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

TYPICAL REPAYMENT OF LOANS

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

IWU Student Loan

Awards in this institutional loan program range from $200 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 percent.

Typical Repayment Of Loans

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

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

Federal Stafford Loan

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

Students with financial need may qualify for a 5.6 percent interest rate subsidized Stafford Loan, which means the government is paying or subsidizing the interest while the student is in school or in the grace period. Students without financial need qualify for the unsubsidized Stafford Loan at 6.8 percent interest, in which their interest is not paid by the government. Students may pay the interest monthly while in school, or the lender will capitalize the accrued interest each year causing the loan to increase more rapidly.

Typical Repayment Of Unsubsidized Stafford Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
$5500	120	$63.00	$2095.00	$7595.00
10500	120	120.83	4000.00	14500.00
15000	120	172.61	5714.00	20714.00
23000	120	264.68	8762.00	31762.00

Federal PLUS (Parent Loan for Undergraduate Students)

Parents may borrow funds through this program to assist with their child(ren)'s educational expenses. The limit is the cost of education per child minus other financial aid. The interest rate is a fixed 8.5 percent. Borrowers must be creditworthy and can begin repayment upon disbursement of the funds or request a deferment until the student is no longer enrolled full-time.

Work Programs

Federal Work-Study Program

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

Immigration and Naturalization Service's I-9 Form and must be issued a Work Authorization.

Indiana Wesleyan University Employment

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

Right to Know

A student has the right to know...

1. What financial assistance is available, including information on all federal, state, and institutional financial aid programs.

2. The deadlines for submitting applications for each of the financial aid programs available.

3. The cost of attending the institution and the school's refund policy.

4. The criteria used by the institution to select financial aid recipients.

5. How the school determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.

6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.

7. How much of your financial need, as determined by the institution, has been met.

8. An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.

9. What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of the time you have to repay the loan, and when repayment is to begin.

Responsibilities

It is your responsibility to...

1. Review and consider all information about the school's program before you enroll.

2. Complete all application forms accurately and submit them on time to the right place.

3. Pay special attention to and accurately complete your application for student aid. Errors can result in long

delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.

5. Read and understand all forms that you are asked to sign and keep copies of them.

6. Accept responsibility for all agreements you sign.

7. Notify the lender of changes in your name, address, or school status if you have a loan.

8. Perform in a satisfactory manner the work that is agreed upon in accepting a university Work-Study award.

9. Know and comply with the deadlines for application or reapplication for aid.

10. Know and comply with your school's refund procedures.

Withdrawal and Impact on Financial Aid

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

1. When the student withdrew from a class or classes.

2. Whether the student withdrew from one or more classes, but remained enrolled or if the student completely withdrew from all classes.

3. Type of financial aid awarded.

4. Changes to the charges on the student's account.

Students need to talk with their financial aid counselor prior to withdrawing from any course(s) so that he/she can make an informed decision regarding the financial impact of the withdraw.

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

Federal Aid (Title IV)

Students who receive federal Title IV financial aid (Pell Grant, FSEOG, Perkins Loan, federal work-study, or 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.

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
>
> Academic Competitiveness Grants
>
> National SMART Grants
>
> FSEOG

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

Here is an example of how a calculation might work: If there are 10 calendar days in the term (excluding any breaks of five or more days) and the student withdraws on the 25th day, 25 percent of the term has elapsed. This means that 75 percent of the federal funds must be returned. If the student received $5,000 in federal Title IV aid, the $3,750 must be returned. If the school retained all of the funds to pay for school charged expenses, then the school will return all of the funds. If some of the funds were disbursed to the student, then the student may have to repay some of the funds also.

Institutional Aid

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

Indiana State Aid

The State Student Assistance Commission of Indiana (SSACI) has a refund period that consists of the first four weeks of each academic term. If a student withdraws from one or more classes and thus is not classified as a full-time student at the

end of the SSACI refund period, the student is not eligible for any of their state grant funds. If a student withdraws from one or more classes after the SSACI refund period, the impact on the student's state grants will depend on any adjustment of charges made on the student's account.

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

Financial Information - Other

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

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

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

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

Financial Aid - Further Information

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

John Wesley Honors College

Associate Dean - Dr. David Riggs

John Wesley Honors College (JWHC)

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

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

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

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

John Wesley Scholars Program

In order to graduate from the Honors College as a John Wesley Scholar, a student must complete the following course requirements (36-42 hours). Most of the honors coursework fulfills requirements in both the Honors College and general education curricula.

Honors Humanities Core		**12 hours**
UNV-180HC	Becoming World Changers: Christian Faith and Contemporary Issues	3
HST-180HC	Humanities World Civilization	3
PHL-180HC	Humanities Philosophy	3

ENG-180HC	Humanities World Literature	3
Honors Research Tutorials		**6**
Two semesters of:		
HNR-325	Honors Research Tutorial	3
Liberal Learning/Life Calling Portfolio		**6**
Six semesters of:		
HNR-225	Liberal Learning Tutorial	1
Honors Forum		**0-6**
Six semesters of:		
HNR-100	Honors Forum	0-1
Honors Electives		**6**
Electives	Either honors sections of general education electives or HNR electives	
Honors Research/Creativity Competency		**6**
Track 1 - Majoring in the Natural Sciences:		
SCI-380HC	Impacts of Science on Faith and Society	3
Lab	Research (e.g., BIO-495; CHE-495)	3
HNR-499	Honors Scholarship Presentation	0
Track 2 - Majoring outside the Natural Sciences:		
HNR-350	Honors Research Seminar	3
HNR-497	Honors Scholarship Project I	3
HNR-498	Honors Scholarship Project II	3
HNR-499	Honors Scholarship Presentation	0

Honors Courses

Honors courses in some majors 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.

Pre-licensure Nursing Division

Pre-licensure Nursing Programs

The Pre-licensure Nursing program leads to a Bachelor of Science Nursing (B.S.N.) degree. The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations.

The Pre-licensure Nursing program is accredited by the Indiana State Board of Nursing and the Commission on Collegiate Nursing Education (CCNE).

The Pre-licensure Nursing program is committed to educating professional nurses prepared to change their world of influence through nursing practices grounded in the Christian ethos. The mission of the division is to provide quality nursing education within a Christian liberal arts university that equips professional nurse generalists for practice in diverse environments.

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

General Education Competencies

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

Outcomes of the Pre-licensure Nursing Program

The outcomes of the Pre-licensure Nursing program are to:

1. Call students to Christian character.
2. Expect students to develop academic excellence.
3. Equip students for success in the profession.
4. Mentor students in leadership.
5. Prepare students for service.

Pre-licensure Nursing Entrance Requirements

High school courses that provide a foundation for nursing are biology, chemistry, English, mathematics, speech, algebra, social studies, and writing. Students should submit the university application to the director of admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare pre-nursing as the choice of major when applying for admission.

Admission and Progression in the Pre-licensure Nursing Major

The Admission and Progression Committee approves admission to the Pre-licensure Nursing major. The following criteria must be met for admission to the major at the sophomore level:

1. Completion of 29 credits.
2. Minimum GPA of 2.75.
3. Minimum grade of "C" in all supporting courses, (A & P I, A & P II, IOBC, Micro; wet labs required, speech, and psychology).
4. Completion of health clearance form.
5. CPR certification.
6. Completion of university math requirement.
7. Certified criminal background check.
8. University math competency.
9. Test of Essential Academic Skills with a score of 75% or higher.

Application forms for admission to the nursing major may be obtained from the office of the Division of Pre-licensure Nursing. All admission requirements must be completed by May 31 for September admission into the nursing major or December 22 for January admission.

Once a student is admitted to the nursing program, he or she must complete all coursework within 4 1/2 years (9 semesters). Progression through the major requires a minimum cumulative and major GPA of 2.75, a minimum grade of "C" in all nursing courses, health clearance, and current CPR certification. Progression is monitored by the Admission and Progression Committee.

Fees

Assessment Testing fees, as well as clinical and lab fees will be assessed every semester.

Probation

Probation in the Division of Pre-licensure Nursing applies to students having a cumulative and/or major GPA less than 2.75 and/or who are repeating a nursing course. See details in the Pre-licensure Nursing Program Student Handbook.

Advanced Standing in Nursing

Transfer Students

Admission with prior credit is granted to those who meet the university requirements and who have a cumulative GPA of 2.75 on a 4.0 scale from the transferring institution. It is recommended that transfer into the program be made no later than the first semester of the sophomore year. Students

contemplating transfer into the program from another college or university must contact the School of Nursing for the transfer policy and

1. Be admitted to the university.

2. Must have their nursing course syllabi and science course syllabi approved by the School of Nursing and the Division of Natural Sciences and Mathematics (wet labs required).

3. To be considered for full admission into the nursing major, all admission criteria and credit transfers must be completed by May 31 for September admission, or December 22 for January admission.

4. Must complete three semesters of clinical nursing courses in the IWU School of Nursing program (minimum of 1 1/2 years residency requirement).

5. Transfer of clinical courses requires successful completion of appropriate skills proficiency exams.

All criteria for acceptance will be successfully completed before any nursing coursework is attempted.

Nursing - B.S.N.

The minimum requirements for the bachelor of science nursing are 124 credit hours. The required nursing courses include the following.

Required Courses   61 hours

NUR-145	Foundations of Nursing	3
NUR-221	Principles of Intervention	2
NUR-232	Advanced Principles of Intervention	2
NUR-242	Nutrition	2
NUR-245	Adult Health I	4
NUR-250	Pharmacology	3
NUR-253	Maternal Newborn Nursing	3
NUR-257	Nursing Care of Children	3
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-330	Gerontological Nursing	4
NUR-337	Pathophysiology	3
NUR-345	Adult Health II	5
NUR-371	Mental Health Nursing	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1
NUR-436	Research	3
NUR-445	Adult Health III	5
NUR-470	Community Health Nursing	5
NUR-473	Nursing Leadership and Management	5

Required Supporting Courses   21 hours

BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4
BIO-113	Microbiology	4
CHE-120	Introduction to Organic and Biological Chemistry	4
COM-110	Speech Communications	3
PSY-150	General Psychology	3

Transition to Nursing - B.S.N.

If you currently hold a bachelors degree in another field from any accredited institution of higher learning and are interested in becoming a nurse, this is the program for you. Transition to Nursing offers you the opportunity to become a nurse in 14 months. This full time program requires 63 credit hours of nursing coursework and leads to a BSN degree in nursing. The coursework is designed to provide a sound foundation in nursing skills and dispositions, and includes leadership and nursing research in the clinical setting. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations. This program also provides the foundation for the pursuit of graduate education.

The Transition to Nursing program takes advantage of your academic track record and builds upon your past experiences. It provides a realistic transition to the nursing profession in an expedited manner. Due to the rigorous nature of the program, students are strongly encouraged not to have outside employment during the program.

FEES
Assessment Testing fees, as well as clinical and lab fees will be assessed every semester.

Prerequisites

1. Previous baccalaureate degree with GPA of 2.75 or above.

2. Anatomy and Physiology I.

3. Anatomy and Physiology II.

4. Microbiology.

5. Chemistry.

6. CPR Certification.

7. Health clearance.

8. Certified criminal background check.

9. University math competency.

10. Test of Essential Academic Skills with a score of 75% or higher.

Required Courses   63 hours

NUR-145	Foundations of Nursing	3
NUR-221	Principles of Intervention	2
NUR-232	Advanced Principles of Intervention	2
NUR-242	Nutrition	2
NUR-245	Adult Health I	4
NUR-250	Pharmacology	3
NUR-253	Maternal Newborn Nursing	3
NUR-257	Nursing Care of Children	3
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-330	Gerontological Nursing	4
NUR-337	Pathophysiology	3
NUR-345	Adult Health II	5
NUR-371	Mental Health Nursing	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1
NUR-436	Research	3
NUR-445	Adult Health III	5
NUR-450	Nursing from a Christian Worldview	2
NUR-470	Community Health Nursing	5
NUR-473	Nursing Leadership and Management	5

Post-licensure Nursing Division

Policies and General Information - Post-licensure RNBSN

Academic Information - Post-licensure RNBSN

Admission and Registration - Post-licensure RNBSN
Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
2. Probation - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (2.75). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Executive Director of the School of Nursing. Any student failing to remove the probationary status will be academically suspended from the program.
3. Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not allowed to continue.
4. Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students
A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) prior to admission to the university. A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission. Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Academic Advising
The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Transfer of Credit Policy - Post-licensure RNBSN
Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy:

1. Credits from International Business College and ITT Technical Institute are transferable only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours may be accepted through this process from these two institutions. (Credit earned in this way is not counted toward the honors GPA.)
2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extrainstitutional learning providers.
3. Courses from nonaccredited colleges and universities, and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

4. The following pertain to applicants to the Post-licensure Nursing program:

- A maximum of 60 semester hours in coursework from RETS College School of Nursing may transfer and be applied to the Nursing program.

- Applicants with a diploma from a state Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 semester hours may be awarded through this process.

- Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to apply per the Indiana Wesleyan admission policy. Supporting science courses and core nursing courses may transfer up to a maximum of 40 semester hours.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DANTES, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Registration
Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive

financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Audit of Courses
A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

1. Audit registration is allowed on a space available basis.
2. The current audit fee per credit hour must accompany the registration.
3. Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
4. The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
5. The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
6. The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
7. The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
8. No change may be made from audit to credit, or credit to audit, after registration closes.

Former Student Re-Enrollment
Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the bulletin under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the

traditional campus and wish to apply to an adult program must meet the following criteria:

1. All other program admission criteria met.
2. At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
3. There are no other holds on the student's record.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process.   Students must request the withdrawal from the Registration Change Counselor before the last class workshop.   Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.   Students withdrawing from a class or transferring to another core group will be charged a $100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period.   A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period.   All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned.   An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses.   Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services.   Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid.   Students should always check with the financial aid office before initiating a registration change.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules.   The leave of absence policy is designed to allow the student flexibility in their program enrollment to adjust to these life events.   The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans.   Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence.   Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done.   Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.   However, the approved leave of absence will result in the $100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change.   At that time, the leave of absence request form will be mailed to the student.   The form can also be downloaded from http://caps.indwes.edu/studentservices/, or can be requested by calling the Office of Student Services at 765-677-1231.   Students must request the leave within 21 days of initiating the registration change.   The request for a leave of absence should be made prior to the date the leave is to start.   The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency,   transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence, and needs to address the nature of the reason for the request.   Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third

party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Degree Programs Offered - Post-licensure RNBSN

The Division of Post-licensure Programs of the School of Nursing offers the B.S.N. degree with a major in Nursing.

Catalog Governing Graduation

Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog

that is current at the time they make such changes. The same holds true for students moving between schools and colleges.

Academic Calendar

Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Core Requirements

The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their cohort. In general, no waivers are allowed for courses taken at other colleges/universities. Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points	Definition
	(per credit)	
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)
The following grades are not figured into the GPA:		

W		Passing work at time of official withdrawal
I		Incomplete
CR		Credit
NC		No Credit
AU		Audit

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned.   Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

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

Academic Standing - Post-licensure RNBSN
Placement on Probation - Students enrolled in a post-licensure program will be placed on probation if their **core** GPA or their **cumulative** GPA at any time falls below 2.75.

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

Academic Suspension - Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
2. A student has two grades of failure (F) at one time on an academic record in the same degree level. (There are three degree levels: Associate, Bachelor, Master).
3. A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated. (Exception: students may take ENG-140 and ENG-141 as many times as necessary to achieve a passing grade.)

In all cases, the suspension will occur once the grades have been recorded in the Records Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Executive Director of the School of Nursing.

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

Project Teams
Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to four individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

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

Core groups in programs that require project teams develop a *Project Team Plan* and *Covenant of Expectations* at the beginning of the program under the direction of an Indiana Wesleyan University instructor. These documents are then filed with the appropriate administrative office. (Note: Only the *Project Team Plan* is required for elective classes.) Students will be given additional information during the first course concerning project team meeting location and requirements.

Attendance Policy
Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

1. Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.

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

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a $100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

1. **Class Attendance Policy –** Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or six hours or more of classes that are eight hours in length.
2. **Project Team Policy –** Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Ways to Earn University Credit Toward a Degree

Undergraduate Elective Offerings
The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy liberal arts requirements as well as general elective credit. The

elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are "enrollment driven," which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or http://caps.indwes.edu/electives/undergraduate/.

Credit by Transfer

Students may transfer credit from another university to fulfill liberal arts and general elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy" for limitations on transfer work.

Assessed Learning Portfolio

Indiana Wesleyan University assesses students' non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared assessed learning portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student's academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

1. The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student's university-level learning. No grades are assigned; only credit awarded.

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

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful "learning autobiography." The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the Assessed Learning Portfolio Manual.

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

Applicants denied entry to the program based on low GPA or insufficient work experience are not eligible to complete the portfolio process until such deficiencies have been removed. In addition, students who are suspended from the program are not allowed to complete the portfolio process. The student is responsible to develop the portfolio independently, following guidelines given at an academic advising interview. The Assessed Learning Portfolio Manual includes all instructions necessary to submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio opening fee is due when the portfolio is submitted to the Office of Student Services for evaluation. All assessed fees for credits awarded through the portfolio will be billed after each assessment and are due 30 days from that date. Credits will not be posted to the student's permanent record until payment is received.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

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

Portfolio fees - Students petitioning for prior learning credit are required to remit a $100.00 opening fee for Portfolio Option I or a $150.00 opening fee for Portfolio Option II. This is to be included with the portfolio at the time it is submitted. In addition, there will be a $40.00 transcription fee for each credit awarded. The student will receive an invoice/credit by assessment report for the amount of the credit awarded. Credit

is not placed on the academic record until all fees have been paid.   Therefore, before starting a core program or graduating from IWU, all fees must be paid. All assessed credit fees are due 30 days from the invoice date unless payment is required sooner due to the aforementioned special circumstances.

DANTES/CLEP Examinations

Indiana Wesleyan University offers CLEP and DANTES tests as an option for students needing to fulfill liberal arts and general elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DANTES (Defense Activity for Non-Traditional Education Support) examinations, originally developed for military personnel, are offered by Thomson Prometric.

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

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DANTES tests are assessed an IWU transcription fee of $25 per credit hour satisfactorily completed. This applies to all CLEP/DANTES credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DANTES test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Graduation

Graduation Ceremonies

IWU graduation ceremonies are held three times a year: April, August, and December. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony.   This allows the university to determine the number of tickets available for students who are attending.   If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements

All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcripted by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree.   The second major can only be posted at one of the three conferral dates, and students receiving the second degree are not eligible to participate in another graduation ceremony.

Academic Honors - Undergraduate Candidates

Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

1. A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.   (NOTE: credit from ITT, International Business College, RETS College School of Nursing, hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)

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

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

4. For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

1. GPA of 3.5 or higher - "cum laude" (with honors).

2. GPA of 3.7 or higher - "magna cum laude" (with high honors).

3. GPA of 3.9 or higher - "summa cum laude" (with highest honors).

Diplomas

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

General Information - Post-licensure RNBSN

Books and Materials

Indiana Wesleyan University is the sole provider of all books and materials for most adult and graduate programs.

For those programs that require IWU-provided materials: Books and materials will be provided for each student, and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866/468-6498 ext. 2210.

Please note: Textbook changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and reentry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 165,000+ titles (including e-books), more than 13,200+ audiovisual titles, 1,000+ current paper subscriptions and provides access to thousands of online journals via a searchable database. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, Cincinnati and Cleveland campuses of the university and include some reference books and full access to the library catalog and subscription-based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library's Web page http://www.indwes.edu/ocls for any students with Internet access and a student ID with a 14-digit library number.

The distance student can contact OCLS via e-mail, Web page form, 800 telephone or fax. Online access to the Library Resource Guide is available from the OCLS Web page, http://www.indwes.edu/ocls/student_services.html. All provided services are further described in this document.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian will tell you about opportunities in your area.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. Onsite and online students have direct contact with a caring pastor. Spiritcare desires to change the world by changing the heart. Chaplains can provide the following:

1. Confidential and caring support for student and family members as requested.
2. Spiritual guidance and prayer support.
3. Intervention and support during life crises.
4. Referrals to counseling and support groups for special needs.
5. An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

For additional information about the Chaplaincy Program, contact the Office of Student Services or visit the Web site at http://caps.indwes.edu/studentServices/chaplain/.

Student Email Accounts

Upon acceptance, students are given an IWU student e-mail account. This is the primary account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Change of Address/Change in Personal Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

Disabled Students - Services

The process for serving a disabled or impaired student enrolled in an adult and graduate program is as follows:

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a

physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

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

Inclement Weather Procedures
The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes.   The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations.   The university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class.   Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the university.   Regional locations will be judged by the Regional Deans/Directors. Classes will be rescheduled by the university in cooperation with the facilitator and class representative.   Students unable to attend the rescheduled class must make appropriate arrangements to make up the work.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class.   Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours.

Postponement decisions will announced through a variety of methods.   In most cases the core group has a designated class

representative who will be notified by the university.   The representative should then activate the telephone calling tree to disseminate the information to the class.   In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students.   No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call IWU administrative offices or class sites.   In addition to the telephone calling tree, information about postponement will be announced on the university's Web site at http://www.indwes.edu/classinfo or by calling the university at 1-800-621-8667 ext. 2022.   Announcements will also be posted on the student portal.

Learning Environment
Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. **The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom.** Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Financial Information - Post-licensure RNBSN

Fee Structure - Degree Programs
Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A $50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student. A $100 withdrawal fee will be charged for each temporary withdrawal or transfer.

Refund Policy - Degree Programs
1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a $100 fee. All other tuition and fees will be refunded.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
   - Notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Notification of withdrawal prior to the second class session of a course - 90 percent tuition refund.
   - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

Fee Structure - Elective Courses
Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses
If a student withdraws two weeks before the course begins, all payments may be refunded.

If a student withdraws less than two weeks before the course begins, a $50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a $50 processing fee, 10 percent of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Financial Aid - Post-licensure RNBSN

Types of Financial Aid Available

The following types of financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration if all other criteria are met.   The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period.   Pell Grant funds are disbursed directly to the student's account, typically in one disbursement per payment period.   Students may receive up to two times their scheduled Pell award in one fiscal year (July 1–June 30).

Indiana State Aid – consists of the Indiana Higher Education Award and the Indiana Freedom of Choice Grant.   Together, they are commonly known as the Frank O'Bannon grant and are awarded to undergraduate students whose FAFSA was received by the federal processor on or before the March state filing deadline and who demonstrate financial need as defined by the State Student Commission of Indiana (SSACI).   Any required corrections to the student's FAFSA must be received by the federal processer by May 10.   Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term).   Funds are awarded in one payment per term.   Students must be Indiana residents, be eligible for federal financial aid, and be enrolled in courses that meet at a site located within Indiana or online.   The Frank O'Bannon grant is a tuition only grant. Any tuition reimbursement that a student receives will affect state grant eligibility. Please note that the state award notification sent to students from SSACI is based on the tuition charges for the traditional undergraduate program at IWU.   The Financial Aid Office must recalculate all awards based on the actual tuition charges for adult and graduate programs.   It is not uncommon for a student's actual award to be less than the amount reported on the state award notification.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal financial aid.   Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG.   Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant.   Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term).   Funds are awarded in one payment per term.   Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Any tuition reimbursement that a student receives may affect state grant eligibility.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families.   Students must be Ohio residents in an undergraduate program, eligible for federal financial aid, whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term.   Only courses taken at a site located within Ohio may count toward the credit hour requirement.   Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant.   Any tuition reimbursement that a student receives will affect state grant eligibility.

Indiana Nursing Scholarship Fund Program – is a program created by the 1990 Indiana General Assembly to encourage and promote qualified individuals to pursue a nursing career in Indiana.   It is administered by the State Student Assistance Commission of Indiana (SSACI), which is responsible for record keeping and for allotting funds to approved colleges and universities.   The scholarship can only be applied towards tuition and fees. The maximum annual scholarship is $5,000, but IWU determines the actual award amount.   The amount of the scholarship may be affected by the level of other tuition specific grants and scholarship aid received by an applicant.   Eligible students must:

1. Be admitted to an approved institution of higher learning as a full-time (12 hours or more) or part-time (6-11 hours) nursing student.

2. Be an Indiana resident and a US citizen.

3. Agree in writing to work as a nurse in an Indiana health care setting for at least the first two years following graduation.

4. Demonstrate a financial need for the scholarship.

5. Have a minimum Grade Point Average (GPA) of at least 2.0 on a scale of 4.0 or the equivalent, or meet the minimum GPA requirements established for the college's nursing program if it is higher.

6. Not be in default on a state or federally sponsored student loan.

7. Complete and file the Free Application for Federal Student Aid (FAFSA).

8. Meet all other minimum criteria established by the Commission.

For additional information and to download an application, log onto the state Web site at www.in.gov/ssaci/2343.htm.

Federal Stafford Loan – is available to students who file the FAFSA and all other required financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependant students are $5500 for freshmen, $6500 for sophomores, and $7500 for juniors and seniors. The maximum annual loan amounts for independent students are $9500 for freshmen, $10,500 for sophomores, $12,500 for juniors and seniors, and $20,500 for graduate students. Lifetime maximum borrowing limits are $57,500 for undergraduate programs and $138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2009, through June 30, 2010, the interest rate is 5.4 percent for subsidized Stafford Loans for undergraduate students and 6.8 percent for subsidized Stafford Loans for graduate students. The interest rate for all unsubsidized Stafford Loans is 6.8 percent.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The minimum monthly payment is $50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Loan Repayment Chart:

Interest Rate	5%	6.5%	8%
Amount Borrowed		Monthly Payment Amount	
$5,500	$58	$62	$67
$8,500	$90	$97	$103
$15,000	$159	$170	$182
$20,000	$212	$227	$243
$30,000	$318	$341	$364
$40,000	$424	$454	$485
$50,000	$530	$568	$607
$60,000	$636	$681	$728
$70,000	$742	$795	$850

General Eligibility Requirements

1. In order to receive federal and/or state student aid, a student must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA).
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must make satisfactory academic progress (SAP) as outlined in IWU's SAP Policy.

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise which require the student to be further out of attendance, the student should contact the Financial Aid Office to discuss options.

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

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

How to Apply for Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. You must list the

Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.

2. Complete the Stafford Loan Application/Lender Selection process online at www.indwes.edu/financialaid/aps/forms04_05.htm . If this is your first year to use your loan eligibility at IWU you must complete the following steps to provide the information needed to process your loan request.

- Complete the IWU Federal Stafford Loan Request Form.

- Choose a lender through whom you would like your Stafford loan(s) certified. You may choose one of the lenders listed or provide information for one not listed.

- Complete a Loan Entrance Counseling session. An online tool will walk you through the federally-required Loan Entrance Counseling and provide a confirmation page at the end. Print a copy of the confirmation page for your records.

- Complete a Master Promissory Note (MPN) for your chosen lender. Signing electronically is the quickest way to validate your MPN. If you are unable or choose not to sign electronically, you may choose to complete, print, and sign an MPN to be mailed. Print a copy for your records.

3. Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal tax return (and your spouse's or parents' tax return, as appropriate) as required by Department of Education regulations.

4. Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).

5. Forms not fully completed, filled out incorrectly, or sent to the wrong place will delay your financial aid award.

How Eligibility is Determined and Financial Aid is Processed

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.

2. Students must be scheduled for a full academic year, according to the academic year definition for the program in which the students is enrolled, or to degree completion for financial aid to be awarded. Any changes in planned enrollment will affect the amount of aid for which the student may qualify.

3. The Financial Aid Office will e-mail notification to the student e-mail account that financial aid has been awarded and is available for review online via the student portal. This secure Web site will indicate the types and amounts of aid for which the student qualifies. The student must submit written documentation to the Financial Aid Office via e-mail, fax, or US mail to decline all or a portion of the awarded aid. Otherwise all awarded aid will disburse to the student account.

How and When Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the student's account in one payment per payment period.

Federal Stafford Loans are certified and processed after classes have begun. The funds are applied as a credit to the student's account, typically in two disbursements per academic year. For new students, the first disbursement will occur approximately 45 days from the start of the first course with the second disbursement occurring after the completion of at least half the credit hours and weeks of instruction for the academic year.

Indiana State Aid is disbursed as a credit to the student's account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the student's account in one payment per term.

Ohio State Aid is disbursed as a credit to the student's account in one payment per term. Ohio state grants can only be applied toward tuition costs.

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

Applying for financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

1. Enrolling in and attending class as well as completing assignments and projects.

2. Maintaining good academic standing. Students on academic probation will be allowed to continue on financial aid on SAP probation. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.

3. Earning passing grades in a minimum of 67 percent of all credit hours attempted.

4. Completing the program within 150 percent of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete,

then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after every graduation (approximately every four months) and before financial aid funding is provided. Students who fail to make satisfactory academic progress will be placed onto SAP Probation or Ineligibility as appropriate per the policy requirements. Students with mitigating circumstances (which may include but is not limited to death in the family or grave illness of the student or close family member) may appeal termination of financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office.

Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal refund will be calculated. This calculation is based on the amount of class work completed during the payment period when the student withdraws. The amount of refund of federal financial aid money is based on the amount of financial aid that is considered not earned by the student. The following is an example of the refund calculation:

1. The student begins class on June 28 and the payment period runs until January 17.
2. The student withdraws from the program on October 4.
3. The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6 percent of the payment period.
4. The amount of the refund will be 43.4 percent of the federal financial aid received.

The Financial Aid Office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to received federal financial aid at any institution until full repayment

Student's Rights and Responsibilities

A student has the right to know:

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

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and in a timely manner to the correct address.
3. Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address, or school status.
7. Know and comply with the deadline for application or reapplication for aid.
8. Know and comply with the school's leave of absence or withdrawal procedures.

9. Repay student loans in agreement with the loan promissory note.

Further Information:

The Financial Aid staff is here to assist in any way possible. If you have questions about any of the information pertaining to financial aid, please contact: Indiana Wesleyan University, Financial Aid Office, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030.

Program Information - Post-licensure RNBSN

The School of Nursing offers a post-licensure RNBSN Program leading to a Bachelor of Science in Nursing (B.S.N.). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

The School of Nursing post-licensure RNBSN Program is accredited by The Higher Learning Commission (http://www.ncahigherlearningcommission.org/) and Indiana Wesleyan University is a member of the North Central Association of Colleges and Schools. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). Memberships include the American Association of Colleges of Nursing and the Council for Christian Colleges and Universities.

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

The post-licensure RNBSN Program is planned within the philosophy and conceptual framework of the baccalaureate program. (Adult learners want to take charge of their own learning and can be mutually responsible for the education process in partnership with faculty.) Small project teams and other strategies appropriate for adult education contribute to mastery of learning outcomes.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Admission Requirements - Post-licensure RNBSN

The admissions requirements for the Bachelor of Science in Nursing degree offered through the School of Nursing's Division of Post-licensure Programs are as follows:

1. Proof of high school graduation or GED certification.
2. Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
3. Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical

Higher Education is required before the student is eligible to start a bachelor core program.

- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- Applicants with a diploma from a state Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
- Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to receive credit in transfer. A maximum of 40 credit hours of supporting science and nursing courses may be counted toward the required 60. This applies only to students applying to the Nursing program.

4. Applicants must be currently employed as a licensed RN either full or part-time; or have one year prior full or part-time work experience as a licensed LPN or RN.
5. Proof of current **unencumbered** RN licensure;
6. An overall grade point average (GPA) of 2.0 from all previous study. If an applicant's GPA is below 2.0, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Graduation Requirements - Post-licensure RNBSN

To graduate with a baccalaureate degree in Nursing from the School of Nursing at Indiana Wesleyan University, the following requirements must be met:

1. Completion of 124 semester hours.
2. Completion of the required core courses with a GPA of 2.75 or higher.
3. Cumulative GPA of 2.75 or higher.
4. All individual core courses must be completed with a grade of "C" or better.
5. Completion of 30 hours of liberal arts as specified.
6. Payment of all tuition and fees is required to receive a diploma.

Liberal Arts (General Education) Requirements

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

1. Three semester credits in Biblical Literature.
2. Three semester credits in Philosophy/Religion/Biblical Literature.

3. Nine semester credits in English/Composition/Speech/Literature.
4. Six semester credits in Social Sciences.
5. Three semester credits in Math.
6. Three semester credits in Science.
7. Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into liberal arts categories may not be used to fulfill both the core requirement and the liberal arts requirement.

Licensing Requirement - Post-licensure RNBSN

Students must have an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multi state licenses, all must be unencumbered.   Students may be administratively withdrawn from the program at any point if this status in not maintained.

Program Requirements - Post-licensure RNBSN
Program Requirements:

1. Students must complete each individual core course with a grade of "C" or higher.
2. To progress in the major, RNBSN students must have obtained a core GPA of 2.75 by the end of the third course.

Course Descriptions - Post-licensure RNBSN

NUR-224   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 the considerations and impact of computer technology and information systems in nursing practice, nursing education, nursing administration, and nursing research.

NUR-205   Nursing's Role in the Health Care System   3
Designed to acquaint the practicing nurse with a perspective on the unique role of nurses in the health-care system. Content includes role theory, change theory, and political advocacy. Presents the efforts of nursing to help create a health-care system that assures access, quality, and services at affordable costs.

NUR-332   Nursing Theory for the Clinician   3
Designed to familiarize the practicing nurse with theory-based, research-supported nursing within a Christian framework. Content covers how theory-based, reflective practice can impact nursing and health care for the benefit of humanity. The Neuman Health Care Systems Theory will be presented within a nursing process framework of nursing practice.

NUR-365   Ethics   2
Focuses on the ethical decision-making process with emphasis on Judeo-Christian values. Designed to foster ethical development, values clarification, and effective analysis of ethical issues encountered by professional nurses. A Christian ethical perspective is promoted.

NUR-370   Gerontology   3
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.

NUR-437   Pathophysiology   3
Concepts of pathophysiology will be presented as practicing nurses study the relationships between wholistic persons and their environments in times of physical stress.

NUR-334   Comprehensive Health Assessment of the Well Adult   2
The purpose of this course is to enhance the knowledge and skills of the practicing nurse in holistic health assessment of the well adult and the planning of health promotional nursing care.   Health strengths and needs are determined through the analysis of health assessment data, and approaches to care are developed.

NUR-436   Research   3
The course is planned to provide the student with an understanding of the research process. Basic elements of research design, sampling, data collection, and analysis are discussed. Students critique research articles and develop a proposal for an investigation of significance to the practice of nursing.

NUR-350   Seminar in Nursing Leadership   3
Students will explore theories related to leadership skills. This will lay the foundation for the development of strategies and resources to gain personal and professional nursing leadership abilities. An emphasis will be placed on servant leadership.

NUR-235   Perspectives on Poverty and Health   2
Designed to examine the concepts of poverty and vulnerability from a variety of sources. Poverty will be considered from a cultural and spiritual perspective, as well as a socioeconomic phenomena. A brief history of society's view of poverty will be surveyed. Service learning is expected as an integral part of the course. Of particular interest to criminal justice, health promotion and wellness, ministry, missions, nursing, pre-professional health fields, social work, sociology majors, and others.

NUR-401   Transcultural 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.

NUR-460   Population-Focused Nursing Care in Communities   5
This course examines the role of the nurse related to the health needs of populations. Communities, sub-populations, and vulnerable groups are defined as the subject of care. Core public health functions, global perspectives, and best practice models are among the topics addressed. Population-focused practicum experiences will focus on aggregates as the recipient of care.

NUR-237   Complementary and Alternative Therapies   2
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, preprofessional health fields, social work, psychology, and others.

NUR-490   Management in Nursing   4
The final capstone course, this is designed to develop leadership and management skills in practicing nurses. Considers dynamics and

management of individual, group, and organizational behavior in health-care agencies. Examines issues in management: power and conflict resolution, work stress, discrimination, group dynamics, organizational change, and other topics. Prerequisite: All prior RNBSN core courses. Practicum required.

Graduate Studies in Nursing Division

Policies and General Information - Graduate Studies in Nursing Division

Academic Information - Graduate Studies in Nursing

Admission and Registration -Graduate Studies in Nursing

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

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

2. Probation - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0).   In case of extended probation, the number of courses to be completed in order to change status will be determined by the Executive Director, School of Nursing. Any student failing to remove the probationary status will be academically suspended from the program.

3. Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students

A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) prior to admission to the university. A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission.   Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Transfer of Credit Policy - Graduate Studies in Nursing

The university may allow a maximum of nine credits in transfer to the graduate nursing programs.   Transfer of credit will be determined by the Division Chair of the Division of Graduate Studies in Nursing or designee.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted.   All credits are accepted as semester credits.   Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Registration - Graduate Studies in Nursing

Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major.   Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the Division Chair and the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid.   Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Audit of Courses

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

1. Audit registration is allowed on a space available basis.

2. The current audit fee per credit hour must accompany the registration.

3. Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.

4. The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.

5. The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

6. The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.

7. The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.

8. No change may be made from audit to credit, or credit to audit, after registration closes.

Transfer Between Majors - Graduate Studies in Nursing

It is assumed that students applying for/enrolling in graduate level programs have a higher level of maturity and decision-making ability. The selection of a graduate major should be approached with deliberation after acquiring the knowledge necessary to make the decision.

The graduate nursing majors are designed around an accelerated cohort model, intended to foster a certain group dynamic and support system for adult learners. Continued disruption of this model – as well as the curriculum schedule – inhibits the effectiveness of this design. In addition, the amount of time necessary to create a tailored plan of study for each transfer student adds an excessive amount of work to current faculty and staff.

Students who wish to change majors must submit a new application and meet all admission requirements for the requested major. Transfer approval will be subject to review of the student's academic progress and availability of space in the requested major. The university cannot guarantee transfer requests will be approved.

Please be advised that any transfer/change in program may impact financial aid. Students will not be eligible for deferment or the 'scheduled break' option under this policy, and may have to begin loan payments until they are re-enrolled in their newly-selected major. In addition, the change may lead to a significant delay in the time it takes to complete MSN degree requirements.

Withdrawal/Change in Status - Graduate Studies in Nursing

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process. Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses. Students withdrawing from a class or transferring to another core group will be charged a $100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from the graduate nursing program may make application to the Executive Director for Nursing Programs for readmission after six months. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Re-enrollment Policy for the Primary Care Nursing Program

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

1. If more than six months have passed since the completion of PYC-512, the student must achieve an 87 percent on the IWU Pharmacology competency exam.

2. If more than six months have passed since the completion of PYC-514, the student must achieve an 87 percent on the IWU Pathophysiology competency exam.

3. If more than six months have passed since the completion of PYC-552, the student must achieve an 87 percent on the Advanced Physical Assessment competency exam.

4. The Advanced Physical Assessment competency exam is only offered at the Marion and Louisville campuses. The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.

5. If the student does not pass the appropriate competency exam(s) at 87 percent, she or he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program.

6. The fee for each competency exam is $100. There is also a fee charged to audit a class.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow the student flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the $100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence

request form will be mailed to the student. The form can also be downloaded from http://caps.indwes.edu/studentservices/, or can be requested by calling the Office of Student Services at 765-677-1231. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence, and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not

deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred.   Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request.   Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516.   Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Degree Programs Offered - Graduate Studies in Nursing

The Division of Graduate Studies in Nursing of the School of Nursing offers the following degree programs:

M.S.N. with majors in:

1. Primary Care Nursing
2. Nursing Administration
3. Nursing Education

Catalog Governing Graduation - Graduate Studies in Nursing

Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of four years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges.

Academic Calendar - Graduate Studies in Nursing

Graduate nursing courses are offered under the semester hour system but in a non-traditional academic calendar.   Each major consists of required courses taught in an accelerated, modular format, and taken sequentially.   Each major has an online component.   The Nursing Administration and Nursing Education majors are 100 percent online.   All online classes meet in an asynchronous environment through Blackboard. The Primary Care major has a significant online component, but also includes onsite classes in specified courses.   Onsite classes meet for four hours on a weeknight.

Core Requirements - Graduate Studies in Nursing

The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment

with their cohort.   In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points	Definition
	(per credit)	
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)
The following grades are not figured into the GPA:		
W		Passing work at time of official withdrawal
I		Incomplete
CR		Credit
NC		No Credit
AU		Audit

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned.   Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A

course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

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

Academic Standing - Graduate Studies in Nursing

Placement on Probation - Students enrolled a graduate nursing program will be placed on probation if their GPA falls below 3.0.

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

Academic Suspension - Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
2. A student has two grades of failure (F) at one time on an academic record in the same degree level. (There are three degree levels: Associate, Bachelor, Master).
3. A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is

ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Records Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Executive Director of the School of Nursing.

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

Attendance Policy - Graduate Studies in Nursing

Because of the delivery method of adult and graduate programs, attendance is required and monitored.   Students are expected to be present for onsite class sessions and participate in online activity.   Absences are allowed as follows:

*   Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
*   Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F".   Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses.   Student must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.   Students will be charged a $100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions.   Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.   Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of

a class that is four hours in length or six hours or more of classes that are eight hours in length.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Graduation

Graduation Ceremonies
IWU graduation ceremonies are held three times a year: April, August, and December. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements
All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcripted by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second degree are not eligible to participate in another graduation ceremony.

Diplomas
Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

General Information - Graduate Studies in Nursing

Books and Materials
Indiana Wesleyan University is the sole provider of all books and materials for most adult and graduate programs.

For those programs that require IWU-provided materials: Books and materials will be provided for each student, and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866/468-6498 ext. 2210.

Please note: Textbook changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and reentry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Library Services
Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 165,000+ titles (including e-books), more than 13,200+ audiovisual titles, 1,000+ current paper subscriptions and provides access to thousands of online journals via a searchable database. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, Cincinnati and Cleveland campuses of the university and include some reference books and full access to the library catalog and subscription-based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library's Web page http://www.indwes.edu/ocls for any students with Internet access and a student ID with a 14-digit library number.

The distance student can contact OCLS via e-mail, Web page form, 800 telephone or fax. Online access to the Library Resource Guide is available from the OCLS Web page,

http://www.indwes.edu/ocls/student_services.html. All provided services are further described in this document.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian will tell you about opportunities in your area.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. Onsite and online students have direct contact with a caring pastor. Spiritcare desires to change the world by changing the heart. Chaplains can provide the following:

1. Confidential and caring support for student and family members as requested.

2. Spiritual guidance and prayer support.

3. Intervention and support during life crises.

4. Referrals to counseling and support groups for special needs.

5. An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

For additional information about the Chaplaincy Program, contact the Office of Student Services or visit the Web site at http://caps.indwes.edu/studentServices/chaplain/.

Change of Address/Change in Personal Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

Disabled Students - Services

The process for serving a disabled or impaired student enrolled in an adult and graduate program is as follows:

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

Student Email Accounts

Upon acceptance, students are given an IWU student e-mail account. This is the primary account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Institutional Research

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

Inclement Weather Procedures

The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. The university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the university. Regional locations will be judged by the Regional Deans/Directors. Classes will be rescheduled by the university in cooperation with the facilitator and class representative. Students unable to attend the rescheduled class must make appropriate arrangements to make up the work.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours.

Postponement decisions will announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The

representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call IWU administrative offices or class sites. In addition to the telephone calling tree, information about postponement will be announced on the university's Web site at http://www.indwes.edu/classinfo or by calling the university at 1-800-621-8667 ext. 2022. Announcements will also be posted on the student portal.

Learning Environment

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. **The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom.** Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Financial Information - Graduate Studies in Nursing

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A $50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student. A $100 withdrawal fee will be charged for each temporary withdrawal or transfer.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a $100 fee. All other tuition and fees will be refunded.

2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.

3. Tuition is refunded according to the following policy for all subsequent courses:
   - Notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Notification of withdrawal prior to the second class session of a course - 90 percent tuition refund.
   - Withdrawal after second class session or after the seventh day of an online class - no refund.

4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.

6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.

7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

Financial Aid - Graduate Studies in Nursing

Types of Financial Aid Available for Graduate Nursing Programs

The following types of financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type.

Federal Stafford Loan – is available to students who file the FAFSA and all other required financial aid forms and who meet all federal criteria for eligibility.   The maximum annual loan amount is $20,500 for graduate students.   Lifetime maximum borrowing limit for graduate programs is $138,500 (including undergraduate borrowing).   For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school.   Interest rates are set on July 1 each year and are fixed rates.   For July 1, 2009 through June 30, 2010, the interest rate is 6.8 percent for all Stafford Loans for graduate students.

Nurse Faculty Loan Program (NFLP) - is a loan program used to provide loan funds to students enrolled in an eligible advanced degree program in nursing. After graduation from the advanced education nursing degree program, loan recipients may cancel up to 85 percent of the NFLP loan over a consecutive four-year period while serving as full-time nurse faculty at a school of nursing. Loan funds are given to cover costs of tuition, books, and eligible fees. Funds are limited and are offered on a first come, first served basis. The student must complete an application each year.   Once the amount of eligibility has been determined, an award letter will be sent . At that time the student must complete an entrance interview form along with a promissory note. Following graduation or cessation of enrollment, exit counseling materials will be sent to the student. These exit counseling materials will contain an employment form that must be completed and sent in notifying the loan holder of the current employment.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student.   Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The minimum monthly payment is $50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Loan Repayment Chart:

Interest Rate	5%	6.5%	8%

Amount Borrowed		Monthly Payment Amount	
$5,500	$58	$62	$67
$8,500	$90	$97	$103
$15,000	$159	$170	$182
$20,000	$212	$227	$243
$30,000	$318	$341	$364
$40,000	$424	$454	$485
$50,000	$530	$568	$607
$60,000	$636	$681	$728
$70,000	$742	$795	$850

General Eligibility Requirements

1. In order to receive federal and/or state student aid, a student must meet the following criteria:

   - Must have completed the Free Application for Federal Student Aid (FAFSA).
   - Must be a U.S. citizen or eligible noncitizen.
   - Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
   - Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
   - Must make satisfactory academic progress (SAP) as outlined in IWU's SAP Policy.

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise which require the student to be further out of attendance, the student should contact the Financial Aid Office to discuss options.

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

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

How to Apply for Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.   You must list the Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.

2. Complete the Stafford Loan Application/Lender Selection process online www.indwes.edu/financialaid/aps/forms04_05.htm .   If this is your first year to use your loan eligibility at IWU you must complete the following steps to provide the information needed to process your loan request.

   - Complete the IWU Federal Stafford Loan Request Form.

   - Choose a lender through whom you would like your Stafford loan(s) certified.   You may choose one of the lenders listed or provide information for one not listed.

   - Complete a Loan Entrance Counseling session.   An online tool will walk you through the federally-required Loan Entrance Counseling and provide a confirmation page at the end.   Print a copy of the confirmation page for your records.

   - Complete a Master Promissory Note (MPN) for your chosen lender.   Signing electronically is the quickest way to validate your MPN.   If you are unable or choose not to sign electronically, you may choose to complete, print, and sign an MPN to be mailed. Print a copy for your records.

3. Respond to requests for additional information from the Financial Aid Office.   You may be asked to complete a verification worksheet and to provide a copy of your federal tax return (and your spouse's or parents' tax return, as appropriate) as required by Department of Education regulations.

4. Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).

5. Forms not fully completed, filled out incorrectly, or sent to the wrong place will delay your financial aid award.

How Eligibility is Determined and Financial Aid is Processed

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined.   In general, award amounts are based a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.

2. Students must be scheduled for a full academic year, according to the academic year definition for the program in which the students is enrolled, or to degree completion for financial aid to be awarded.   Any changes in planned enrollment will affect the amount of aid for which the student may qualify.

3. The Financial Aid Office will e-mail notification to the student e-mail account that financial aid has been awarded and is available for review online via the student portal. This secure Web site will indicate the types and amounts of aid for which the student qualifies.   The student must submit written documentation to the Financial Aid Office via e-mail, fax, or US mail to decline all or a portion of the awarded aid.   Otherwise all awarded aid will disburse to the student account.

How and When Financial Aid is Disbursed

Federal Stafford Loans are certified and processed after classes have begun.   The funds are applied as a credit to the student's account, typically in two disbursements per academic year.   For new students, the first disbursement will occur approximately 45 days from the start of the first course with the second disbursement occurring after the completion of at least half the credit hours and weeks of instruction for the academic year.

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

Applying for financial aid does not remove responsibility for payment.   If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

1. Enrolling in and attending class as well as completing assignments and projects.

2. Maintaining good academic standing.   Students on academic probation will be allowed to continue on financial aid on SAP probation.   Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.

3. Earning passing grades in a minimum of 67 percent of all credit hours attempted.

4. Completing the program within 150 percent of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after every graduation (approximately every four months) and before financial aid funding is provided. Students who fail to make satisfactory academic progress will be placed onto SAP Probation or Ineligibility as appropriate per the policy requirements. Students with mitigating circumstances (which may include but is not limited to death in the family or grave illness of the student or close family member) may appeal termination of financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office.

Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal refund will be calculated. This calculation is based on the amount of class work completed during the payment period when the student withdraws. The amount of refund of federal financial aid money is based on the amount of financial aid that is considered not earned by the student. The following is an example of the refund calculation:

1. The student begins class on June 28 and the payment period runs until January 17.
2. The student withdraws from the program on October 4.
3. The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6 percent of the payment period.
4. The amount of the refund will be 43.4 percent of the federal financial aid received.

The Financial Aid Office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to received federal financial aid at any institution until full repayment.

Student's Rights and Responsibilities

A student has the right to know:

1. What financial assistance is available, including information on all Federal and State programs.

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

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and in a timely manner to the correct address.
3. Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address, or school status.
7. Know and comply with the deadline for application or reapplication for aid.
8. Know and comply with the school's leave of absence or withdrawal procedures.
9. Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any of the information pertaining to financial aid, please contact: Indiana Wesleyan University, Financial Aid Office, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030.

Program Information - Graduate Studies in Nursing

Admission Requirements - Graduate Studies in Nursing

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the School of Nursing Student Life Committee. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the School of Nursing Student Life Committee reserves the right to require the applicant to:

1. Interview with the Committee; and/or
2. Take the GRE.

Criteria for regular admission are:

1. B.S.N. or B.S. degree with a major in nursing from an accredited program.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
3. Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
4. Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
5. Original transcript from the degree granting institution.
6. A writing sample will be required, consisting of responses to three questions selected from a provided list.
7. At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
8. Two criminal history background checks will be conducted on all enrolled students. The first will be conducted upon initial enrollment to Graduate Studies in Nursing. The second will be conducted prior to the student's first practicum experience. (Costs for these checks are included in student fees.) Progression in the program may depend on the results of these checks.
9. Test of English as a Foreign Language (TOEFL) if English is not first language. A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission.
10. Master's Degree in Nursing for Post-Master's degree Certificate.

Progression Policy - Graduate Studies in Nursing

1. Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.
2. A minimum grade of "B" must be obtained in all Major Courses.
3. Nursing Education and Administration majors must successfully complete all courses prior to beginning GNUR-590.
4. A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."
5. Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
6. Primary Care students must have health clearance for TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.
7. Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.
8. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of four years from the date of enrollment may meet the graduation requirements as stated in the bulletin under which they enrolled.
9. Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.

Practicum Continuation Courses

Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required

clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course. The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours). Students who fall into this category will receive a grade of "I" for the original course. If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Graduation Requirements - Graduate Nursing

To graduate, students must have completed the following:

1. Completion of all core and major requirements for the specific program.

   - Primary Care - 49 hours.
   - Nursing Administration/Nursing Education - 41 hours.

2. Minimum grade of "C" in each core course and "B" in each major course.

3. Cumulative GPA of 3.00

4. Program must be completed within a maximum of four years from the date of enrollment.

5. All financial obligations must be settled in order to receive a diploma.

Program of Study - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Plan of Study for the Family Nurse Practitioner

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Policy	3
GNUR-528	Biostatistics and Epidemiology	4
GNUR-526	Applied Research	4
	Major Courses	

PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4
PYC-522	Essentials of Primary Care	2
PYC-552	Advanced Health Status Assessment	4
PYC-530	Primary Care of Adults – includes practicum	7
PYC-532	Primary Care of Children – includes practicum	5
PYC-535	Primary Care of the Family - includes practicum	4
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		**49**

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. If a student misses more than one onsite workshop during a clinical course, it will result in a grade of "F" for the course.

Program of Study - Nursing Education and Nursing Administration

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources. It includes a practicum component as well as courses in organizational behavior, financing and role development. Graduates will be prepared to assume leadership roles within a variety of health care settings. They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Plan of Study for Nursing Education

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Care Policy	3
GNUR-528	Biostatistics and Epidemiology	4
GNUR-526	Applied Research	4
	Major Courses	
GNUR-562	Professional Role Development for the Nursing Educator	3
GNUR-564	Curriculum Design	4
GNUR-568	Teaching and Learning Strategies	5
GNUR-566	Program Evaluation and Assessment	3
GNUR-569	Advanced Nursing Instruction - includes practicum	5
GNUR-590	Nursing Investigation	5
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		41

Plan of Study for Nursing Administration

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Policy	3
GNUR-528	Biostatistics and Epidemiology	4
GNUR-526	Applied Research	4
	Major Courses	
GNUR-570	Professional Role Development for the Nursing Administrator	3
GNUR-572	Management of Health Care Delivery Systems	4
GNUR-574	Organizational Behavior	4
GNUR-576	Organization and Finance of Health Care	4

GNUR-578	Advanced Nursing Management - includes practicum	5
GNUR-590	Nursing Investigation	5
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		41

Course Descriptions - Graduate Studies in Nursing

GNUR-505   Advanced Nursing Seminar   3
Provides students with an understanding of the Graduate Nursing Program and the mission of IWU, expectations of graduate level education, policies, and available student services. Introduces development of a personal professional portfolio. Graded on a CR/NC basis.

GNUR-513A   Professional Development for Advanced Practice - A   1
This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-505

GNUR-513B   Professional Development for Advanced Practice - B   1
This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-590

GNUR-525   Ethics of Health Policy   3
This course emphasizes ethical decision making in the stewardship of resources and the process of implementing change in health policy in institutional, community, and cross-cultural settings. Prerequisite: GNUR-513A

GNUR-526   Applied Research   4
This course lays the foundation for the final research project. Introduces the relationship of theory-research-practice and emphasizes conceptual understanding and practical application of design, methodology, and analysis to an identified problem. The incorporation of Christ's compassion and integrity from a global perspective is introduced as an integral part of the research process. Prerequisite: GNUR-528

GNUR-528   Biostatistics and Epidemiology   3
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences. Prerequisite: GNUR-525

GNUR-562   Professional Role Development for the Nurse Educator   2
Provides understanding of the professional role of the advanced practice nurse educator, including the ability to collaborate effectively in diverse interdisciplinary partnerships. Fosters

professional role development necessary to provide leadership in the delivery of health care education. Prerequisite: Successful completion of all Core Courses.

GNUR-564   Curriculum Design   3
Introduces curriculum design, instruction and assessment in diverse learning environments within the framework of relevant standards, criteria for evaluation, and accountability.   Challenges the student to assume a leadership role in curriculum development.   Prerequisite: GNUR-562

GNUR-566   Program Evaluation and Assessment   3
Emphasizes the process of analysis and modification of educational programs to promote compliance with relevant standards, criteria for evaluation, and accountability.   Prerequisite: GNUR-564

GNUR-568   Teaching and Learning Strategies   3
Introduces the analysis and application of various teaching techniques and strategies in diverse learning settings.   Students will explore various methods and theories of instructional assessment and classroom management. Prerequisite: GNUR-566

GNUR-569   Advanced Nursing Instruction   5
Provides the opportunity to partner with a professional educator to apply acquired knowledge and skills in a supervised educational setting. Includes final evaluation of student's professional portfolio. Prerequisite: GNUR-568

GNUR-569C   Practicum Continuation   1-3
Continued clinical experiences will occur providing an opportunity to partner with a nurse educator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-569. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

GNUR-570   Professional Role Development for the Nurse Administrator 2
This course provides an understanding of the professional role of the nurse administrator, including the ability to collaborate effectively in diverse settings with interdisciplinary partnerships.   Prepares the nurse administrator to lead and manage the administration of health care/services. Although various roles will be analyzed, an emphasis will be placed on the roles of educator, decision maker, and servant leader. Biblical perspectives will be integrated throughout the course. Prerequisite: Successful completion of all Core Courses.

GNUR-572   Management of Health Care Delivery Systems   3
Prepares the student to apply theoretical foundations of business, health law, marketing and human resources to the administration of health delivery systems.   Prerequisite: GNUR-570

GNUR-574   Organizational Behavior   3
Prepares the student to effectively apply organizational behavior theories and concepts in an administrative role. Biblical concepts will be integrated throughout the course material. Prerequisite: GNUR-572

GNUR-576   Organization and Finance of Health Care   3
Prepares the student for efficient stewardship of resources and organizational management within diverse health care settings. Prerequisite: GNUR-574

GNUR-578   Advanced Nursing Management   5
This course provides the opportunity to partner with a nurse manager/administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. A practicum project integrating administrative skills is required. Prerequisite: GNUR-576.

GNUR-578C   Practicum Continuation   1-3
Continued clinical experiences will occur providing an opportunity to partner with a nurse manager administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-578. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

GNUR-590   Nursing Investigation   3
Designs an applied nursing project for a specific educational, administrative, or primary care practice setting.   Prerequisite: Successful completion of all courses.

GNUR-595   Nursing Investigation Continuation   1
Continuation of the process involved in completing the requirements for GNUR-590, Nursing Investigation.

PYC-500   Advanced Transitions   1
A reentry course designed for applicants to the primary care major who have a Master's degree from a program other than Indiana Wesleyan University. Students will participate in seminars designed to enhance current understanding of issues, theories, and research related to primary health care.

PYC-502   Professional Role Development for the Nurse Practitioner   3
Concepts that prescribe the framework of primary care nursing in advanced practice. Professional and cultural issues unique to the role of the nurse practitioner will be addressed. The nurse practitioner student will begin to build and shape strategies related to role assimilation, positive and negative role influences, and important health care issues in primary care nursing.   Christian perspectives will be integrated throughout the course. Prerequisites: all core courses

PYC-509   Clinical Procedures for Advanced Practice Nursing   2
This course is designed to provide the advanced practice student with essential knowledge and introductory skill in procedures commonly performed in advanced practice nursing care settings. The course involves both lecture and laboratory practice. Laboratory fees are charged for this course. Prerequisite: PYC-530

PYC-511   Laboratory Techniques, Procedures, and Interpretations for Nurses in Advanced Practice   2
This course is designed to acquaint advanced practice nursing students with current laboratory practices in diverse settings. The course will include guidelines for ordering and interpreting laboratory tests.

PYC-512   Advanced Pharmacology for Primary Care   4
Explores various pharmacological agents used to treat common recurrent health problems; indications, contraindications, side, and interactive effects of commonly prescribed drugs. Legal and prescriptive regulations will be considered.   Prerequisite: PYC-514

PYC-514   Advanced Pathophysiology   4
Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.   Prerequisite: PYC-502

PYC-522   Essentials of Primary Care   2
This course explores the concepts of nurse practitioner practice in primary care.   Critical diagnostic skills will be introduced to cultivate evidence-based practice behaviors. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate educational theories across the lifespan.

Christian perspectives will be incorporated throughout the course. Prerequisite: PYC-512

PYC-530   Primary Care of Adults   7
Primary Care of Adults is designed to prepare the advanced practice student with the theoretical, scientific and technical foundations required to function as an adult nurse practitioner.   Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of common acute and stable chronic disease states of the adult client.   Primary health care needs for specific populations including women, men, and the elderly will be identified.   Primary care for a supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of adults beginning at the age of 14 years will be arranged.   Students will gather physical assessment data, establish differential diagnoses, propose treatment plans, deliver patient education, and provide follow-up when feasible.   Advanced practice role development is a fundamental component of the experience. Prerequisite: PYC-552

PYC-530C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-530. Graded on a CR/NC basis.

PYC-532   Primary Care of Children   5
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations in care of children and families needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health assessment, health promotion, and disease prevention and the diagnosis and management of common congenital, acute, and stable chronic conditions in children. A supervised clinical preceptorship experience enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisite: PYC-530

PYC-532C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-532. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-535   Primary Care of the Family   4
This course is designed to expand the skills of the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention and education of clients across the lifespan as well as the impact of acute/chronic illness on the family unit.   The course will include 140 hours of supervised clinical practicum in family practice including care across the lifespan in primary care settings. A minimum grade of "B" is required.   Prerequisites: PYC-532

PYC-535C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills

required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-535. Graded on a CR/NC basis.   One credit = 70 clinical hours.

PYC-536   Primary Care of Older Adults   8
An in-depth, research-based course in assessment and management of older adults by the advanced practitioner. Emphasis is on health maintenance, illness or disability, legal and ethical concerns related to practice with geriatric populations.   Prerequisite: PYC-556

PYC-536C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-536. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-545   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.   Prerequisites: PYC-530, PYC-532, and PYC-535

PYC-545C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-545. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-552   Advanced Health Status Assessment   4
This course is designed to provide an enhancement of the knowledge and skills necessary to perform a thorough health assessment on clients of all ages.   A 70-hour clinical practicum will enable the student to perform multiple assessment techniques resulting in both normal and abnormal findings.   Prerequisite: PYC-522

PYC-552C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-552. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-554   Primary Care of Older Clients with Psychiatric Co-Morbidity   2
This course prepares the advanced practice nurse to manage the geriatric client with co-morbid psychiatric illness.   Content related to research, pharmacology, behavioral interventions, and caregiver support will be incorporated. Care of geriatric clients will be approached through an interdisciplinary, community-based perspective. Prerequisite: PYC-530

PYC-556   Concepts of Advanced Pharmacology in Geriatrics   2
This course prepares the advanced practice nurse to prescribe medications for the complex medical problems of the geriatric client, with a special emphasis on minimizing side effects. Advance

application of pharmacokinetics and pharma-codynamics as well as the unique issues of compliance in older populations will be addressed. Prerequisite: PYC-554

PYC-560   Primary Care Nursing-Independent Study   1-3
An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

The Seminary at Indiana Wesleyan University

Introduction - The Seminary

Overview - The Seminary

Over the years a number of task forces had convened to explore the possibility of a Wesleyan seminary as part of Indiana Wesleyan University. Each time the vision was to focus on the practice of ministry and to do so as innovatively as possible. Finally, under the direction of President Henry Smith and a newly formed seminary task force, IWU approved in 2008 the offering of a Master of Divinity degree. The degree then passed through an accreditation process with the Higher Learning Commission, allowing Indiana Wesleyan University to offer professional degrees for the first time in its history. Finally, the Board of Trustees approved the formation of a full blown seminary in the Spring of 2009, incorporating the already existing MA with a major in Ministry program under its umbrella. The first MDIV classes commenced in August, 2009.

Communication with the Seminary at Indiana Wesleyan University

Address	The Seminary at Indiana Wesleyan University 4201 S Washington St Marion IN 46953-5279 www.indwes.edu http://myIWU.indwes.edu
Dean of the Seminary	765-677-2258
Records Office	765-677-2131
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516
Accounting	765-677-2878
Resources	765-677-2854
Records Office	765-677-2131

Mission - The Seminary

The seminary at IWU is a Christ-centered academic and ministry community committed to changing the world by equipping pastors and church leaders to minister more effectively for the Kingdom of God in the church and the world, to embody the Good News of Jesus Christ, and to cultivate personal, spiritual transformation.

It is our commitment to participate in the missio Dei with accessible and economical delivery systems and courses that are spiritually formative and content-rich, emphasizing the practice of ministry in dialog with solid theory and the foundational disciplines of the Bible, Christian theology, and church history.

Grade Appeal and Academic Policy Grievance - The Seminary

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Dean of the Seminary. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the administrative office of the Seminary. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.

3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.

4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.

5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Seminary Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.

6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled the Seminary Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.

2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director. If the complaint involves the Regional Dean/Program Director, the student may request that the Dean of the Seminary review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director (or, if applicable, the Dean of the Seminary) will notify the student of the decision.

3. Level 3 - If the matter is not satisfactorily resolved, then the student may request that the Seminary's Academic Appeals Committee review the matter by filing a form

requesting a committee review. This form may be obtained from the Dean of the Seminary. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level 2 was sent, then the student will forfeit any further right to appeal. The Seminary's Academic Appeals Committee will notify the student of its decision, which will be final.

Non-Academic Appeal - The Seminary

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

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

All non-academic appeals will be reported to the Human Resources Coordinator for the Seminary. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.

2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the Seminary HR Coordinator for a review by the Non-Academic Appeals Committee, which is comprised of the personnel from the Seminary. The request from the student should include thorough documentation supporting the student's claims. The Seminary HR Coordinator will communicate the committee's findings and decision to the student.

3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the Seminary HR Coordinator for a review by the Dean of the Seminary. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean will consider the situation and will inform the student of the decision, which will be final.

Policies and General Information - The Seminary

Academic Information - The Seminary

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

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
2. Probation - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.00). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the Seminary. Any student failing to remove the probationary status will be academically suspended from the program.
3. Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not allowed to continue.
4. Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students
A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) prior to admission to the university. A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission. Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Transfer of Credit Policy - The Seminary
The university may allow a maximum of nine credits in transfer to the Master of Arts programs and a maximum of 27 hours into the Master of Divinity program. Transfer of credit will be determined by the Dean of the Seminary

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Academic Calendar
Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Registration
Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Audit of Courses

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

1. Audit registration is allowed on a space available basis.

2. The current audit fee per credit hour must accompany the registration.

3. Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.

4. The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.

5. The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

6. The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.

7. The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.

8. No change may be made from audit to credit, or credit to audit, after registration closes.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the bulletin under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

1. All other program admission criteria met.

2. At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.

3. There are no other holds on the student's record.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process. Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses. Students withdrawing from a class or transferring to another core group will be charged a $100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow the student flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for

student aid loans.   Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence.   Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done.   Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.   However, the approved leave of absence will result in the $100 registration change fee being waived.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change.   At that time, the leave of absence request form will be mailed to the student.   The form can also be downloaded from http://caps.indwes.edu/studentservices/, or can be requested by calling the Office of Student Services at 765-677-1231.   Students must request the leave within 21 days of initiating the registration change.   The request for a leave of absence should be made prior to the date the leave is to start.   The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency,   transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence, and needs to address the nature of the reason for the request.   Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form.   Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc.   Documentation is also required if a

request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.   Time in excess of 180 days will not be approved.   A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period.   A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period.   The first day of the leave will be reported as the beginning of the grace period for loan deferment.   Students may return early from an approved leave of absence prior to the leave end date.   The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave.   Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred.   Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request.   Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516.   Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Degree Programs Offered - The Seminary
The Seminary at Indiana Wesleyan University offers the following degrees:

1. Master of Arts (M.A.) with a major in Ministry.
2. Master of Divinity (MDIV).

Catalog Governing Graduation
Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges.

Core Requirements

The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time.   Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their cohort.   In general, no waivers are allowed for courses taken at other colleges/universities.   Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points	Definition
	(per credit)	
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)
The following grades are not figured into the GPA:		
W		Passing work at time of official withdrawal
I		Incomplete
CR		Credit
NC		No Credit
AU		Audit

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned.   Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

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

Transcripts

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

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on

any loan received through Indiana Wesleyan University. A $3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Records Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or www.indwes.edu/records/transcripts.htm.

Academic Standing -The Seminary

Academic Probation - Students enrolled in The Seminary will be placed on probation if their GPA falls below 3.0.

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

Academic Suspension - Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
2. A student has two grades of failure (F) at one time on an academic record in the same degree level.
3. A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Records Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the Seminary.

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

Attendance Policy - The Seminary

Students are expected to attend all sessions of classes for which they are registered, except in cases of prearranged official assignments by the university and absences because of emergencies which may be considered excusable by the instructor. A student is responsible directly to his/her instructor for all classes missed and for all make-up work. Each instructor or program administrator determines the extent to which absences affect course grades and grades are assigned on the basis of work accomplished. Any absence from two or three consecutive lectures concerning which the teacher has no definite information should be reported to the Office of Student Services.

Students are expected to be present for onsite class sessions and participate in online activity.

Absences are allowed as follows: Under emergency circumstances, a student may be allowed up to one day of absence from a one week intensive, up to two days of absence for an eight week class, and up to four days of absence for a 16 week class. Absence beyond this point constitutes failure to complete the course. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to withdraw officially before the last class session, the instructor is directed to issue the grade of "F".

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Online attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during the designated dates for that workshop.

Students are expected to be present when class begins, and remain the entire session. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, four-and-a-half hours or more of classes that are six hours in length, and six hours for classes that are eight hours in length. Tardiness is recorded, and if a student accumulates two tardies during a course, it results in an absence on the student's attendance record.

Graduation

Graduation Ceremonies

IWU graduation ceremonies are held three times a year: April, August, and December. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements

All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcripted by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second degree are not eligible to participate in another graduation ceremony.

Diplomas

Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

General Information - The Seminary

Books and Materials - The Seminary

Indiana Wesleyan University is the sole provider of all books and materials for students who enroll in a program within The Seminary with the exception of the Master of Divinity program. Books and materials will be provided for each student, and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866/468-6498 ext. 2210.

Please note: Textbook changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and reentry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 165,000+ titles (including e-books), more than 13,200+ audiovisual titles, 1,000+ current paper subscriptions and provides access to thousands of online journals via a searchable database. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, Cincinnati and Cleveland campuses of the university and include some reference books and full access to the library catalog and subscription-based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library's Web page http://www.indwes.edu/ocls for any students with Internet access and a student ID with a 14-digit library number.

The distance student can contact OCLS via e-mail, Web page form, 800 telephone or fax. Online access to the Library Resource Guide is available from the OCLS Web page, http://www.indwes.edu/ocls/student_services.html. All provided services are further described in this document.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian will tell you about opportunities in your area.

Student Email Accounts

Upon acceptance, students are given an IWU student e-mail account. This is the primary account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Change of Address/Change in Personal Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

Institutional Research

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

Disabled Students - Services

The process for serving a disabled or impaired student enrolled in an adult and graduate program is as follows:

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

Inclement Weather Procedures

The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. The university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the university. Regional locations will be judged by the Regional Deans/Directors. Classes will be rescheduled by the university in cooperation with the facilitator and class representative. Students unable to attend the rescheduled class must make appropriate arrangements to make up the work.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours.

Postponement decisions will announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call IWU administrative offices or class sites.   In addition to the telephone calling tree, information about postponement will be announced on the university's Web site at http://www.indwes.edu/classinfo or by calling the university at 1-800-621-8667 ext. 2022.   Announcements will also be posted on the student portal.

Learning Environment

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. **The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom.** Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Financial Information - The Seminary

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period.   Students receiving military or corporate assistance who have received prior approval from the

university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A $50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student. A $100 withdrawal fee will be charged for each temporary withdrawal or transfer.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a $100 fee. All other tuition and fees will be refunded.

2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.

3. Tuition is refunded according to the following policy for all subsequent courses:
   - Notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Notification of withdrawal prior to the second class session of a course - 90 percent tuition refund.
   - Withdrawal after second class session or after the seventh day of an online class - no refund.

4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.

6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.

7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

Financial Aid - The Seminary

Types of Financial Aid Available

The following types of financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type.

Ministerial Student Aid Program - is a loan program administered by The Wesleyan Church through the Department of Education & The Ministry. The loan only becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or cancelled through service. General eligibility requirements include but are not limited to: local church membership, district approval, and enrollment form submission. For each year of full-time district appointment in The Wesleyan Church (Sept 1 through Aug 31) following studies, 20 percent of the loan will be cancelled after the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds. This program is available to undergraduate and graduate students in an approved ministry program.

Federal Stafford Loan – is available to students who file the FAFSA and all other required financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependant students are $5500 for freshmen, $6500 for sophomores and $7500 for juniors and seniors. The maximum annual loan amounts for independent students are $9500 for freshmen, $10,500 for sophomores, $12,500 for juniors and seniors, and $20,500 for graduate students. Lifetime maximum borrowing limits are $57,500 for undergraduate programs and $138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July each year and are fixed rates. For July 1, 2009, through June 30, 2010, the interest rate is 5.4 percent for subsidized Stafford Loans for undergraduate students and 6.8 percent for subsidized Stafford Loans for graduate students. The interest rate for all unsubsidized Stafford Loans is 6.8 percent.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The minimum monthly payment is $50, but the amount varies

based on the total amount of the outstanding loans upon which the student is paying.

Loan Repayment Chart

Interest Rate	5%	6.5%	8%
Amount Borrowed		Monthly Payment Amount	
$5,500	$58	$62	$67
$8,500	$90	$97	$103
$15,000	$159	$170	$182
$20,000	$212	$227	$243
$30,000	$318	$341	$364
$40,000	$424	$454	$485
$50,000	$530	$568	$607
$60,000	$636	$681	$728
$70,000	$742	$795	$850

General Eligibility Requirements

1. In order to receive federal and/or state student aid, a student must meet the following criteria:
   - Must have completed the Free Application for Federal Student Aid (FAFSA).
   - Must be a U.S. citizen or eligible noncitizen.
   - Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
   - Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
   - Must make satisfactory academic progress (SAP) as outlined in IWU's SAP Policy.

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise which require the student to be further out of attendance, the student should contact the Financial Aid Office to discuss options.

4. Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all financial aid. In such cases, the student is responsible for any remaining balance on the student account.
   - A student who requests the credit balance from his/her student account and then makes registration changes may need to repay funds to the university and/or to the financial aid programs.

How to Apply for Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. You must list the Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.

2. Complete the Stafford Loan Application/Lender Selection process online at www.indwes.edu/financialaid/aps/forms04_05.htm.   If this is your first year to use your loan eligibility at IWU you must complete the following steps to provide the information needed to process your loan request.
   - Complete the IWU Federal Stafford Loan Request Form.
   - Choose a lender through whom you would like your Stafford loan(s) certified. You may choose one of the lenders listed or provide information for one not listed.
   - Complete a Loan Entrance Counseling session. An online tool will walk you through the federally-required Loan Entrance Counseling and provide a confirmation page at the end. Print a copy of the confirmation page for your records.
   - Complete a Master Promissory Note (MPN) for your chosen lender. Signing electronically is the quickest way to validate your MPN. If you are unable or choose not to sign electronically, you may choose to complete, print, and sign an MPN to be mailed. Print a copy for your records.

3. Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal tax return (and your spouse's or parents' tax return, as appropriate) as required by Department of Education regulations.

4. Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).

5. Forms not fully completed, filled out incorrectly, or sent to the wrong place will delay your financial aid award.

How Eligibility is Determined and Financial Aid is Processed

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.

2. Students must be scheduled for a full academic year, according the academic year definition for the program in which the students is enrolled, or to degree completion for financial aid to be awarded. Any changes in planned enrollment will affect the amount of aid for which the student may qualify.

3. The Financial Aid Office will e-mail notification to the student e-mail account that financial aid has been awarded and is available for review online via the student portal. This secure Web site will indicate the types and amounts of aid for which the student qualifies. The student must submit written documentation to the Financial Aid Office via e-mail, fax, or US mail to decline all or a portion of the awarded aid. Otherwise all awarded aid will disburse to the student account.

How and When Financial Aid is Disbursed

Federal Stafford Loans are certified and processed after classes have begun. The funds are applied as a credit to the student's account, typically in two disbursements per academic year. For new students, the first disbursement will occur approximately 45 days from the start of the first course with the second disbursement occurring after the completion of at least half the credit hours and weeks of instruction for the academic year.

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

Applying for financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

1. Enrolling in and attending class as well as completing assignments and projects.

2. Maintaining good academic standing. Students on academic probation will be allowed to continue on financial aid on SAP probation. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.

3. Earning passing grades in a minimum of 67 percent of all credit hours attempted.

4. Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after every graduation (approximately every four months) and before financial aid funding is provided. Students who fail to make satisfactory academic progress will be placed onto SAP Probation or Ineligibility as appropriate per the policy requirements. Students with mitigating circumstances (which may include but is not limited to death in the family or grave illness of the student or close family member) may appeal termination of financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office.

Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal refund will be calculated. This calculation is based on the amount of class work completed during the payment period when the student withdraws. The amount of refund of federal financial aid money is based on the amount of financial aid that is considered not earned by the student. The following is an example of the refund calculation:

1. The student begins class on June 28 and the payment period runs until January 17.

2. The student withdraws from the program on October 4.

3. The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6 percent of the payment period.

4. The amount of the refund will be 43.4 percent of the federal financial aid received.

The Financial Aid Office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to received federal financial aid at any institution until full repayment

Student's Rights and Responsibilities

A student has the right to know:

1. What financial assistance is available, including information on all Federal and State programs.

2. The deadlines for submitting application for each of the financial aid programs available.

3. The cost of attending the programs and the school's refund policy.

4. The criteria used by the institution to select financial aid recipients.

5. How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.

6. What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.

7. How much of your financial need, as determined by the institution, has been met.

8. An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.

9. What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.

2. Complete all application forms accurately and in a timely manner to the correct address.

3. Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.

4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.

5. Accept responsibility for all agreements you sign.

6. If you have a loan, notify the lender of changes in your name, address, or school status.

7. Know and comply with the deadline for application or reapplication for aid.

8. Know and comply with the school's leave of absence or withdrawal procedures.

9. Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any of the information pertaining to financial aid, please contact: Indiana Wesleyan University, Financial Aid Office, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030.

Master of Arts (Ministry)

Program Information - Ministry (MA)

Overview - Ministry (MA)

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Objectives - Ministry (MA)
The Seminary strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should be able to:

1. Exhibit reflective learning skills that equip them to continue to study and apply the disciplines required for effective ministry;

2. Demonstrate a deepening of spiritual character and commitment to integrity in ministry;

3. Demonstrate growth in the disciplines of Biblical study and social awareness as foundations for the ministry of preaching;

4. Operate from a solid foundation of doctrinal understanding that underpins ministerial calling and service; and,

5. Operate from a core set of pastoral leadership skills that equip ministers to serve as Christ-like leaders in the church.

Admission Requirements - Ministry (MA)
Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

1. A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.

2. The following minimums in the baccalaureate degree:

- Six hours of introductory studies in Bible. Courses taken to make up the Bible deficiency will not count toward the master's degree.

- Three hours of introductory studies in theology and three hours of introductory studies in church history. Graduate courses taken to make up the deficiency may count toward the master's degree.

3. An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

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

5. Three recommendations including:

- An academic recommendation.

- A recommendation from someone who can comment on the applicant's pastoral skills.

- A general recommendation.

6. 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.)

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

Unclassified Admission: Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree at Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form and submit a copy of a transcript showing conferred undergraduate degree. A maximum of nine hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedure and meet all stated requirements.

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 Ministry, 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.

Program of Study - Ministry (MA)
The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or onsite or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses.

An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

The requirements are as follows:

Concentration in Leadership (onsite and online)

	Concentration Courses	
MIN-529	Non-Profit Management	3
MIN-522	Leadership of Preaching	3
MIN-505	Worship	3
MIN-563	Power, Change, and Conflict Management	3
MIN-558	Building a Multi-Generational Church	3
	Core Courses	
MIN-533	Contemporary Theological Trends	3
MIN-511	Biblical Interpretation	3
MIN-553	Cross-Cultural Ministry	3
MIN-543	Theology of Holiness	3
MIN-561	Research Methodology	1
MIN-591	Project	2
	Electives	6
TOTAL		36

Concentration in Youth Ministry (online)

	Concentration Courses	
MIN-594	Incarnational Ministry in Youth Culture and Context	3
MIN-592	Personal Development and Growth Strategies for Youth Ministries	3
MIN-589	Advanced Communication for Youth Ministry	3
MIN-593	Adolescent Development and Family Systems in Youth Ministry	3
MIN-590	Programming and Management Strategies in Youth Ministry	3
	Core Courses	
MIN-533	Contemporary Theological Trends	3
MIN-511	Biblical Interpretation	3
MIN-553	Cross-Cultural Ministry	3

MIN-543	Theology of Holiness	3
MIN-561	Research Methodology	1
MIN-591	Project	2
	Electives	6
TOTAL		36

Program Requirements - Ministry (MA)
Progression Policy - Students must have completed all core courses before enrolling in MIN-591. Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core courses.

Transfer Credit: - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Graduation Requirements - Ministry (MA)
1. Minimum grade of "C" in each course.
2. Cumulative grade point average of 3.0.
3. All pre-requisites must be completed before graduating.
4. All requirements for the degree must be completed within six years of enrollment.

Course Descriptions - MA (Ministry)
GRE-521   Intermediate Greek I   3
The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE-221 and GRE-222 (Biblical)

GRE-522   Intermediate Greek II   3
Intermediate Greek - second semester. See GRE-521.   (Biblical)

MIN-501   Bible Lands Tour   3
This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the Biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structure of society in Israel, and the existing tensions between Jew and Arab. (Biblical)

MIN-505   Worship   3
Examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan "means of grace" and more contemporary strategies for developing a vibrant personal relationship with God.

MIN-506 Church Rituals 1
Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.

MIN-507 Minor Prophets 3
This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)

MIN-508 Gospel of John 3
This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)

MIN-509 Greek Exegesis 3
Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)

MIN-510 Biblical Archaeology 3-5
This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

MIN-511 Biblical Interpretation 3
This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today. (Biblical)

MIN-512 Interpretation of Old Testament Writings 3
Writings and exegetical study of a selected Old Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN-513 Interpretation of New Testament Writings 3
Critical and exegetical study of a selected New Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN-514 The Four Gospels 3
This course will examine the four Gospels from an exegetical and historic perspective. Specific attention will be given to interfacing the Gospels with current practices in both Christian living and ecclesiastical structures. (Biblical)

MIN-516 Paul's Letters 3
This course will examine the letters of Paul in terms of their implication for church trajectories and leadership in our times. Emphasis will be placed on Paul's keen insight into the nature of

humankind and his ability to organize effective and efficient resolutions for church-related concerns. (Biblical)

MIN-517 Pentateuch 3
This course centers around the great historical truths of the Pentateuch and ways to understanding them in their historical setting and making application of them in the world today. (Biblical)

MIN-519 Isaiah 3
This course involves an in-depth study of the book of Isaiah. It will center on such themes as the nature of the prophetic message, prophecy, Messianic themes, the nature of divine holiness, and God's perspective on national moral trends. (Biblical)

MIN-520 Psalms 3
This course examines the Psalms through the avenue of several interpretive models. Along with exposure to the content of the psalms, it explores several types of psalms, parallelism, poetic imagery, and the intended musical character. (Biblical)

MIN-521 American Christianity 3
A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

MIN-522 The Leadership of Preaching 3
This course is designed to advance the graduate student's understanding of and facility with the task of feeding a congregation spiritual truth from the Word of God. The course will focus on the three primary areas: the analytical tools needed to understand the cultural context and personal needs of the audience, the exegetical tools required to bring scriptural truths to bear on those needs, and the personal tools needed to communicate truth clearly and with conviction. The overall thrust of the course is to prepare students to understand and enact the leadership role that preaching plays in shaping the life of a church.

MIN-523 Life and Ministry of Paul 3
The course centers around the key events and contributions of Paul as found in the Acts and Pauline corpus. Moving well beyond the historical facts associated with Paul and his ministry, the course expands on his contributions to the theological, philosophical, and ecclesiastical foundations of the Christian church. (Biblical)

MIN-524 Petrine Letters 3
This course gives special attention to the writings generally ascribed to the Apostle Peter with complementary attention to his life and work, especially as exhibited in the book of the Acts. Special attention will be given to unique Petrine positions on such themes as the apostasy at the end of the church age, the atonement, and the nature of the church. (Biblical)

MIN-525 Modern Theological Thought 3
This is a study of theological thought which takes its rise in the philosophy of Immanuel Kant. The theologies of Schleiermacher, Ritschl, Troeltsch, Kierkegaard, and Barth will be examined. (Historical/Doctrinal)

MIN-526 Themes in the History of the Church 3
Courses with this number investigate a particular theme(s) or pattern(s) over the course of church history with a view to transforming the present course of the church. (Historical/Doctrinal)

MIN-527 Grace, Faith, and Holiness 3
This course examines the doctrines of the Christian Faith in their intercorrelatedness, as integral parts of an organic whole, examined in the light of their Biblical foundations, historical development,

philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)

MIN-528   Creationism and Contemporary Culture   3
From within a framework of the Biblical accounts of creation, this course explores the nature of God, the nature and purpose of the human family, the destructive implications of sin, and the ultimate patterns of redemption. The course specifically examines these doctrines vis-a-vis the present culture and their links with God's ultimate purposes as revealed in the book of Revelation. (Practical/Biblical)

MIN-529   Non-Profit Management   3
This course explores key non-profit management principles and skills, particularly those that are unique to churches and faith-based organizations. It will deal with the planning missteps that bring growing non-profit organizations, including churches, to a halt. It will also address strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling spiritual needs, how and when to add multiple celebration experiences, prayer strategies to maintain focus, why building too soon or too big will stunt organizational growth, planning realistic budgets for growth without overestimating potential, and how to "cell" a growing organization. (Practical)

MIN-531   Theology of Old Testament   3
This course introduces Biblical theology with major emphasis on theological thought and practice. The Old Testament approaches to the nature of man, the problem of sin and evil, the nature of God, the role of wisdom, and the meaning of Israel's history are seen in their development (divergence), as well as in their unification and preparation for the Christian era. (Doctrinal/Biblical)

MIN-532   Theology of New Testament   3
Principles are employed to unlock the main theological concepts of the New Testament. Specific doctrines such as God, Kingdom of God, Christology, the Nature of the Church, and the Christian hope will be explored in their Johannine, Pauline, and Petrine perspectives, with emphasis on a methodological exegesis and interpretation of the New Testament. The New Testament will be seen as a unified corpus with foundations in the Old Testament. (Doctrinal/Biblical)

MIN-533   Contemporary Theological Trends   3
This class engages several strands of theological development which are currently shaping the life and faith of the church. These include emphases on the powers available to the Christian community, the nature of the Christian faith and its intended impact on culture, and the balances among Scripture, reason, tradition, and experience in the current Christian context. (Historical/Doctrinal)

MIN-534   Philosophy of Religion   3
An investigation of the characteristics and significance of the nature of man and his religious experiences. Consideration will be given to the evidences for and nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, and the existence of the non-Christian religions and of evil in God's world. Religious languages, paradox, mysticism, redemptive love, moral freedom versus determinism, the miraculous, and death and the future life will be treated. (Doctrinal)

MIN-535   Contemporary Issues in Evangelical Theology   3
In this course the student will study, discuss, and evaluate theological topics that divide evangelicals today, including such issues as

Biblical authority, the work of the Holy Spirit, soteriology, the Christian's responsibility to social justice, and eschatological views. (Doctrinal)

MIN-536   Wesleyan Church History and Polity   3
A special study of the doctrines that give distinction to the teachings of John Wesley as they differ from those of other theological traditions. The study includes research into such doctrines as Christian perfection, sin and grace, entire sanctification, justification and regeneration, humanity and holiness, the work of the Holy Spirit, security of the believer, and others. The theological ideas of Reformed and Catholic writers on these doctrines will be explored. The Biblical passages that create the theological differences will be examined. (Doctrinal/Historical)

MIN-537   World View/C.S. Lewis   3
A study of the component parts of a world view with special attention given to the world view of C.S. Lewis as reflected in his religious writings. (Doctrinal)

MIN-538   Religions of the World   3
A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. (Historical/Doctrinal)

MIN-540   Prophecy of Daniel   3
The course offers intensive insight into the book of Daniel from three points of view: historical and exegetical, prophetic and eschatological, homiletical and practical. Considerable time is spent exploring the Biblical text, directed in an attempt to develop creative group interpretation. (Biblical/Doctrinal)

MIN-541   Christian Theology I   3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. (Doctrinal)

MIN-542   Christian Theology II   3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of soteriology, pneumatology, ecclesiology, and eschatology. (Doctrinal)

MIN-543   Theology of Holiness   3
This course provides a basic examination of the Christian doctrine of sanctification from a biblical, historical, and systematic perspective. While the full range of Christian teaching on this subject will be explored, particular attention is given to John Wesley's view, as well as those teachings found in contemporary Wesleyan theology. (Doctrinal)

MIN-544   Cultural and Theological Trends of the Holiness Tradition   3
This course traces central themes of the holiness movement from the middle of the Nineteenth Century into the present time. This course is not designed to be an exhaustive historical presentation, but rather a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-a-vis the larger evangelical movement. (Doctrinal/Historical)

MIN-545 Dimensions of Spirituality 3
In recent years, evangelicals have discovered various modes and disciplines of spirituality which originated outside the Protestant tradition. This course explores several "new" dimensions of spiritual life such as meditation, journaling, and fasting in the light of Biblical, philosophical, and practical concerns. The role of personal experience and reason in one's spiritual journey will be assessed. Special attention will be given to the unique challenges of developing the pastor's spiritual life. (Practical/Historical)

MIN-546 Cultivating a Congregational Vision 3
This course examines the several aspects of congregational guidance which converge into the overall vision and direction of that particular body. It gives attention to areas such as hiring of staff to assist with the vision, management toward specific objectives, public communication and vision, development of a model which unfolds the vision, and other related features of vision cultivation and management. (Practical)

MIN-547 Time Management and Lifestyle Strategies 3
This course explores various dimensions of management such as sequencing of tasks, time allotted to various projects, efficiency in the execution of tasks, and establishing a balance in time-use patterns. Specific analysis of time-use is incorporated into the theory of time management. (Practical)

MIN-548 Trinitarian Images of Family and Sexuality 3
This course contrasts Biblical with ecclesial visions of human sexuality in a historical, theological, biological study of urgent issues. It identifies Creation and Gospel images of wholeness and integrity which call all people to the highest and best vision of themselves "in the image of God, male and female." It offers specialization in recognizing, preventing, and rehabilitating through "class meeting" support for victims of sexual abuse, sexual addiction, and divorce. (Practical)

MIN-549 Prayer: Strategies and Models 3
This course will assist the church and non-profit ministry leader in developing within his or her constituents a passion and a practicality for prayer. An assortment of models and strategies for stimulating such prayer will be examined, with an eye to contextual application. Related issues will include tracking the results of prayer, how to pray when you don't feel like praying, evangelistic prayer, prayer for troubling times, and corporate / personal prayer disciplines. (Practical/Historical)

MIN-550 Emerging Trends in Church Growth 3
This course explores the second generation of the church growth movement with two essential purposes in mind. It first aims to discover those central elements of the original church growth movement which have endured beyond the incipient generation of the movement. Second, it aims to discover those principles of church growth which are unique to the current cultural mores and societal changes of today. (Practical)

MIN-551 Contemporary Religious Movements 3
This is a study of the teachings of the cults as traditionally understood, along with contemporary challenges to Christian faith and practice as found in transcendental meditation, EST, westernized Buddhism, and other forms of the East-West encounters. (Doctrinal)

MIN-552 Ancient Near Eastern History 3
This course explores the world of the Ancient Near East to understand the context of the Biblical narrative. Special attention will be given to Mesopotamia, Egypt, and the civilizations of the eastern Mediterranean, African, and Near Eastern cultures. This course emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, and the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Special attention is directed to the Sumerians, Hittites, Egyptians, Persians, Assyrians, Phoenicians, and Hebrews. The contribution of each of these peoples to present day culture will be emphasized. 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)

MIN-553 Cross-Cultural Ministry 3
This course explores the various facets of cross-cultural ministry. It is designed to expose students to cultures which are different from their own with a view to understanding those cultures and also better understanding their own home culture. Whether by intensive study or direct exposure to another culture, this course equips students to minister more effectively in diverse cultural settings. (Practical)

MIN-555 Theological Classics 3
Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be repeated for credit. (Doctrinal/Historical)

MIN-556 Wesley's World and Vision 3
The examination of the course of religious history as John Wesley has contributed to it. The study investigates the doctrinal and experiential antecedents, the general historical period into which he came, his views, his activities, and his impact upon his time. (Doctrinal/Historical)

MIN-557 Reformation Theology 3
During the first half of the sixteenth century, Christianity witnessed the development of several significant theological traditions, generally characterized as "Protestant" along with the refinement of the Roman Catholic tradition which had dominated Europe for centuries. These various traditions provide an excellent panorama of the divergent understandings of the Christian faith that have persisted to the present time. In this course we will examine five major traditions and explore how each has contributed to the shaping of American Christianity and the Wesleyan Church in particular. By comprehending the key elements of these opposing theologies, we should be better equipped to understand and present our own.

MIN-558 Building a Multi-Generational Church 3
This course presents a careful explanation of how almost any congregation can utilize key research-based steps to grow into a healthy multi-generational congregation. The course traces the root of congregational conflict to the differences between generational perspectives and preferences. Topics covered in the course include: Defining the multi-generational model, the sources of inter-generational harmony, and methods of identifying generational needs. Finally, effective ministry strategies that build multi-generational congregations will be explored. (Practical)

MIN-561 Research Methodology 1
A basic introduction to writing papers, finding and assessing sources, organizing material, documentation, and style.

MIN-562 The Pastor as a Person 3
This course is designed to focus on the psychological and sociological aspects of the pastor's life. It will deal with the inner world of the minister and seek to discover causal links between a pastor's inner balance and harmony and his outer productivity and focus. (Practical)

MIN-563   Power, Change, and Conflict Management   3
This course examines several theories of the nature of change and change management as they interface with church management and administration. The course particularly examines the nature of power structures within the congregation and how to facilitate constructive change while maintaining fidelity to the mission of the group. (Practical)

MIN-567   Communication in Ministry   3
This course surveys the full spectrum of communication patterns which are necessary to the smooth and positive flow of information within the ecclesiastical community. It examines both the psychological and sociological dimensions as these impact the nature of the Christian community's life and faith. Communication theory is related to actual church life. (Practical)

MIN-568   Church Leadership and Parliamentary Law   3
A study of the principles of management as they apply to the role of the pastor and other professional Christian workers in relation to local churches and other Christian institutions and organizations. Further, a study of approved procedure in deliberative assemblies based on Robert's Rules of Order, accompanied by drills calculated to fix the habit of active, correct, and effective participation in business meetings of any kind. (Practical)

MIN-570   Contemporary Ethical Issues   3
Offers Biblical perspectives on contemporary ethical issues facing the church and ministry. Among the issues studied are abortion, capital punishment, euthanasia, sex, social responsibility of the church, and war. (Doctrinal)

MIN-571   Practicum   5
The student will choose one of several options in which to serve: hospital chaplaincy, clinical counseling, pastoral experience, or Christian education. Each of these will be under the supervision of a competent person in that area.

MIN-572   Marriage and Marital Counseling   3
A study of the techniques and goals of premarital counseling. The course will examine some of the tools available with a heavy emphasis on the Taylor-Johnson Temperament Analysis. Each student will role-play a typical marriage-counseling problem. (Practical)

MIN-574   Missions Seminar   3
Special study tours arranged to certain mission fields during scheduled breaks, May Term, or summer vacation periods with credit accordingly, or specialized courses taken in other departments of the university, such as Geopolitical, Sociology, or History courses in a specialized area or culture interest to the student. (Practical)

MIN-576   Skills and Practices in Counseling   3
A study of the interaction of theology and psychology with emphasis upon the task of counseling in ministry. Attention will be given to crisis counseling, terminal illness, and other life stresses. (Practical)

MIN-578   The Theological Underpinnings of Worship   3
Historical and theological examination of the varied forms and emphases of church ritual. Focus will be placed on communion, preaching, music, and religious symbolism in their role in the Sunday morning service. (Practical/Doctrinal)

MIN-579   Church and Society   3
The course focuses on the rapid proliferation of higher concentrated demographic centers in the world and the church's role in responding to the numerous changes that such shifts create for ministry. Specific attention is given to evangelism, follow-up, social care, and homelessness. (Doctrinal/Historical)

MIN-580   Worship and Church Music   3
This course will trace the history of Christian music in an effort to set forth those characteristics of music which make it distinctively Christian. It will deal with the various genre of worship music and suggest ways for ascertaining the appropriateness of various lyrical and musical styles to the worship of God and the cultivation of spiritual formation. (Practical)

MIN-581   Thesis   5
A research-based treatment of a topic of interest to the student, under careful faculty supervision.

MIN-582   Urban Ministries   3
This course builds on the substantive literature describing the secular city of our day and seeks to extrapolate from this data the guidelines which are applicable to ministry in such urban centers. The course will involve actual visitation of urban ministry settings in order to observe the range of needs present in these population intensive regions. (Practical)

MIN-584   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.

MIN-586   Advanced Counseling   3
This course is primarily an advanced counseling skills class with emphasis on dealing with difficult people. This course will go beyond listening and reflecting to the effective use of advanced counseling skills such as summarizing, immediacy, confrontation, limit setting, etc. This course will also help the pastor define personal and professional limits in counseling and give guidelines for determining when and how to refer. (Practical)

MIN-589   Advanced Communication for Youth Ministry   3
This course prepares students to synthesize and apply current communication, multi-media, and information technology theories and practices to the communication of biblical truth in youth ministry settings. The course will assist students in finding those communication channels and strategies to which youth are most open. In addition, students will explore processes required to develop balanced approaches that effectively integrate multiple means of communicating biblical truth to the young people represented in their youth ministries.

MIN-590   Programming and Management Strategies in Youth Ministry   3
This course provides a forum for interdisciplinary studies of leadership, management, and educational theories that inform the development of youth ministry strategies. The focus of these interdisciplinary studies is to equip students with both theoretical frameworks and practical tools that will enrich the design, implementation and operation of their youth ministries. Students will gain exposure to a range of current ministry models and will be equipped to design viable ministries appropriate to their gifts and ministry settings. In addition, students will have the opportunity to develop personal management and leadership strategies related to time management, delegation, volunteer recruitment and development, the effective use of interns and program creation and implementation.

MIN-591   Project   2-5
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.   (NOTE: Any student who has not satisfactorily completed all core courses with a grade of "C" or higher may not register for MIN-591.)

MIN-592   Personal Development and Growth Strategies for
Youth Ministries   3
This course provides students with a forum in which to survey and analyze various models of personal, professional, and spiritual development with a view to formulating personal strategies for ongoing professional growth. Students will have the opportunity to design a personal professional growth plan that includes such elements as personal vision, foci for personal and professional growth, the establishment of effective ministry partnerships, and the development of effective mentoring and accountability relationships.

MIN-593   Adolescent Development and Family Systems in
Youth Ministry   3
This course allows students to explore the developmental and sociological dynamics of adolescence and family systems with a view to developing appropriate models of care, counseling and ministry programming for teens and their families. Students will gain exposure to the work of classic and contemporary developmental and sociological theorists and will specifically explore the ways in which this work informs and enriches youth ministry.

MIN-594   Incarnational Ministry in Youth Culture and Context
**   3**
This course undertakes an interdisciplinary analysis of youth cultures. It provides a means for students to develop anthropological and sociological analytical skills and insights with which to identify and assess the socio-cultural dynamics present in their local youth context, and thereby to insure the development of culturally relevant youth ministries. In addition, the course examines the history, practice, and effectiveness of incarnational youth ministry.

MIN-595   Thesis/Project Continuation   0
Continuation of the process of the research and preparation of a thesis or project/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN-596   Advanced Theoretical Issues in Ministry   1-3
This course will address specialized theoretical issues in Christian Ministry. It will deal with advanced theological, historical, biblical, and philosophical topics related to developing effective pastors, quality ministries, and healthy churches. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN-597   Advanced Issues in Ministry Practice   1-3
This course will address specialized issues in the practice of Christian ministry and the development of effective, quality Churches and ministries. It will deal with advanced topics related to developing effective pastoral skills and effective strategies, practices and programs in the local Church and related ministries. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

Master of Divinity

Program Information - Master of Divinity (MDIV)

Overview - MDIV

The MDIV is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and onsite formats. To enroll in the degree, a person must be officially engaged in ministry in connection with a local congregation at least 20 hours a week and have earned a bachelor's degree. Students take required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Ministry and Theology, as well as on a cadre of prominent affiliate and visiting faculty who teach various courses each year.

Objectives - MDIV

The seminary strives to promote the following key learning outcomes in the MDIV program. A student who has completed the MDIV should be able to:

1. Do the work of the ministry, including full participation in the missio Dei, effective leadership of a local congregation, proclamation of God's word, facilitation of worship, the care of souls, the formation, education, and transformation of a holy people, and facilitation of healthy interpersonal relationships;

2. Detail and implement a process of positive change and transformation into a holy person in one's personal, spiritual, congregational, and community life; and

3. Soundly integrate the Bible, Christian theology, and church history into the practice of ministry.

Admission Requirements - MDIV

1. A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.

2. A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.

3. An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.

4. Three references, including

   - One from a pastor or denominational supervisor.

   - An endorsement from their local church board or appropriate church body.

   - Two additional references of the applicant's choosing.

5. A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.

6. Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).

7. Students may transfer up to 15 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the MDIV.

8. In circumstances when the Department of Graduate Ministry has an articulation agreement with a particular undergraduate institution, the total number of MDIV hours required may be shortened up to 12 hours in lieu of established course relationships.

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Advanced Standing with Credit - MDIV

Graduates of Indiana Wesleyan University's undergraduate programs who enroll in the Master of Divinity degree program may receive up to twelve hours of advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit up to twelve semester hours may be granted toward the MDIV degree for the courses listed below under the following conditions:

1. A student has received at least a "B" in the specific courses as indicated, and

2. The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.

   - MDIV-510 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed BIL-202 Inductive Bible

Study AND one additional BIL course at the 300 or 400 level.

- MDIV-540 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed THE-233 Christian Theology I AND THE-424 Christian Theology II.
- MDIV-580 Global Christian History - credit may be granted for this course if the student has successfully completed REL-331 History of Christianity I AND REL-332 History of Christianity II.
- MDIV-530 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed two of the following: INT-315 Cross Cultural Communication of Faith, INT-260 Urban Ministry, SOC-225 Cultural Anthropology, REL-431 Wesleyan Church History and Discipline, or INT-240 Urban Anthropology.

Program of Study - MDIV

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDIV curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

The requirements are as follows:

Foundational Courses		
MDIV-500	Pastor, Church, and World	3
MDIV-530	Cultural Contexts of Ministry	3
MDIV-510	The Bible as Christian Scripture	3
MDIV-540	Introduction to Christian Theology	3
MDIV-580	Global Christian History	3
MDIV-695	Integration Capstone	3
Praxis Courses		
MDIV-630	The Missional Church	6
MDIV-640	Congregational Leadership	6
MDIV-650	Christian Worship	6
MDIV-660	Christian Proclamation	6
MDIV-670	Congregational Spiritual Formation	6
MDIV-680	Congregational Relationships	6

Spiritual Formation		
MDIV-610	Change and Transformation	1
MDIV-611	Self Awareness and Appraisal	1
MDIV-612	Goal Setting and Accountability	1
MDIV-613	Mentoring and Spiritual Direction	1
MDIV-614	Personal and Corporate Disciplines	1
MDIV-615	Recovery and Deliverance	1
Electives		15
TOTAL		75

Program Requirements - MDIV

Residency Requirement - The default expectation of the MDIV program is to take at least 18 credit hours of the degree in intensive onsite courses. The student can then take the remainder of the program (57 credit hours) either online or onsite. Intensive courses are offered around a weekend of yearly convocation, during which all students and faculty in the program come to campus.

Graduation Requirements - MDIV

1. All requirements must be completed within ten years of enrollment.
2. All students must complete 60 hours of core courses and 15 hours of electives with a minimum grade of "C" in each course and a minimum cumulative GPA of 3.0.
3. Payment of all tuition and fees.

Course Descriptions - MDIV

MDIV-500 Pastor, Church, and World 3
This course introduces and overviews the six praxis domains of the Master of Divinity curriculum: mission, congregational formation, congregational life, proclamation, worship, and leadership. It also presents the foundational components of each practical domain: biblical, theological, and historical. This course is a prerequisite for all subsequent praxis courses.

MDIV-530 Cultural Contexts of Ministry 3
This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

MDIV-630 Missional Church 6
This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and

service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-610   Spiritual Formation: Change & Transformation 1
This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

MDIV-640   Congregational Leadership   6
This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-611   Spiritual Formation: Self Awareness and Appraisal   1
This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

MDIV-510   The Bible as   Christian Scripture   3
This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

MDIV-540   Introduction to Christian Theology   3
This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

MDIV-650   Christian Worship   6
This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-612   Spiritual Formation: Goal Setting and Accountability 1
This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

MDIV-660   Christian Proclamation   6
This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-613   Spiritual Formation: Mentoring and Spiritual Direction   1
This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

MDIV-580   Global Christian History   3
This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

MDIV-670   Congregational Spiritual Formation   6
This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-614   Spiritual Formation: Personal and Corporate Disciplines   1
This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

MDIV-680   Congregational Relationships   6
This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-615   Spiritual Formation: Recovery and Deliverance 1
This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

MDIV-695   Integration Capstone   3
This course completes the Master of Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministerial portfolio, and the creation of a five year plan for future ministry and personal development. Prerequisite: Completion of all six praxis courses.

The Graduate School

The Graduate School is charged with the Supervision of graduate level education across the university. This includes the development and implementation of new graduate programs and degrees as well as the maintenance of existing programs and degrees. The current graduate degrees offered are the Master of Arts, the Master of Science, the Master of Science in Nursing, the Master of Business Administration, the Master of Divinity, the Master of Education, the Educational Specialist degree, and the Doctor of Education (Ed. D.). In addition, a number of post-baccalaureate certificates and specialized training programs are offered through the various departments in the University. These degrees, certificates, and training programs are described in the respective departmental sections of the bulletin/catalogue.

The Dean of the Graduate School (Graduate Dean) is the chief academic officer for the Graduate School. The Dean is responsible for the development, evaluation, and administration of all graduate programs within the University. The Dean is also involved with issues involving graduate students including policies regarding admissions, retention, and progress toward graduation.

Communication with the Graduate School

Address	Indiana Wesleyan University 1900 W 50th St Marion IN 46953-5279 http://graduate.indwes.edu http://myIWU.indwes.edu
Administration Dean, The Graduate School	765-677-2090
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516 or 765-677-2116
Accounting	765-677-3265, 765-677-2878, or 765-677-2411
Resources	765-677-2854
Records Office	765-677-2131

Mission - The Graduate School

Indiana Wesleyan University's Graduate School will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

We seek to accomplish our mission by challenging students to pursue their leadership potential within a context of academic excellence, professionalism, and ethical behavior.

Graduate Degree Programs

Current Graduate Degree Programs at IWU:

In The College of Arts and Sciences:

Master of Arts degrees with majors in:

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

In the College of Adult and Professional Studies:

- Master of Business Administration
- Master of Science degree with a major in Management
- Master of Education
- Educational Specialist (Superintendent's Licensure program)
- Doctor of Education (Ed. D.) with a major in Organizational Leadership

In the School of Nursing:

Master of Science in Nursing in:

- Primary Care
- Nursing Education
- Nursing Administration

Master of Business Administration

The Master of Business Administration (MBA) is a 42-credit hour program consisting of a 30 credit hour common core plus one of four 12-credit-hour specializations selected by the student at registration.   (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization at a particular location.)   The MBA is designed to meet the worldwide need for knowledgeable, principle-centered leaders. 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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except ADM-508 and ADM-560 upon approval.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

MBAX Program:

The MBAXpress Program is a program for special individuals who have the willpower and the academic discipline to participate in an accelerated, intensive MBA curriculum. Students complete an accelerated program by taking some MBA courses simultaneously.

Admission Requirements - MBA

The admission requirements for the MBA program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

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

Additional requirements for students entering the Accounting specialization:

1. Six graduate semester credits in Accounting with a minimum grade of "B" in each course; OR

2. Twelve undergraduate semester credits in Accounting with a minimum grade of "B" in each course.

Additional requirements for the MBAXpress program:

1. Baccalaureate degree in business, economics, or engineering.

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

3. Documented ability to devote 24 to 30 hours per week to coursework.

Prerequisites - MBA

Students in the MBA program are required to demonstrate proficiency in the areas of statistics, economics, accounting, and finance prior to taking the corresponding advanced course in the core. Students will be provided with the MBA PRIMER ™ to assist them in meeting the minimum proficiencies needed for success in each quantitative area. Attendance in a three-week preparatory class is required for accounting and finance. At the completion of each of the first two courses and the accounting preparatory class a student has the option of transferring from the MBA to the MSM program. Successful completion of the first two MBA courses will substitute for the first two courses in the MSM program.

Graduation Requirements - MBA

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

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.

2. Overall GPA of 3.0 in all IWU graduate work.

3. Payment of all tuition and fees is required in order to receive a diploma.

Course Descriptions - MBA

Common Core Courses - 30 Hours

ADM-508 Business, Analysis, and Technology 3
This course will provide a brief overview of executive management theory and practice, introduce Microsoft Office software and other tools, and provide orientation to IWU research and resource methods. Topics covered include evaluation of business research sources including information found on the Internet and the use of the APA writing style. Students will take self assessment personality and leadership inventories leading to project team formation. Various subject area assessments will be taken to determine where additional assistance may be helpful.

ADM-510 Applied Management Concepts 3
This course expands the overview of executive management theory and practice in the context of a rapidly changing environment. Individual and group assignments will focus upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within

organizations. Using individual and shared experiences, organizational culture, change processes, team building, motivation, decision-making, and diversity will be studied

ADM-471P Essentials of Accounting 0
This not-for-credit course surveys the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making. It also touches on the planning and control responsibilities of practicing managers. Must complete with a grade of "CR" in order to proceed to ADM-514.

ADM-514 Applied Managerial Accounting 4
A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions. Special attention will be given to the preparation and analysis of financial statements, budgeting, and systems of planning and control.

MGT-541 Applied Marketing Management 3
A study of marketing management with emphasis on product, price, promotion, and distribution problem solving. The legal, ethical, and social environment within which marketing problems occur will receive special emphasis.

ADM-524 Managerial Economics 3
This course provides an overview of economic theory and methods and as applied to decision making in contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participants.

ADM-474P Essentials of Finance 0
An overview of financial management emphasizing the development of the issues and techniques involved in cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Must complete with a grade of "CR" in order to proceed to ADM-537.

ADM-537 Applied Managerial Finance 4
A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various management dilemmas as defined by selected cases.

ADM-545 Organizational Development and Change 3
A course designed to understand the three change-related dimensions of an organization: strategy, structure, and job performance. Students will address the following issues: delivery of products and services, business outcomes, innovation, implementing change, and leadership development. Current and future trends in organizations will be considered. Students will learn skills to assess the effectiveness of an organization.

ADM-515 Applied Business Statistics 4
Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.

ADM-534 Applied Economics 3
This applied course is designed to further integrate the use of economic theory and the effects of current economic events into the process of solving problems through effective managerial decision-making in the context of the firm and the larger environment in which it operates.

Applied Management Specialization Courses - 12 Hours

ADM-549 Intercultural and Global Issues 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.

ADM-550 Ethics, Law, and Leadership 3
The focus of this course is the development of moral leadership in the identification, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business. Emphasis is given to developing a Christian worldview.

ADM-554 Operations and Strategy 3
This course includes internal operations analysis, planning and control and logistical considerations including supply/value chain management. Also, it includes a strategic review of planning and alliances and an assessment of organizational policies and the competitive environment needed to acquire sustainable competitive advantage.

ADM-560 Applied Management Capstone 3
This course calls individual students to combine their program-wide, MBA case analysis skills, content area knowledge, and application skills with personal experience for success in this final active learning capstone experience. NOTE: Any MBA student who has not satisfactorily completed all prior courses ("C" or better) may not register for ADM-560.

Accounting Specialization Courses - 12 Hours
The Accounting Specialization has been designed for those with significant previous accounting coursework and experience.

ACC-549 Financial Statement Preparation and Analysis 3
This course demonstrates financial statement preparation for proprietorships, Subchapter S corporations, partnerships and selected not-for-profit organizations including healthcare in accordance with Generally Accepted Accounting Principles. Accounting principles and applications relevant to Other Comprehensive Basis Of Accounting (OCBOA) systems will also be presented.

ACC-552 Auditing and Fraud Detection 3
Students will learn the auditing process and applicable auditing standards for non-publicly traded companies. This course covers the Sarbanes Oxley Act of 2002, which requires accuracy and reliability in public disclosures pursuant to securities laws and its impact on internal control and management. Students will learn to identify occupational fraud and financial statement fraud. This course includes a financial statement fraud simulation.

ACC-554 Business Structure and Taxes 3
This course reviews applicable tax policy for small business including how specific business structures impact tax liability. The impact of specific tax regulations on the business will be examined including payroll taxes, employee vs. independent contractor rules and more.

ACC-556 Accounting Information Systems and Control 3
This course defines information systems from the perspective of the organizational manager. Students will learn and apply internal controls to the business process and will understand electronic business systems and related internal controls. Various business processes will be presented including: Order Entry/Sales; Billing/Accounts Receivable/Cash Receipts; Purchasing; General Ledger and Business Reporting (financial statements). This course includes an accounting systems simulation.

Health Care Specialization Courses - 12 Hours

HCM-549 Health Care Systems 3
This course provides an introduction to the basic concepts and principles of organization and management relevant to our dynamic national health care systems. Emphasis will be placed on the delivery, access, and quality of services. Medical technology, professional roles, and both inpatient and outpatient services are discussed.

HCM-552 Health Care Policy 3
This course explores the role and manner in which both state and federal government regulatory mechanisms affect the administration of health services organizations. The legal and ethical environment will be examined as well as the influence that special interest groups play.

HCM-554 Health Care Finance 3
This course provides an overview of the health care financial issues and explores the current financial climate. Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. Not for profit financial statements and annual audits are reviewed and analyzed.

HCM-556 Health Care Issues 3
This course enables students to analyze organizational issues and strengthen their management skills. It discusses the management challenges in the areas of product definition, market approaches, quality control and accountability. Also included are managing diversity, team processes, change theory, process redesign, and quality assessment.

Human Resources Management Specialization Courses - 12 Hours

HRM-549 Human Resource Management: An Overview 3
This overview course introduces students to the field of human resource management, its purpose, and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing, and outplacement. Topics presented include the impact of global competition, technology, service centers, outsourcing, and just-in-time training. Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application.

HRM-552 Compensation and Benefits 3
This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced. Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted. It addresses the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance. Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits. Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course.

HRM-554 Employment Law 3
This course provides an understanding of the legal framework in the employment context, focusing on working knowledge and practical application of relevant legal principles in HR. Emphasis is on modern employment legislation, related court decisions representing numerous areas of employment law and their applicability to everyday HR issues. Numerous case studies and scenarios of issues such as privacy, discrimination, and employment regulation are used to enhance learning.

HRM-556 Motivation and Training 3
Human Resources Management's concern with motivation and training relates to the need to promote good working relationships within an organization. Managers and trainers are introduced to motivational techniques and concepts that will foster healthy, productive, working environments that are respectful of every individual. Methods that have not been successful will be analyzed along with solutions drawn from company surveys and case studies. In addition, coaching and mentoring skills are developed and practiced in this course to help managers be successful in the workforce environment.

Master of Science - Management

The Master of Science degree with a major in Management is a 36-hour graduate program consisting of a 24 credit hour common core plus one of four 12-credit-hour specializations selected by the student at registration. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization at a particular location.) It is designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on 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.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core course except MGT-510 and MGT-557 upon approval.

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

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

Admission Requirements - Management (MS)

The admission requirements for this program are as follows:

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

2. An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

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

Additional requirements for students entering the Accounting specialization:

1. Six graduate semester credits in Accounting with a minimum grade of "B" in each course; OR

2. Twelve undergraduate semester credits in Accounting with a minimum grade of "B" in each course.

Graduation Requirements - Management (MS)

To graduate, students must have completed the following:

1. All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.

2. Overall GPA of 3.0 in all IWU graduate work.

3. Payment of all tuition and fees is required in order to receive a diploma.

Course Descriptions - Management (MS)

Common Core Courses - 24 Hours

MGT-510 Theory and Practices of Leadership 3
In this course students will survey the current literature on the topic of leadership. A solid foundation of research and theory will be laid to form the context for more specific topical study throughout the Master of Science in Management program. Special emphasis will be placed on the knowledge, skills, attitudes, and values involved in "servant leadership."

MGT-532 Human Relations and Organizational Behavior 3
An examination of personnel management and human relations theory in relationship to the design and evaluation of organizational structures in contemporary businesses and public agencies.

MGT-518 Communication in Organizational Settings 3
This course will explore the major management issues related to communication patterns in an organizational setting. Strategies for diagnosing and dealing with communication problems will be discussed. Students will be called upon to critically evaluate the possibilities and dilemmas of current and future communication technologies.

MGT-541 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.

MGT-513 Managerial Economics 3
An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro-and micro-economic phenomena necessary for sound management decision-making.

MGT-535 Legal Issues for Managers 3
This course provides an overview of legal issues for managers. It introduces the student to the legal system and the legal environment of business. Topics include civil procedure, alternative dispute resolution, agency, administrative law, torts, contracts, sales, product liability, employment law, labor law, and forms of doing business.

MGT-525 Managerial Ethics   **3**

An analysis of the major ethical theories as they relate to contemporary management situations. The course emphasizes the ethical responsibilities of management as well as the practical application of Christian principles to managerial decision-making.

MGT-524 Finance for Managers   **3**

This course provides an overview of the objective and methods of finance for managers. The course provides managers with an understanding of financial reports of a company with the main focus on assisting developing managers in becoming more comfortable dealing with financial issues and in understanding and avoiding potential accounting abuses.

Strategic Management Specialization Courses - 12 Hours

MGT-540 Motivation, Development, and Change   **3**

Students will examine the problems and dynamics of organizational change. Various leadership strategies and resources, which may facilitate change and on-going personal development, will be studied. Students will be asked to investigate principles in a specific organizational context through the use of qualitative research methods.

ADM-549 Intercultural and Global Issues   **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.

MGT-530 Strategy Formulation   **3**

Students will enhance their skills in developing mission and vision for a business, setting objectives, and formulating strategies to meet those objectives. Consideration will be given to analysis of external and internal environments and to the formulation of a business plan.

MGT-557 Applied Management Project   **3**

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. (NOTE: Any MSM student who has not satisfactorily completed all prior courses ("C" or better) may not register for MGT-557.

Accounting Specialization Courses - 12 Hours

The Accounting Specialization has been designed for those with significant previous accounting coursework and experience.

ACC-549 Financial Statement Preparation and Analysis   3

This course demonstrates financial statement preparation for proprietorships, Subchapter S corporations, partnerships and selected not-for-profit organizations including healthcare in accordance with Generally Accepted Accounting Principles. Accounting principles and applications relevant to Other Comprehensive Basis Of Accounting (OCBOA) systems will also be presented.

ACC-552 Auditing and Fraud Detection   **3**

Students will learn the auditing process and applicable auditing standards for non-publicly traded companies. This course covers the Sarbanes Oxley Act of 2002, which requires accuracy and reliability in public disclosures pursuant to securities laws and its impact on internal control and management. Students will learn to identify occupational fraud and financial statement fraud. This course includes a financial statement fraud simulation.

ACC-554 Business Structure and Taxes   **3**

This course reviews applicable tax policy for small business including how specific business structures impact tax liability. The impact of specific tax regulations on the business will be examined including payroll taxes, employee vs. independent contractor rules and more.

ACC-556 Accounting Information Systems and Control   3

This course defines information systems from the perspective of the organizational manager. Students will learn and apply internal controls to the business process and will understand electronic business systems and related internal controls. Various business processes will be presented including: Order Entry/Sales; Billing/Accounts Receivable/Cash Receipts; Purchasing; General Ledger and Business Reporting (financial statements). This course includes an accounting systems simulation.

Health Care Specialization Courses - 12 Hours

HCM-549 Health Care Systems   **3**

This course provides an introduction to the basic concepts and principles of organization and management relevant to our dynamic national health care systems. Emphasis will be placed on the delivery, access, and quality of services. Medical technology, professional roles, and both inpatient and outpatient services are discussed.

HCM-552 Health Care Policy   **3**

This course explores the role and manner in which both state and federal government regulatory mechanisms affect the administration of health services organizations.   The legal and ethical environment will be examined as well as the influence that special interest groups play.

HCM-554 Health Care Finance   **3**

This course provides an overview of the health care financial issues and explores the current financial climate.   Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. Not for profit financial statements and annual audits are reviewed and analyzed.

HCM-556 Health Care Issues   **3**

This course enables students to analyze organizational issues and strengthen their management skills. It discusses the management challenges in the areas of product definition, market approaches, quality control and accountability. Also included are managing diversity, team processes, change theory, process redesign, and quality assessment.

Human Resources Specialization Courses - 12 Hours

HRM-549 Human Resource Management: An Overview   3

This overview course introduces students to the field of human resource management, its purpose, and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing, and outplacement. Topics presented include the impact of global competition, technology, service centers, outsourcing, and just-in-time training.

Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application.

HRM-552   Compensation and Benefits   3
This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced. Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted.   It addresses the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance.   Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits.   Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course.

HRM-554   Employment Law   3
This course provides an understanding of the legal framework in the employment context, focusing on working knowledge and practical application of relevant legal principles in HR. Emphasis is on modern employment legislation, related court decisions representing numerous areas of employment law and their applicability to everyday HR issues. Numerous case studies and scenarios of issues such as privacy, discrimination, and employment regulation are used to enhance learning.

HRM-556   Motivation and Training   3
Human Resources Management's concern with motivation and training relates to the need to promote good working relationships within an organization. Managers and trainers are introduced to motivational techniques and concepts that will foster healthy, productive, working environments that are respectful of every individual.   Methods that have not been successful will be analyzed along with solutions drawn from company surveys and case studies. In addition, coaching and mentoring skills are developed and practiced in this course to help managers be successful in the workforce environment.

Adult Teacher Licensure Programs Department

Transition to Teaching (TTT)

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

1. **Subject Knowledge**:   The basic premise behind this program is that adults with a baccalaureate degree and

work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.

2. **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.

3. **Student Teaching:**   Secondary and elementary candidates will be in a K-12 classroom in their area of licensure for two separate student teaching experiences. Elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts.   The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission - TTT
The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

Objectives - TTT

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

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

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

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

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

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

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

8. **Global and Multicultural Perspectives**: Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements - TTT

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Elementary Education

All candidates must:

1. Be employed twenty or more hours per week in an occupation other than a K-12 classroom teacher.

2. Validate current employment by submitting one of the following:
   - Letter from current employer on company stationery verifying current employment.
   - Recent pay stub from applicant.

3. Have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. (Official transcripts from all colleges/universities attended for undergraduate work are required.)

4. Meet one of the following:
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 3.0 on a 4.0 scale, both in major and overall.
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 2.5, both in the major and overall, and five years of full-time employment in an education-related field.
   - A graduate degree from an accredited college or university.

5. Present six semester hours of college credit in which a "C" or higher was earned with a minimum grade point average of 3.0 in each specific six hour area as described below:
   - **Language Arts**: three hours of writing/composition and three hours of children's literature.
   - **Social Studies**: three hours of US history and three hours of world history.
   - **Mathematics**: six hours of basic math or higher.
   - **Science**: three hours of life sciences: biology, life science, botany or anatomy/physiology and three hours of physical sciences: chemistry, physics or general science.

6. Present passing scores on two of the Praxis One sub-tests.

Secondary Education

All candidates must:

1. Be employed 20 or more hours per week in an occupation other than a K-12 classroom teacher.

2. Validate current employment by submitting one of the following:
   - Letter from current employer on company stationery verifying current employment.
   - Recent pay stub from applicant.

3. Have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. (Official transcripts from all colleges/universities attended for undergraduate work are required.)

4. Meet one of the following:
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 3.0, both in the area of licensure and overall.
   - A baccalaureate degree from an accredited college or university with a grade point average of at least 2.5, both in the area of licensure, and overall, and five years of full-time professional employment in an education-related field or in the field in which the person intends to be licensed.
   - A graduate degree from an accredited college or university.

5. Have 18 semester hours of college credit in which a "C" or higher was earned and a grade point average of 3.0 or better in each content area in which a person wishes to be licensed. Specific requirements for each contact area are below.
   - **Biology:** 18 semester hours including three hours biology laboratory course(s), three hours of zoology course(s), three hours of botany course(s), and three hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.

- **Chemistry:** 18 semester hours including three hours of a laboratory chemistry course(s), three hours of organic chemistry, and three hours of inorganic chemistry.
- **English:** 18 semester hours including six hours of writing/composition, three hours of American literature, and three hours of English/British literature. A maximum of three hours of speech/communication will be accepted.
- **Mathematics:** 18 semester hours including a three hour calculus one course (mathematics for elementary teachers is not accepted.)
- **Music**:
    - Certification in instrumental music: 18 semester hours including three hours of music theory, six hours of instrumental courses, and two hours of conducting. A maximum of three hours of instrumental participation courses will be accepted.
    - Certification in vocal music: 18 semester hours including three hours of music theory, six hours of vocal courses, and two hours of conducting. A maximum of three hours of vocal participation courses will be accepted.
    - Combined certification in instrumental and vocal music: 24 semester hours including three hours of music theory, six hours of instrumental courses, two hours of conducting, and six hours of vocal courses. A maximum of three hours of participation courses will be accepted.
- **Physical Education**: 18 semester hours including three hours of adaptive physical education and three hours of anatomy or kinesiology. A maximum of three hours of participation courses will be accepted.
- **Health:**
    - As an add on licensure area to a PE license: nine semester hours including three hours of alcohol and drug education, three hours of nutrition and health, and three hours from any of the following: personal health, school and community health, and/or public and community health.
    - As a standalone license: 18 semester hours including three hours of alcohol and drug education, three hours of nutrition, three hours of personal health, three hours of school, public, or community health, and three hours of anatomy.
- **Spanish**: 18 semester hours including six hours of 2nd year or higher Spanish conversation/grammar, three hours of Spanish literature, three hours of history or culture of Mexico/ Latin American country(ies)/Spain.

- **Visual Arts:** 18 semester hours including three hours of two dimensional (i.e. drawing or painting), three hours of three dimensional (i.e. ceramics, clay, or sculpture), and three hours of art history. A maximum of three hours of photography will be accepted.
- **Social Studies**: for admission one must qualify for either historical perspectives or for government/political science as indicated below. For licensure one must be qualified for at least historical perspectives and any two other areas as indicated below or one must be qualified for at least government/political science and any two other areas as indicated below.
    - Historical perspective: nine hours of United States history and nine hours of world history.
    - Government/political science: 12 hours of government and six hours from the following selection of social studies disciplines: sociology, psychology, government/ political science, history, anthropology, economics, and geography. Philosophy is not an accepted discipline for this teaching license.
    - Economics: six semester hours including three hours of macro economics and three hours of micro economics.
    - Psychology: nine semester hours. Educational psychology is not accepted for this area.
    - Sociology: six semester hours.

6. Present passing scores on two of the Praxis One sub-tests.

Personal Requirements*

1. Satisfactorily pass a criminal history search by the Indiana State Police or that of the applicant's state of residence.
2. Satisfactorily pass sexual offender screening from the Indiana Sex and Violent Offender Directory or that of the applicant's state of residence if separate from the state police criminal history check.

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

Program of Study - TTT

Phase I - Foundational Phase

EDU-573	Assessment and Learning	3
EDU-574	Facilitating Learning Through Technology	2
EDU-576	General Methods of Instruction	3

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase I courses must be passed with a grade of "B-" or higher as a prerequisite for enrolling in any Phase II courses.

Phase II - Pre-service Phase

EDU-575	Student Teaching One	2
EDU-580	Reading Instruction in the Elementary Grades (online and onsite) (Elementary candidates only) **OR**	3
EDU-578	Content Methods of Instruction in the Senior High/Junior High/ Middle School Setting (online) (Secondary candidates only)	3

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase II courses must be passed with a grade of "B-" or higher as well as EDU-575 with a grade of "Credit" as a prerequisite for enrolling in any Phase III courses.

Phase III - Candidacy Phase

EDU-579	Student Teaching Two	2
EDU-570	The Development of K-12 Education in the United States (online) (Secondary candidates only) **OR**	2
EDU-577	Methods of Teaching the Elementary School Curriculum (online and onsite) (Elementary candidates only)	3
EDU-572	The Exceptional Child (Secondary candidates only)	1

Candidates must demonstrate satisfactory progress in professional dispositions.

All Phase III courses must be passed with a grade of "B-" or higher as well as EDU-579 with a grade of "Credit" as a prerequisite for enrolling in any Phase IV courses.

Phase IV - Elementary Candidates Only

EDU-581	Student Teaching Three	2
EDU-582	Diagnostic Practices and Implications in the Teaching of Reading	2
EDU-570	The Development of K-12 Education in the United States (online) (Elementary candidates only)	2

Candidates must demonstrate satisfactory progress in professional dispositions.

Laboratory Placement: A candidate who for any reason does not complete and pass EDU-572, EDU-577, EDU-578, EDU-580 and/or EDU-582 and passed the accompanying student teaching course(s), may retake the course(s) in question without reenrolling in the appropriate student teaching course provided the candidate accepts a K-12 laboratory placement. The candidate will pay a fee that covers the additional cost of the placement process and candidate supervision. (The candidate with a Stafford loan will temporarily lose eligibility for financial aid for failure to meet the six semester hour course load requirement.)

Program Requirements - TTT
Phase I Requirements - All of the following must be satisfactorily met before enrollment in Phase II.

1. Complete all Phase One requirements and earn a minimum cumulative GPA of 3.00 with no grade below a "B-".
2. Provide passing scores for the Praxis Elementary Content Knowledge Test (Elementary candidates only).
3. Provide passing scores for the Praxis Two content specific test for the subject(s) in which licensure is sought (secondary candidates only).
4. Provide passing scores for each of the PPST Reading, Writing, and Mathematics sections.
5. Demonstration of satisfactory progress in professional dispositions.

Phase II Requirements - All of the following must be satisfactorily met before enrollment in Phase III.

1. Complete all Phase Two requirements and earn a minimum cumulative GPA of 3.00 with no grade below a "B-" in regular courses and a grade of "Credit" for EDU-575.
2. Demonstrate satisfactory progress in professional dispositions.

Phase III Requirements - All of the following must be satisfactorily met before enrollment in Phase IV (elementary candidates only).

1. Complete all Phase Three requirements and earn a minimum cumulative GPA of 3.00 with no grade below a "B-" in regular courses and a grade of "Credit" for EDU-579.
2. Demonstrate satisfactory progress in professional dispositions.

Licensing - TTT
Licensing Areas:

1. Elementary Generalist K-6
2. Biology Jr/Sr High
3. Chemistry Jr/Sr High
4. Social Studies-Economics Jr/Sr High
5. Social Studies-Government Jr/Sr High
6. Social Studies-Psychology Jr/Sr High

7. Social Studies-Historical Perspectives Jr/Sr High

8. Social Studies-Sociology Jr/Sr High

9. English Jr/Sr High

10. Physical Education Jr/Sr High

11. Health Education Jr/Sr High

12. Mathematics Jr/Sr High

13. Music-Choral Jr/Sr High

14. Music-Instrumental Jr/Sr High

15. Music-Choral, General, and Instrumental Jr/Sr High

16. Spanish Language Jr/Sr High

17. Visual Arts Jr/Sr High

Requirements for Teacher's License Recommendation - To be eligible to be recommended for licensure a candidate must:

1. Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."

2. Pass all student teaching courses with a grade of Credit.

3. Provide passing scores for all required Praxis test.

4. Provide a recent criminal history search.

5. Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Student Teaching Policies - TTT

1. Once a student teaching placement has been finalized, it can only be changed by approval of the Program. The candidate bears the responsibility to present in writing sufficient evidence to justify the requested change in light of the candidate's needs (not desires) and the needs of future candidates who will need a placement in that school corporation's local schools. A change of placement fee will be paid by the candidate.

2. The TTT Program, at the request of the cooperating K-12 school's administration, university supervisor, or instructor/advisor as well as by the decision of the TTT Program Director, can remove a candidate from a K-12 school student teaching assignment any time for immoral or inappropriate conduct at the K-12 assignment or with K-12 students.

3. The TTT Program may remove a candidate from a student teaching experience for candidate's failure to satisfactorily perform the requirements of the student teaching experience in question. Input from the university supervisor, instructor/advisor, and the cooperating teacher will be sought before removing the candidate from the student teaching experience.

4. Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.

5. A candidate who does not receive a grade of "Credit" for EDU-575, EDU-579, or EDU-581 must request in writing to the TTT Program for permission to retake the course in question.

6. If a candidate repeating one of these courses does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.

7. Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

8. For a secondary candidate, EDU-575 requires 17 weeks of student teaching at five hours per week. Spring and fall breaks as well as other school holidays and closings and candidate's absences will be made up by the candidate within the time frame of the affected student teaching experience. Should a candidate not be able to accumulate sufficient student teaching hours within the boundaries of the course, the candidate may petition to the TTT Program for an extension of time.   EDU-579 will consist of 15 weeks of five hours per week and two full weeks of all day experience. The same make-up requirements apply.

9. For an elementary candidate, EDU-575 and EDU-579 require 17 weeks of student teaching at five hours per week. Spring and fall breaks as well as other school holidays and closings and candidate's absences will be made up by the candidates within the time frame of the affected student teaching experience. Should a candidate not be able to accumulate sufficient student teaching hours within the boundaries of the course, the candidate may petition to the TTT Program for an extension of time. EDU-581 will consist of 15 weeks of five hours per week and two full weeks of all day experience. The same make-up requirements apply.

Course Descriptions - TTT

EDU-570   The Development of K-12 Education in the United States   2

A survey study of current societal expectations for U.S. public schools, school cultures, school governance, and impact of historical philosophies of education on current instructional decisions is the focus of this course. Traditional and field research methods are employed by candidates in demonstrating acquisition of knowledge, related skills, and dispositions.

EDU-572   The Exceptional Child   1

This course provides an exploration of specific teaching and learning strategies for secondary students requiring mild interventions and the application of these strategies in planning instruction to insure learning by all students in the least restrictive environment.

EDU-573   Assessment and Learning   3

The interrelatedness of academic standards, assessment design and practices, instructional decisions, and K-12 student learning are explored while constructing assessment tools designed to eliminate bias and to accurately assess the learning of all students regardless of

exceptionalities, learning styles, primary language, or other unique student characteristics.

EDU-574 Facilitating Learning With Technology 2
This hands-on learning experience provides skill in the selection and utilization of appropriate technology applications to facilitate K-12 students' self-directed learning, design and preparation of teaching tools, facilitation of classroom management skills, and implementation of communication between all stakeholders.

EDU-575 Student Teaching One 2
This course provides the candidates with supervised practical application of program knowledge, skills, and dispositions in facilitating K-12 students' learning. Authentic assessments documenting candidates' professional growth will be exhibited in Teacher Work Samples. This course utilizes Blackboard sites to guide candidates' journaling, peer reflections, and monitoring of candidates' assignments and their grades. This course may be repeated for additional areas of licensure.

EDU-576 General Methods of Instruction 3
This course builds on academic standards and their appropriate assessments to design instruction that will enable K-12 students to demonstrate attainment of those standards' outcomes. Skill is gained in areas such as lesson design, design of the learning environments, classroom management, and implementation of curriculum designs in order to provide quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-577 Methods of Teaching the Elementary School-Curriculum 3
The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of mathematics, science, and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research, is developmentally appropriate for the target student population, and provides quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-578 Content Methods of Instruction in the Senior High/Junior High/Middle School Setting 3
The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU-579 Student Teaching Two 2
This course is a continuation of EDU-575 in which the candidates continue to develop Teacher Work Samples and complete the Teacher Profile Portfolio.

EDU-580 Reading Instruction in the Elementary Grades 3
This is a study of theories, approaches, and methodologies of teaching developmental reading/literacy in the elementary classroom. The gap from theory to practice is bridged by development of a unit of study that emphasizes the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, and the assessment of K-6 students' performances.

EDU-581 Student Teaching Three 2
This course provides candidates with K-6 classroom opportunities to implement various theories, approaches, and methodologies of teaching reading and language arts. A Cooperating Teacher, the University Supervisor, and the course professor provide guidance and assessment of candidate performance. A Reading capstone project is developed that demonstrates that all students can learn regardless of learning exceptionalities, cultural backgrounds, or language barriers.

EDU-582 Diagnostic Practices and Implications in the Teaching of Reading 2
This course provides candidates with practical skills in the selection and administering of diagnostic assessments to identify individual areas of students' reading progress. These assessments result in the implementation of reading intervention strategies used in response to those identified areas of students' needs.

Career Builders for Educators (CBE)

Indiana Wesleyan University's Career Builders for Educators Certificate program (CBE) is a graduate level, non-degree licensure program that is based in the Indiana Department of Education's Division of Professional Standards' Rules 2002 concept of demonstration of competency in knowledge, skills, and dispositions standards rather than the traditional model that utilizes seat time and a traditional content major as the determinates of these important aspects of teacher preparation.

Mission - CBE

The mission of the Career Builders for Educators program is to provide emergency permitted and regularly licensed teachers in Indiana and surrounding states an accessible, quality teacher preparation curriculum and educational format for gaining initial and/or additional areas of regular teacher licensure.

Objectives - CBE

Program Objectives - The CBE licensure program seeks:

1. To provide a local K-12 school-based special education licensure track program for teachers working in a special education classroom with an emergency permit.

2. To assist regularly licensed and special permitted secondary special education teachers in securing content area licenses through a local K-12 school-based program.

3. To provide a local K-12 school-based licensure program for emergency permitted teachers working in the non-special education content area classroom, including elementary grades, in which they hold the special permit.

4. To provide a K-12 local school-based licensure program for regularly licensed teachers wishing to add additional teaching licenses to their existing professional credentials.

Student Performance Objectives - Program completers will demonstrate:

1. A liberal arts education which provides a foundation for professional growth.

2. Research based knowledge of how and when children learn; addressing developmental and motivational stages.

3. Understanding of teachers' ethical/moral responsibility to accept all children as God's creation and to provide them with a fair opportunity to learn.

4. Decision-making skills necessary to appropriately implement classroom, school, and legal codes and policies.

5. Ability to plan and implement instruction and assessment strategies which promote learning by all students.

6. Skill in planning and implementing sound classroom management strategies.

7. Ability and willingness to communicate effectively with students, peers, and parents.

8. Appreciation for the unique cultural, ethnic, gender and other aspects of students' personal identities and ability to utilize them to promote personal pride and educational growth.

Admission Requirements - CBE

Applicants to any program within the IWU graduate education department will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him or her for licensure.

Persons wishing to earn teaching licensure through the CBE Licensing Program must submit:

1. A bachelors degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

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

3. Secondary content area applicants must have 18 semester hours of college credit in which a "C" or higher was earned and a grade point average of 3.0 or better in each content area in which a person wishes to be licensed. Specific requirements for each contact area are below.

   - **Biology:** 18 semester hours including three hours biology laboratory course(s), three hours of zoology course(s), three hours of botany course(s), and three hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.

   - **Chemistry:** 18 semester hours including three hours of a laboratory chemistry course(s), three hours of organic chemistry, and three hours of inorganic chemistry.

   - **English:** 18 semester hours including 6 hours of writing/composition, three hours of American literature, and three hours of English/British literature. A maximum of three hours of speech/communication will be accepted.

   - **Mathematics:** 18 semester hours including a three hour calculus one course (mathematics for elementary teachers is not accepted.)

   - **Music**:

- Certification in instrumental music: 18 semester hours including three hours of music theory, six hours of instrumental courses, and two hours of conducting. A maximum of three hours of instrumental participation courses will be accepted.
- Certification in vocal music: 18 semester hours including three hours of music theory, six hours of vocal courses, and two hours of conducting. A maximum of three hours of vocal participation courses will be accepted.
- Combined certification in instrumental and vocal music: 24 semester hours including three hours of music theory, six hours of instrumental courses, two hours of conducting, and six hours of vocal courses. A maximum of three hours of participation courses will be accepted.

- **Physical Education**:   18 semester hours including three hours of adaptive physical education and three hours of anatomy or kinesiology. A maximum of three hours of participation courses will be accepted.
- **Health:**
  - As an add on licensure area to a PE license: nine semester hours including three hours of alcohol and drug education, three hours of nutrition and health, and three hours from any of the following: personal health, school and community health, and/or public and community health.
  - As a standalone license: 18 semester hours including three hours of alcohol and drug education, three hours of nutrition, three hours of personal health, three hours of school, public, or community health, and three hours of anatomy.
- **Spanish**:   18 semester hours including: six hours of 2nd year or higher Spanish conversation/grammar, three hours of Spanish literature, three hours of history or culture of Mexico/ Latin American country(ies)/Spain.
- **Visual Arts:** 18 semester hours including three hours of two dimensional (i.e. drawing or painting), three hours of three dimensional (i.e. ceramics, clay, or sculpture), and three hours of art history. A maximum of three hours of photography will be accepted.
- **Social Studies**:   for admission one must qualify for either historical perspectives or for government/political science as indicated below. For licensure one must be qualified for at least historical perspectives and any two other areas as indicated below or one must be qualified for at least government/political science and any two other areas as indicated below.

- Historical perspective: nine hours of United States history and nine hours of world history.
- Government/political science: 12 hours of government and six hours from the following selection of social studies disciplines: sociology, psychology, government/ political science, history, anthropology, economics, and geography. Philosophy is not an accepted discipline for this teaching license.
- Economics: six semester hours including three hours of macro economics and three hours of micro economics.
- Psychology: nine semester hours.   Educational psychology is not accepted for this area.
- Sociology: six semester hours.

4. Elementary applicants must present six semester hours of college credit in which a "C" or higher was earned with a minimum grade point average of 3.0 in each specific six hour area as prescribed below:
   - **Language Arts**:   three hours of writing/composition and three hours of children's literature.
   - **Social Studies**:   three hours of US history and three hours of world history.
   - **Mathematics**:   six hours of basic math or higher.
   - **Science**:   three hours of life sciences: biology, life science, botany or anatomy/physiology and three hours of physical sciences: chemistry, physics, or general science.

5. Applicants wishing an Indiana teaching license and who do not hold a valid Indiana teaching license issued after July 1, 1985, will present Praxis One (PPST) passing scores on two of the three Praxis One subtest.
   - Paper Based or Computer Based Testing
   - Reading (minimum 176)
   - Writing (minimum 172)
   - Mathematics (minimum 175)

6. Applicants wishing an additional Indiana teaching license and who do not hold a valid Indiana teaching license issued after July 1, 1985, will present Praxis One (PPST) scores.
   - Paper Based or Computer Based Testing
   - Reading (minimum 176)
   - Writing (minimum 172)
   - Mathematics (minimum 175)

7. Applicants from surrounding states not seeking to obtain an Indiana teaching license will present:
   - A letter on official stationery or a copy of an e-mail from the state licensing agency verifying that the CBE curriculum will be accepted for the license or endorsement being sought.

- A disclaimer signed by the applicant stating that the applicant understands that Indiana license requirements are not being met and that the applicant does not wish to request an Indiana teaching license.

Personal Requirements*

1. Satisfactorily pass a criminal history search by the Indiana State Police or that of the applicant's state of residence.

2. Satisfactorily pass sexual offender screening from the Indiana Sex and Violent Offender Directory or that of the applicant's state of residence if separate from the state police criminal history check.

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

Probational Admission - Candidates not meeting the minimum GPA requirement for admission may be admitted as follows:

1. Automatic Probation - Applicants having a cumulative GPA of 2.50 to 2.74 will be eligible for enrollment on a probationary status without further review.

2. Probation by Appeal - Applicants having a cumulative GPA of 2.00 to 2.49 may petition the Admissions Appeals Committee for probationary entrance.   It is incumbent on the applicant to present evidence that demonstrates reasonable assurance of ability to complete the program.

3. Removal from Probation - At the end of the first three CBE courses (Phase One), the candidate must have received no grades lower than a "B-," have earned a cumulative GPA of 3.00, and have provided passing scores for the secondary Praxis Two content specific test for the subject(s) in which licensure is sought or the Praxis Two Elementary Content Knowledge Test for elementary applicants.   Failure to be removed from probation will result in the candidate being immediately dropped from the program.

Program of Study - CBE

The program of study will vary with each individual student. Each candidate will undergo a review by the academic advisor and will have an individualized educational plan created to complete all of the licensure requirements.   Courses for mild and intense intervention special education programs are in the development and approval processes at the time of this printing.   Courses for non-special education licenses will include some or all of the following:

EDU-573	Assessment and Learning	3
EDU-576	General Methods of Instruction	3
EDU-580	Reading Instruction in the Elementary Grades (Ed-U-Flex) (Elementary candidates only) OR	3

EDU-578	Content Methods of Instruction in the Senior High/Junior High/ Middle School Setting (online) (Secondary candidates only)	3
EDU-574	Facilitating Learning Through Technology	2
EDU-570	The Development of K-12 Education in the United States (online)	2
EDU-577	Methods of Teaching the Elementary School Curriculum (Ed-U-Flex) (Elementary candidates only)	3
EDU-572	The Exceptional Child (Secondary candidates only)	1
EDU-582	Diagnostic Practices and Implications in the Teaching of Reading (Elementary candidates only)	2
EDU-575 OR	Student Teaching	6
EDU-596	Research to Application Practicum	6

Program Requirements - CBE

Candidacy Requirements - All of the following must be satisfactorily met prior to EDU-575 or EDU-596.

1. Complete all required courses and earn a minimum cumulative GPA of 3.00 with no grade below a "B-."

2. Provide passing scores for the Praxis Two Elementary Content Knowledge Exam #0014 (Elementary pre-service teachers only).

3. Provide passing scores for the Praxis Two Content Knowledge Exam for the specific subject in which licensure is sought (Secondary pre-service teachers only).

4. Provide passing scores for each of the PPST Reading, Writing, and Mathematics sections for those candidates with less than three years of teaching experience.

Licensing - CBE

Licensing Areas:

1. Elementary Generalist K-6

2. Biology Jr/Sr High

3. Chemistry Jr/Sr High

4. Social Studies-Economics Jr/Sr High

5. Social Studies-Government Jr/Sr High

6. Social Studies-Psychology Jr/Sr High

7. Social Studies-Historical Perspectives Jr/Sr High

8. Social Studies-Sociology Jr/Sr High

9. English Jr/Sr High

10. Physical Education Jr/Sr High

11. Health Education Jr/Sr High

12. Mathematics Jr/Sr High

13. Music-Choral Jr/Sr High

14. Music-Instrumental Jr/Sr High

15. Music-Choral, General, and Instrumental Jr/Sr High

16. Spanish Language Jr/Sr High

17. Visual Arts Jr/Sr High

Requirements for Recommendation for Licensure - To be eligible to be recommended for licensure a candidate must:

1. Complete the program requirements in the areas in which licensures are sought.
   - Complete all non-student teaching courses with a grade of "B-" or higher and have a cumulative GPA of 3.00 or higher.
   - Complete student teaching course with a grade of "Credit."

2. Complete the program requirements in the areas in which licensures are sought.

3. Provide passing scores for all required Praxis tests in all licensure areas sought.

4. Complete student teaching in all developmental levels sought.

5. Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

6. Provide a recent criminal history search.

Student Teaching Policies - CBE

1. Once a student teaching placement has been finalized, it can only be changed by approval of the appeals committee. The candidate bears the responsibility to present evidence to justify the requested change in light of the candidate's needs (not desires) and the needs of future candidate who will need a placement in that school corporation. A change of placement fee will be paid by the candidate.

2. The CBE Program can remove a student teacher from a student teaching course any time for immoral or inappropriate conduct at the K-12 assignment or with K-12 students or at the request of the school principal.

3. The CBE Program may remove a candidate from a student teaching course for the candidate's failure to satisfactorily perform the requirements of the student teaching experience in question.

4. Withdrawal from a student teaching course may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.

5. Candidates who do not receive a grade of "Credit" for student teaching course must request in writing to the CBE Program Director for permission to retake the course. A majority of the Academic Appeals Committee must vote to approve a retaking of the course in question. In accordance with university policy, the student teaching course cannot be repeated more than one time.

Course Descriptions - CBE

EDU-570   The Development of K-12 Education in the United States   2
A survey study of current societal expectations for U.S. public schools, school cultures, school governance, and impact of historical philosophies of education on current instructional decisions is the focus of this course. Traditional and field research methods are employed by candidates in demonstrating acquisition of knowledge, related skills, and dispositions.

EDU-572   The Exceptional Child   1
This course provides an exploration of specific teaching and learning strategies for secondary students requiring mild interventions and the application of these strategies in planning instruction to insure learning by all students in the least restrictive environment.

EDU-573   Assessment and Learning   3
The interrelatedness of academic standards, assessment design and practices, instructional decisions, and K-12 student learning are explored while constructing assessment tools designed to eliminate bias and to accurately assess the learning of all students regardless of exceptionalities, learning styles, primary language, or other unique student characteristics.

EDU-574   Facilitating Learning With Technology   2
This hands-on learning experience provides skill in the selection and utilization of appropriate technology applications to facilitate K-12 students' self-directed learning, design and preparation of teaching tools, facilitation of classroom management skills, and implementation of communication between all stakeholders.

EDU-575   Student Teaching One   6
This course provides the candidates with supervised practical application of program knowledge, skills, and dispositions in facilitating K-12 students' learning. Authentic assessments documenting candidates' professional growth will be exhibited in Teacher Work Samples. This course utilizes Blackboard sites to guide candidates' journaling, peer reflections, and monitoring of candidates' assignments and their grades. This course may be repeated for additional areas of licensure.

EDU-576   General Methods of Instruction   3
This course builds on academic standards and their appropriate assessments to design instruction that will enable K-12 students to

demonstrate attainment of those standards' outcomes. Skill is gained in areas such as lesson design, design of the learning environments, classroom management, and implementation of curriculum designs in order to provide quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-577   Methods of Teaching the Elementary School-Curriculum   3

The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of mathematics, science, and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research, is developmentally appropriate for the target student population, and provides quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU-578   Content Methods of Instruction in the Senior High/Junior High/Middle School Setting   3

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU-580   Reading Instruction in the Elementary Grades   3

This is a study of theories, approaches, and methodologies of teaching developmental reading/literacy in the elementary classroom. The gap from theory to practice is bridged by development of a unit of study that emphasizes the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, and the assessment of K-6 students' performances.

EDU-582   Diagnostic Practices and Implications in the Teaching of Reading   2

This course provides candidates with practical skills in the selection and administering of diagnostic assessments to identify individual areas of students' reading progress. These assessments result in the implementation of reading intervention strategies used in response to those identified areas of students' needs.

EDU-596   Research to Application Practicum   6

This course will examine major current research findings as they relate to a specific content curriculum and secondary school students. Special emphasis will be placed on the practical applications of this research with respect to the selection and implementation of learner appropriate curriculum content and instructional strategies in a class of diverse students. A theory to application project and an appropriate full school term practicum experience are major course requirements.
Pre-requisite: EDU-574

Exceptional Learners Certificate Program (ELM)

The Exceptional Learners Certificate Program is designed for individuals seeking to accept the challenge of teaching students with special needs. The program places emphasis on drawing from the knowledge of educational theory and research in the field while integrating it through application. Candidates incorporate course content and experiences with new trends through hands on opportunities.

Candidates seeking to earn licensure can pursue any of the five developmental levels/school settings. If they want to work with students who have exceptional needs in areas such as learning disabilities, cognitive disabilities, orthopedic impaired, autism, and emotional disorders.

1. Elementary/Primary (beginning with kindergarten)
2. Elementary/Intermediate
3. Middle School/Junior High
4. High School
5. All School

Completion of the certificate program and satisfactory scores on the state required examinations and screenings will result in IWU recommending the program completer to the state of Indiana for the "Exceptional Needs: Mild Intervention" teaching license.

Candidates enroll in groups called cohorts. These candidates take the same courses together and develop professional skills through active learning activities designed to utilize the power of group dynamics and individual initiative.

The course delivery format is offered either by online or onsite. The onsite format will have several workshops online therefore all individuals will need ready access to a high speed internet server and hardware and software that meet the minimum requirements as identified at http://IWUOnline.com/system-req.html. The course delivery software will be Blackboard and training in its use is part of the program of study. Candidates should be proficient in word processing knowledge and skills and familiarity with other applications such as spread sheets is recommended before entering the program.

Course Design - For all candidates, the program consists of a total of eight graduate level courses (25 semester credit hours) that are taught in an online or onsite format. Three semester hour courses consist of eight workshops while a four semester hour course has 10 workshops. When online, candidates utilize an asynchronous approach to communication and the development of group interactive learning assignments. That is, they are not required to be on line at the same time. This gives the program tremendous flexibility in meeting the scheduling needs of the individual candidates.

As part of their 25 credit hour program, candidates who have a current teaching license in the field of education will participate in four one semester hour courses that span multiple core courses and provide the candidates with instruction, coaching, and assessment in the development of the candidate's portfolio which is a requirement for program completion. The portfolio is designed as an application of theory of the knowledge, skills, and disposition necessary for exceptional needs teachers.

As part of their 25 credit hour program, candidates who do not have a current teaching license in the field of education will complete a student teaching at the end of their program, which will provide candidates with instruction, coaching, and assessment in the development of the portfolio which is a requirement for program completion. The portfolio is designed as an application of theory of the knowledge, skills, and disposition necessary for exceptional needs teachers.

Mission - ELM

The mission of this program is to provide accessible, challenging, Christ-centered professional growth and development opportunities for prospective exceptional needs mild intervention teachers. By expanding teaching knowledge and skills through continuous theory to practice proficiency development, exceptional needs mild intervention teachers are able to gain knowledge, skills, and dispositions necessary to meet the needs of students with mild intervention in their classrooms and school-community.

Objectives - ELM

1. **Content/Subject Matter**: Candidates will substantiate, in exceptional needs settings, growth in the knowledge of and skills in development and application of curriculum.

2. **Practice Reflective Assessment:** Candidates will demonstrate the ability to select and administer appropriate assessments and to analyze their findings in order to insure quality instruction and behavior modification for exceptional needs students.

3. **Professional Development:** Candidates will show proficiency in the ability to select appropriate instructional strategies and material and implement them effectively to provide quality instruction for exceptional needs students.

4. **Management of Time, Classroom, and Behavior**: Candidates will express knowledge of behavioral interventions and the temperament, values, and dispositions necessary for their ethical implementation with exceptional needs students.

5. **Building Learning and Services Networks:** Candidates will exhibit skill and initiative in collaboratively working with students, their parents, and

members of the professional community to provide appropriate services and education for exceptional needs students.

6. **Rights and Responsibilities:** Candidates will confirm an understanding of and compliance with the legal responsibilities inherent in teaching exceptional needs learners.

7. **Implementing Instructional Effectiveness**: Candidates will apply theory to appropriate settings and audiences as well as development in the use of higher order cognitive skills.

8. **Computer Literacy:** Candidates will validate competency in the use of Blackboard as a learning and reporting tool.

Admission Requirements - ELM

Applicants to any program within the IWU graduate education department will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his or her conduct, standing, or reputation while attending said institutions.   Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him or her for licensure.

Candidates entering this program must have a baccalaureate degree.   Candidates in the program will complete a Competency Assessment Portfolio in a practicum or in a student teaching experience under the supervision of a teacher licensed in either one or more areas of mild and/or profound intervention.   Persons not holding a current teaching license will participate in a student teaching experience.

1. All applicants must have:
   - A baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
   - A cumulative grade point average of 2.75 from the baccalaureate-degree- granting institution at which at least a minimum of 30 hours was completed.
   - If the candidate has a (but not necessarily current) state-issued teaching license (not an emergency license, limited license, or a substitute teacher's license) a copy is required.
   - Satisfactorily pass and submit from the state of residence a criminal history background check and sexual offender screening. All applicants must have a limited criminal history check and give permission for a sexual offenders screening. The first step is to complete the Request for a Limited Criminal History Check form with your State Police Department.

2. Indiana applicants and non-Indiana applicants requiring an Indiana license for transfer must have:
   - Passing Indiana scores on two of the following Praxis 1 exams: Math (175), Reading (176), and Writing (172).
   - Passing Indiana score on the third Praxis 1 exam not completed upon program entrance.   The third Praxis 1 exam must be successfully passed prior to entering the third course of the Exceptional Learners program.
   - NOTE: For Indiana teachers who received their original license after July 1, 1985, a copy of the original license will serve as proof of acceptable scores.
   - NOTE: The Praxis 1 requirement may be waived for teachers who can supply documentary evidence that they have taught for three or more years on a regular (not limited, emergency, or substitute) teaching license in the academic field for which the license was issued.

3. Non-Indiana applicants from states accepting a letter of program completion from Indiana Wesleyan University in place of an Indiana license must have:
   - A disclaimer signed by the applicant stating that the applicant understands that Indiana license requirements are not being met and that the applicant does not wish to request an Indiana teaching license.
   - Satisfactorily pass and submit from the state of residence a criminal history background check and a sexual screening check if not included in the criminal history check.

Probationary Admission - Candidates not meeting the minimum GPA requirement for admission may be admitted as follows:

1. Automatic Probation - Applicants having a cumulative GPA of 2.50 to 2.74 will be eligible for enrollment on a probationary status without further review.

2. Probation by Appeal - Applicants having a cumulative GPA of 2.00 to 2.49 may petition the Admissions Appeals Committee for probationary entrance.   It is incumbent on the applicant to present evidence that demonstrates reasonable assurance of ability to complete the program.

3. Removal from Probation - At the end of the first three courses, the candidate must have received no grades lower than a "B-" and have earned a cumulative GPA of 3.00.

Program of Study - ELM

Program courses contain knowledge and skills of educational theory and research in the field. Candidates will utilize their learning by engaging in professional activities and participate in the various learning communities that assist in the development of becoming lifelong learners who will reflect on and adapt their practices in ways that will have a positive impact on the field. The program is tailored to develop

candidates by expanding teaching knowledge and skills through continuous theory to practice proficiency development, in order to gain knowledge, skills, and dispositions necessary to meet the needs of students with exceptional needs.

Candidates who have a teaching license will complete the Competency Assessment Portfolio in four phases in alignment with coursework. Candidates must successfully pass each phase before progressing to the next phase.

Candidates who do not have a teaching license will successfully complete the Competency Assessment Portfolio. The student teaching experience will provide opportunity for portfolio development.

Licensing - ELM

Program completers who satisfactorily complete all testing and other state requirements will be recommended by Indiana Wesleyan University to the Division of Educator Licensing and Development.

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

1. Earn a cumulative GPA of 3.0 and a minimum grade of "B-" in all Exceptional Learners Program courses.

2. Submit an electronic portfolio demonstrating satisfactory competence in required standards.

3. Receive a recommendation from the candidate's Instructor/Advisor.

4. Receive a recommendation from the principal of the candidate's cooperating K-12 school(s).

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

6. * Per the Indiana Department of Education Division of Educator Licensing and Development, those seeking initial licensure in "Exceptional Needs: Mild Intervention" must successfully pass the Praxis-0353 Special Education: Core Principles Content Knowledge with a score of 150 and Praxis-0542 Education of Exceptional Students: Mild to Moderate Disabilities with a score of 156. Successfully passing the Praxis II is also an Indiana Wesleyan University Exceptional Learners program requirement for all program completers. Passing the Praxis II exams are required for those seeking an "Exceptional Needs: Mild Intervention" licensure through the IWU Exceptional Learners Program.

Course Descriptions - ELM

EDS-520 Understanding the Exceptional Needs Learner 3
The definition, characteristics, and methodology unique to learners with mild disabilities and the interplay between the learner, the teacher, the family, the school environment, peers, and the community are the focal points of this course. These elements are analyzed against the backdrop of federal, state, and local rules, regulations, policies, and practices that govern the provision of special education services.

EDS-522 Historical Perspectives of Special Education: Law, Policy, and Practices 3
This course examines and considers the influence and impact of legislation and court cases on the provision of special education services to students with disabilities. Course content and activities center on relevant federal, state, and local procedures for implementing effective special education programs for all students.

EDS-530 Diagnosing and Managing Behavior: Theory, Applications, and Field Practice 3
This course examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. There is a focus on various techniques and methods of applied behavior analysis to both manage the behavior and the environment. Course content is integrated with practicum experiences specific to the student's course of study.

EDS-532 Assessing Learning: Theory, Development, and Field Applications of Diagnostic, Formative, and Summative Tools 3
This course focuses on competency development in the knowledge base, construction of, and/or application of formal and informal assessments via online and K-12 classroom application learning formats. Emphasis is placed in demonstration of competence in the interpretation of assessment data and their implications in designing educational experiences for Mild Exceptional Needs learners. Appropriate K-12 Practicum activities are designed to facilitate student's learning and its assessment through the creation of products and process observations that meet the objectives of this course and validate student competency in related Conceptual Framework Expectations.

EDS-534 Teaching the Exceptional Learner: Theory, Applications, and Field Practice 4
Methods and materials which focus on educational needs of the adolescent and young adult learner with mild disabilities are the focus of this course. A variety of curriculum approaches are presented, including: functional/vocational, learning strategies, and collaborative teaching. This course also focuses on the instructional and curricular approaches that accommodate the academic, social, cognitive, communication, and physical needs of the elementary learners with disabilities. Theoretical perspectives will be the foundation for informed, knowledgeable teaching practice.

EDS-536A-D Field Application and Performance Competency Validation - A-D 1
This series of one semester hour courses provides the candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of the candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-536C for EDS-536D.

EDS-540 Developmental Reading: Theory, Applications, and Field Practice 3
This course focuses on the developmental nature of reading abilities for students with mild learning disabilities, regardless of whether those students are in a self-contained or inclusive setting. Scientifically based research is used to form the framework for

various cognitive learning theories as they apply specifically to reading skills. Application of those theories is the dominant theme in classroom field settings, as candidates practice the reading strategies and cognitive sequencing taught in this course.

EDU-574   Facilitating Learning With Technology   2
This is a hands-on experience course where candidates gain skill in the selection and utilization of appropriate technological applications to facilitate K-12 student learning. Learning theory, curriculum models and developmental levels of K-12 students will be presented as guides for the selection of technology tools and applications.

EDS-575   Student Teaching One   4
This course provides the candidates working in K-12 exceptional needs settings with supervised practical application of program knowledge, skills, dispositions, and assessment in the Teacher Decision Maker domains.   Candidates will complete authentic assessments to document professional growth through an Applied Competency Assessment Portfolio. This course may be repeated for additional areas of licensure. Graded on a CR/NC basis.

Advanced Studies for Teacher Leaders Division

Master of Education (M.Ed.)

The Master of Education (M.Ed.) program is designed for practicing classroom teachers seeking an advanced degree with an emphasis on standards-based curriculum and instruction. The program emphasizes the application of theories of learning and instruction to the professional setting. Courses are designed to provide participants with methods and materials they can use in their classrooms, including the latest available technology. Instruction is designed to model best practices and procedures in the classroom. Diversity, technology, and leadership strands run throughout the program.

The advanced M.Ed. degree has developed five program domains in preparing the adult professional educator as a "World Changer."

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

The program consists of a 30 hour master's degree in Education with no electives required.

The 30-hour core M.Ed. program is offered in two delivery formats:

1. **Onsite**
   - Seven courses (total of 21 credit hours) are taught in five 8:00 a.m. to 5:00 p.m. Saturday sessions; each course is approximately eight to 10 weeks in length. These courses are taught in a specific, sequential order.
   - One course (EDU-589) is a two-credit course approximately six to eight weeks in length.
   - One course (EDU-559) is divided into four, onsite meeting days over the course of about a year's time; coursework is completed through a practicum model and is done independently. EDU-559 will be offered as a course that is specific to the content area specialty and is worth three credits.
   - One course (EDU-556) is divided into a two credit class (EDU-556A) and a one credit class (EDU-556B).
   - One course (EDU-597) is a Seminar in Education worth one credit. This course meets for one workshop to promote diversity among candidates and cohorts, to explore a contemporary education issue, and to collaborate on the development of the Applied Master's Portfolio.

2. **Online (Web Based, Windows format; details available at http://www.IWUOnline.com)**
   - Seven courses (total of 21 credit hours) are taught in eight, one-week workshops. Each course is approximately eight to 10 weeks in length, depending on holiday breaks. These courses are taught in a specific, sequential order.
   - One course (EDU-589) is a two-credit course approximately six to eight weeks in length.
   - One course (EDU-559) is divided into four, one-week workshops over the course of about a year's time; coursework is completed through a practicum model and is done independently. EDU-559 will be offered as a course that is specific to the content area specialty and is worth three credits.
   - One course (EDU-556) is divided into a two credit class (EDU-556A) and a one credit class (EDU-556B).
   - One course (EDU-597) is a Seminar in Education worth one credit. This course meets as a one week workshop to promote diversity among candidates and cohorts, to explore a contemporary education issue, and to collaborate on the development of the Applied Master's Portfolio.

Mission - M.Ed.
The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

Objectives - M.Ed.
The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

1. **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
2. **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
3. **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
4. **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.

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

Admission Requirements - M.Ed.

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

1. A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

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

3. Public school candidates to the M.Ed. Program would need:
   - A valid (but not necessarily current) state teacher's license.
   - One year of teaching experience (i.e., a minimum of one semester and one day).
   - Supporting documentation demonstrating access to a P-12 classroom (e.g., letter or contract from the prospective candidate's principal or school district).

4. ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
   - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license.
   - One year of teaching experience (i.e., a minimum of one semester and one day), under contract and performed in a classroom.
   - Supporting documentation demonstrating access to a P-12 classroom (e.g., letter or contract from the prospective candidate's principal or school district).

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

Non-Admittance Policy:

1. If the candidate does not successfully pass EDU-559A for credit, the candidate will be withdrawn from all courses in the M.Ed. program. Should the candidate wish to apply

for re-admittance to the M.Ed. Program, the candidate will complete a Candidate Remediation Conference with the Program Director or his or her faculty designee and an Instructor/Advisor to be assigned to the candidate. A Candidate Remediation Plan will be developed and agreed to by the Program Director or his or her faculty designee, the Instructor/Advisor, and the candidate. The candidate will be readmitted to the M.Ed. program with the first available cohort. The candidate must take EDU-559A again and must pass with credit. Should the candidate fail to satisfy any portion of the Candidate Remediation Plan or fail to pass with credit EDU-559A a second time, the candidate will be recommended to the Associate Dean for permanent dismissal from the M.Ed. program.

2. If the candidate does not successfully pass EDU-559B for credit, the candidate will be withdrawn from all courses in the M.Ed. program. Should the candidate wish to apply for re-admittance to the M.Ed. Program, the candidate will complete a Candidate Remediation Conference with the Program Director or his or her faculty designee and an Instructor/Advisor to be assigned to the candidate. A Candidate Remediation Plan will be developed and agreed to by the Program Director or his or her faculty designee, the Instructor/Advisor, and the candidate. The candidate will be readmitted to the M.Ed. program with the first available cohort. The candidate must take EDU-559B again and must pass with credit. Should the candidate fail to satisfy any portion of the Candidate Remediation Plan or fail to pass EDU-559B a second time, the candidate will be recommended to the Associate Dean for permanent dismissal from the M.Ed. program.

Re-admittance Policy - Candidates who have previously withdrawn from the Master of Education program voluntarily (i.e., the candidate was not withdrawn due to failing to pass EDU-559A or EDU-559B) and who wish to be re-admitted to the program are welcome to return. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.

2. The Director reserves the right to require that the candidate audit some courses that the candidate may have already completed if the Director determines that the material is significantly different than when the candidate first took the course.

3. The program requirements existing at the time of re-admission are the requirements the re-admitted candidate must meet prior to program completion.

Program Requirements - M.Ed.

Attendance - In addition to IWU's attendance policy for adult and graduate students, the M.Ed. program also has a tardy policy. For students enrolled in the M.Ed. program, a tardy will be recorded if the student misses 120 minutes of class

time for sessions that are eight hours in length.   If a student accumulates two tardies during a course, this will result in an absence being recorded on the student's attendance record.

Bridge Programs to the Master of Education Degree
Indiana Wesleyan University offers prospective candidates from two different graduate certificate programs the opportunity to bridge into the M.Ed. program.

Transition to Teaching (TTT/CBE) Certificate Completers
- Prospective candidates who have completed the Transition to Teaching certificate program and meet all other admission requirements for the M.Ed. program may complete the requirements for the M.Ed. degree.   Prospective candidates will enter an existing M.Ed. cohort for completion of the following 24 hours of M.Ed. coursework.   Six hours of their previous coursework will complete the requirements of the 30-hour degree.

EDU-559A	Applied Masters Portfolio Practicum	1
EDU-565	Standards-Based Differentiated Learning	3
EDU-556A	Applied Educational Research A	2
EDU-559B	Applied Masters Portfolio Practicum	1
EDU-550	Curriculum: Development and Design	3
EDU-597	Seminar in Graduate Education	1
EDU-553	Individual Assessment for Student Performance	3
EDU-589	Instructional Approaches for Teaching Diverse Populations	2
EDU-556B	Applied Educational Research B	1
EDU-551	Instructional Theory and Design	3
EDU-559C	Applied Masters Portfolio Practicum	1
EDL-557	Educational Leadership	3

Exceptional Learners (ELM) Certificate Completers - Prospective candidates who have completed the Exceptional Learners certificate program and portfolio, and meet all other admission requirements for the M.Ed. program may complete the requirements for the M.Ed. degree.   Prospective candidates will enter an existing M.Ed. cohort for completion of 22 hours of M.Ed. coursework.   Eight hours of their previous coursework will complete the requirements of the 30-hour degree.

EDU-559A	Applied Masters Portfolio Practicum	1
EDU-565	Standards-Based Differentiated Learning	3
EDU-556A	Applied Educational Research A	2
EDU-559B	Applied Masters Portfolio Practicum	1
EDU-550	Curriculum: Development and Design	3
EDU-597	Seminar in Graduate Education	1
EDU-553	Individual Assessment for Student Performance	3
EDU-556B	Applied Educational Research B	1
EDU-551	Instructional Theory and Design	3
EDU-559C	Applied Masters Portfolio Practicum	1
EDL-557	Educational Leadership	3

Graduation Requirements - M.Ed.
To graduate, candidates must have completed the following:

1. Successful completion of the M.Ed. 30 semester hour core curriculum.

2. Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "C" in each course.

3. Payment of all tuition and fees is required to receive a diploma.

4. Satisfactory completion of the Applied Masters Portfolio as a culminating project including at least one level exhibit from each of the five program domains achieving a 4.0 score (on a four-point scale).   All remaining portfolio exhibits must achieve a 3.0 score (on a four-point scale).

Course Descriptions - M.Ed.

EDU-545   Contemporary Issues in American Education   3
This course provides an opportunity for prospective candidates to investigate the influence that contemporary social issues exert on systems of formal education. In particular, prospective candidates will examine change processes as they occur in education and acquire the basic skills needed to serve as world changers in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, prospective candidates will initiate work, which will enable the prospective candidates to begin planning and preparing a

personal/professional mission statement and the Applied Masters Portfolio.

EDUE-545   Contemporary Issues in Christian Education   2
Contemporary Issues in Christian Education provides an opportunity for students to accomplish four major objectives. First, students will examine the links between education and its interpersonal context. Second, students will explore the ways in which teachers can serve as agents of change in the lives of their individual students, the education profession, and society at large. Third, students will study the ways in which contemporary issues and agendas for change demand the formation of a critically examined yet stable and defensible foundation of core values. Graduate students examine the ways in which a core of Christian values addresses contemporary issues and agendas for change. Fourth, out of the foregoing discussions, students will write a working draft of a Professional Mission Statement. This mission statement will serve as foundation for developing the Applied Masters Portfolio throughout the rest of the M.Ed. course of graduate studies. Not open to students who have received credit for EDU-545. (China students take this course with EDUE-546 instead of EDU-545.)

EDUE-546   Christian Philosophy of Education   1
Christian Philosophy of Education provides an introduction to a biblical worldview and a Christian philosophy of education. It requires students to examine the presuppositions upon which they base their personal and professional actions and behaviors, and has them develop a coherent worldview by reflecting on and answering the metaphysical, epistemological, and axiological questions. Additionally, the course leads students to develop a philosophy of education based on their worldview, and uses that philosophy to address issues relative to teaching, including the nature and potential of the student, the role of the teacher, the content of the curriculum, teaching methodology, and the social function of the school. This course is open only to those seeking ACSI or other Christian School certification. (China students take this course with EDUE-545 instead of EDU-545.)

EDU-559A   Applied Masters Portfolio Practicum   1
This course will provide the candidate with supervised practical application of Teacher as a World Changer research to practice authentic learning experiences at the classroom and building level. Candidates will demonstrate and exhibit curriculum and instruction skills leading to greater success for the diverse needs of learners. Authentic performance based assessment performances will be observed, assessed, and documented in the Applied Masters Portfolio through the program. Candidates are expected to utilize the acquired knowledge for school improvement as a teacher leader.

EDU-554   Technology in Education   3
This course will examine the use of computer technology for instructional and classroom management purposes. Prospective candidates will become acquainted with hardware and courseware through "hands on" experience with laptop computers (IBM compatible). Emphasis is placed on the use of available equipment and upon the evaluation and integration of instructional software within the standard classroom. The delivery support and classroom use of technology are examined. Special attention is given to the curricular integration of those technologies. Prospective candidates are exposed to and trained in the use of computer applications. Participants will evaluate their own use and their school district's use of technology. They will examine ways they might serve as change agents by moving the use of technology forward in their schools.

EDU-556A   Applied Educational Research A   2
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context. Candidates are expected to share the results of their research with colleagues in their particular building or school district providing teacher leadership opportunities for the candidate.

EDU-589   Instructional Approaches for Teaching Diverse Populations   2
This course is intended to provide candidates with an overall conceptual understanding of multiple perspectives on diversity in today's educational settings. Additionally, candidates are expected to take that understanding and apply it to their classroom settings in ways that provide more inclusive techniques for students placed in their charge. A broader understanding of the community in which the candidates teach is also an important facet of this course.

EDU-565   Standards-Based Differentiated Learning   3
This course focuses on the major theories, strategies, and applications of standards-driven learning environments. Participants in this course will utilize self-assessment tools and reflective practices in addition to reviewing current literature and educational research studies prior to developing a personal growth plan based around content and developmental standards for professional educators. Emphasis will be placed on the nature of the educational change process in a problem-based learning environment from a Christian worldview.

EDU-550   Curriculum: Development and Design   3
This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Showcase Teaching Unit that will synthesize their learning. Activities will be consistent with the Teacher as World Changer conceptual framework and its corresponding five outcomes.

EDU-553   Individual Assessment for Student Performance   3
This course will explore current practices and research on effective formative and summative assessments for P - 12 classrooms. It is designed to help the teacher leader explore the construction, selection, and use of criterion-referenced, norm-referenced, and alternative assessment methods based upon course objectives which align with state and national standards. Emphasis is placed on measuring and recording P-12 student learning and making adjustments to instruction based on assessment data. Not open to students with credit in EDUE-553 or EDU-539.

EDU-551   Instructional Theory and Design   3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.

EDU-556B   Applied Educational Research   1
This course is a continuance of the two hour Research class offered earlier in the program.

EDU-559B   Applied Masters Portfolio Practicum   1
A continuation of EDU-559A.

EDL-557   Educational Leadership   3
Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDU-559C   Applied Masters Portfolio Practicum   1
A continuation of EDU-559A and B.

EDU-597   Seminar in Graduate Education   1
Candidates will have the opportunity to collaborate with others from other cohorts that have similar content areas, grade levels, and teaching areas as well as with those from various content areas, levels, and teaching assignment areas. Seminars will include discussion on current topics based on recent news, recent research and/or speakers. Time will also be allotted to collaborate on portfolio exhibits.   The candidates will: 1.Participate in discussion and presentations from experts regarding recent topics in education. 2. Collaborate with others in their content area, grade level and teaching assignment area. 3.   Interact with candidates from different content areas, grade levels and teaching assignment areas.   Prerequisite: EDU-559A

Continuing Studies for Teacher Leaders

Graduate courses offered through IWU's Continuing Studies for Teacher Leaders are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Continuing Studies for Teacher Leaders are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in Continuing Studies for Teacher Leaders courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Registration Procedures - Continuing Studies for Teacher Leaders

Those new to Indiana Wesleyan University may register in Continuing Studies for Teacher Leaders courses as a non–degree seeking student based on submission of the following:

1. Continuing Studies for Teacher Leaders course registration form.
2. A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework through Continuing Studies for Teacher Leaders does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through Continuing Studies may be applied toward an IWU graduate education degree.

Course Descriptions - Continuing Studies for Teacher Leaders

* indicates courses offered through Performance Learning Systems

* * indicates courses offered through Canter and Associates

EDU-500   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.   Not open to students who have received credit for EDUE-505.

EDU-502   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.

EDU-503   Teaching through Learning Channels*   3
This course is a high-impact staff-development program that empowers teachers to reach the learning style preferences of all students. Learn to rotate kinesthetic, tactual, auditory, and visual verbs and activities. Increase academic success for all students by using teaching activities for all student preferences. Observe and practice five steps that ensure concept development in students. Build memory techniques to expand students' short- and long-term memory.

EDU-504   Brain-Based Ways We Think and Learn*   3
This course opens the doors to brain-compatible teaching by matching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that simulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role-plays that produce clear and rapid learning.

EDU-505   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 EDU-529 or EDU-507.

EDU-510   Assertive Discipline and Beyond**   3
The behavior management program that teachers have turned to for over 15 years has been revised and updated for the modern classroom. Teachers today face more complex situations in the classroom than they did just a few years ago. In this course teachers will learn how they can prevent behavior problems by teaching all students to choose the responsible behavior that results in fewer classroom disruptions, increased academic success, and higher self-esteem.

EDU-511   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.

EDU-513   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.

EDU-514   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.

EDU-519   Questions for Life*   **1**
Questions for Life trains teachers to ask questions in the classroom that are the same as those that people ask in all life situations. At the same time, teachers are trained to help students recognize the type of questions being asked and the type of critical thinking required to get the answers. Teachers are trained to teach their students to ask the questions themselves. There are eleven questions: Perception, Induction, Analysis, Same/Different, Insight, Appraisal, Summary, Evaluation, Idea, Prediction, and Action. Teachers become familiar with highly effective questioning combinations which produce student thinking and internalization of curriculum.

EDU-522   Achieving Student Outcomes Through Cooperative Learning*   **3**
Students working in groups engage in decision-making processes similar to real-life situations. Learning is enhanced through the cooperative learning model. Teachers will be training in the techniques for setting up effective cooperative learning models. Classroom management techniques, which provide structure while students work in groups, will be discussed and modeled.

EDU-525   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.

EDU-527   Teaching Students to Get Along:
Reducing Conflict and Increasing Cooperation in the Classroom (Grades K-8)**   **3**
This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their students, to increase positive pro-social behavior, and to reduce the possibility of violence in the classroom. Learning activities will direct course participants toward understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU-529   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 EDU-505 or EDU-507.

EDU-531   Create Meaningful Activities 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.

EDU-532   Building Your Repertoire of Teaching Strategies**   **3**
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.   Not open to students who have received credit for EDU-551 or EDUE-551.

EDU-533   Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences**   **3**
This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which are designed to address the diverse learning needs of students. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU-534   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.

EDU-535   Helping Students Become Self-Directed Leaders** **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.

EDU-537   Purposeful Learning Through Multiple Intelligences*
3
Based on the work of Howard Gardner, this course focuses on understanding each of the eight intelligences. Participate in discovery centers to experience each intelligence. Using real-life examples, practice identifying people's dominant intelligence. Learn teaching strategies and classroom activities that enhance the intelligences. Find out how to design lessons incorporating all eight intelligences into the lesson framework. View a school district's program for integrating the intelligences into a schoolwide framework.

EDU-538   Classroom Management to Promote Student Learning**   3
Participants will examine the elements and models of classroom management and discipline. Participants will explore their philosophical beliefs about how students learn best with the intention of devising a personal approach to management -- one that meets the needs of their students, their needs, and the needs of the situation. Emphasis will be placed on preventive strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth.   Not open to students who have received credit for EDU-595.

EDU-539   Assessment to Improve Student Learning**   3
This course is designed to assist teachers in learning the theoretical foundations and practical strategies that address the current thinking on classroom assessment. Participants will learn the critical role that classroom assessment plays in the learning process. Both traditional and contemporary methods of assessment will be presented. The ultimate goal of the course is to provide assessment strategies that not only measure student progress but also significantly improve teaching and learning.   Not open to students who have received credit for EDU-553 or EDUE-553.

EDU-541   Hands-on Science   3
This course introduces K-8 teachers to science experiments utilizing common inexpensive equipment and material. Teachers will do many of the hands-on activities designed to supplement regular classroom science programs. Printed directions will be given and experiments planned such that these projects may be used in the normal K-8 classroom.

EDU-542   Linking New Brain Research to Classroom Practice
3
This course will examine the major theories behind recent brain research as it relates to educational settings. Special emphasis will be placed on the practical applications of this research with respect to curriculum design, assessment methods, and instructional strategies in the classroom.

EDU-543   Teaching Reading in the Elementary Grades**   3
Teaching Reading in the Elementary Grades is a three-semester (five-quarter) hour graduate course requiring 122.5 hours of coursework by participants. The course is designed to assist teachers in learning the theoretical foundations and practical strategies that incorporate current research and models of what works in classrooms. Participants will learn how to create and manage a balanced curriculum of reading instruction to meet the needs of **all** learners; how to diagnose and assess reading difficulties and provide appropriate interventions. The goal of the course is to enable teachers to apply their knowledge based on current research in reading and effective strategies for teaching reading in their classrooms and to provide balanced reading instruction for **all** students. A balanced approach to reading instruction combining the best components of the top-down and bottom-up approaches will be included in this course.

Presentations and classroom scenes will show students reading authentic, engaging texts and learning specific word analysis skills, and teachers engaging their students in responding to texts at a holistic level and systematically teaching the language structures and skills students need to decode and gain meaning from print. Classroom demonstrations will also show students using decoding and other cueing strategies they need to develop reading fluency. Students will be viewed employing a variety of comprehension strategies to gain meaning from print. Reading and writing will be presented as reciprocal constructive processes and special attention will be given to intermediate grade students engaged in reading-writing activities in content-area study.   Not open to students who have received credit for EDU-567 or EDU-586.

EDU-546   Improving Reading in the Content Areas**   3
Content literacy is the ability to use reading and writing to learn subject matter in a given discipline. Making literacy a top priority means reading strategies must be incorporated into courses across the curriculum throughout the middle school and high school years. Content-area teachers are in a strategic position to influence adolescents' use of literacy for academic learning. To this end, every teacher has a role to play. Improving Reading in the Content Area is designed to help teachers understand their roles in building content literacy in their classrooms. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

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

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

EDU-555   Meeting Diverse Learning Needs in the Inclusive Classroom   3
This course is designed to help regular classroom teachers learn how to adapt, adopt, and/or create classroom instruction and materials to meet a variety of needs pertinent to P-12 inclusive classrooms. These adaptations must support curricular goals, assessment methods, and instructional strategies in such a way as to improve P-12 student learning. Since funding for new instructional materials can represent a significant challenge for teachers, effective grant writing will also be included in this course. Multicultural concerns, balanced grading and assessment, multiple intelligences, exceptional needs, and diversity issues must be considered when developing these adaptations to promote learning opportunities for all students. Not open to students who have received credit for EDU-593.

EDU-560   Toolkit for Teaching Chemistry   3
This course will allow participants to review state curriculum teaching standards with an emphasis on developing a toolbox of demonstrations and labs to facilitate teaching Chemistry in middle

and high schools. This class will provide a hands-on experience as participants perform lab experiments and replicate demonstrations.

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

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

EDU-563   Merging Educational Goals and Interactive
Multimedia Projects (MEGABYTES)*   3
This course will lead teachers from the entry level of technology use in their classroom to integration of new technologies into class activities and projects, and development of new approaches to teaching and learning that use technology and the natural curiosities of their students. Participants should have completed the BYTES course or have a strong foundation in Microsoft Power Point programs. Not open to students who have received credit for EDU-554.

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

EDU-566   Designing Motivation for all Learners*   3
This course provides a comprehensive view of the interaction between the learner, their motivation for learning, and the teacher. The areas of review include a review of motivational theory and practice, the variability of learner characteristics, strategies for the design and implementation of motivational support structures.

EDU-567   Strategies for Literacy Instruction - Phonics,
Vocabulary, and Fluency**   3
This course introduces several aspects of a balanced approach to literacy instruction, focusing on the area of word study. Key topics include developmental word knowledge, the roles of phonics instruction, vocabulary instruction, and others. Research -based instructional strategies are also presented . Not open to students who have received credit for EDU-543.

EDU-568   Foundations of Reading Literacy   3
This course provides foundational knowledge and principles that underlie the topics, issues and strategies relevant to reading instruction.

EDU-569   Designing Curriculum and Instruction with the
Learner in Mind K-12**   3
This graduate course introduces curriculum, instruction, and assessment in the context of standards and accountability, and holds paramount the goal of high levels of learning and achievement for all students. Teachers examine their academic standards and design classroom curriculum and instruction that will challenge and affirm all learners. Teachers use a thoughtful design process that emphasizes the importance of alignment, current learning theory and learner variables, and the need for differentiation to meet diverse student needs.   Not open to students who have received credit for EDU-550 or EDUE-550.

EDU-584   Preparing Effective Mentors   3
This course is designed to train experienced teachers to assist beginning teachers through the first year teaching experience. The focus will be effective communication, support, adult learning theory application to mentor relationships, classroom observation techniques, and standards-based teaching techniques.

EDU-586   Strategies for Literacy Instruction -
Comprehension**   3
This course provides research-based comprehension strategies for all K-6 grade teachers. This course focuses on comprehension in reading and key concepts such as prior knowledge, metacognition, and reading as a constructive process are discussed. Strategies of instruction and assessment are introduced. Not open to students who have received credit for EDU-543.

EDU-587   Methods of Small Group Instruction   3
This course focuses on the purposes of various types and sizes of small groups and on methods for implementing them in the classroom. Teachers will explore how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

EDU-588   Designing Differentiated Learning Environments   3
This course serves as a foundation for classroom teachers who seek to improve their delivery of curriculum, assessment, and instruction to diverse P-12 populations. Recent research studies on cognitive learning theories form an integral part of this course as classroom teachers are shown various methods of improving their students' learning, including the retention and generalization of that learning over time. The benefits of vertical and horizontal articulation of diverse learning environments within schools and school districts will also be highlighted.   Not open to students who have received credit for EDUE-507.

EDU-590   Reading to Learn Comprehensive Strategies*   3
This course provides a number of suggested methods to help teachers who do not have a background in reading comprehension strategies, to help their students better understand content area reading materials. Special attention is given to students who do not speak English as their primary language.

EDU-591   Effective Mathematic Instruction for Middle and
High School Teachers   3
This course is designed to assist middle and high school mathematics teachers in designing and implementing effective mathematic lessons that engage students in higher order thinking skills. The course is

designed to provide practical guidance for utilizing concepts of brain research and multiple intelligences in the teaching of mathematics.

EDU-592 Integrating the Internet into the K-12 Curriculum** 3

This course is designed to offer practical guidance and a rationale for using the Internet in the classroom. A variety of research-based instructional models are introduced to help teachers make effective use of the Internet in their own classrooms.

EDU-593 Including Students With Special Needs: Curriculum, Instruction, and Assessment** 3

Teachers are shown how to design, adapt, and/or modify curriculum, instruction, and assessment in order to maximize learning for students with special needs, even if those students have not been legally identified as having a specific disability. Effective collaboration skills are also taught as a way of supporting special needs students in inclusive classrooms. Not open to students who have received credit for EDS-500 or EDU-555.

EDU-594 Leadership for School Improvements 3

This course is designed to provide school leaders and teachers with the skills necessary to analyze student and school-wide data and to implement research-based strategies that increase student achievement. Topics include the identification and analysis of areas of need related to student learning, selection and implementation of appropriate research-based strategies to improve student achievement, and monitoring of student learning. In addition, the importance of collegial relationships, team learning, and collaborative inquiry in data analysis, school improvement planning, and decision-making are explored.

EDU 595 Classroom Management: Orchestrating a Community of Learners 3

This course equips experienced and beginning educators with current, research-validated concepts and strategies for orchestrating classroom life in a way that enables all students to maximize their learning potential. Specific strategies are provided in the following areas: the physical environment, rules and routines, flow of instruction, reinforcements for desired student behaviors, a hierarchy of consequences for minor to major student misbehaviors, parent involvement, and teacher resilience. Not open to students who have received credit for EDU-538.

EDUE-501 Intercultural Communication and Assimilation 3

This course aids in the development of intercultural communication skills and attitudes for adaptation to the cross-cultural context of the multi-national school community.

EDUE-502 Growth and Development of Third Culture Kids in the International Context 3

This course is designed to prepare teachers and administrators for working in multicultural schools in the international context. Topics covered include understanding third culture kids (TCKs), the school environment, and the educational and interpersonal skills necessary for effectiveness. Self-assessment and reflection are encouraged in order to become healthy, adjusted members of the host country culture, the mission subculture, and the body of Christ in the overseas school.

EDUE-503 Creating an Interactive Classroom 3

Research strongly supports the contention that students need to be actively involved in constructing their own knowledge and their own learning. For teachers, this finding has significant implications for the design of instructional strategies and classroom organization. This course is designed to provide a comprehensive overview of the theory and practice of creating an interactive classroom through the use of problem-based learning, interactive strategies, and collaborative group work.

EDUE-504 Advanced Approaches to Using Technology in the Classroom 3

This course builds on EDU-554 "Technology in Education" by extending the uses of computer technology to additional instructional and classroom management purposes. Teachers will be assisted in moving to more transforming uses of technology (as opposed to literacy uses, a term used by Porter, http://www.bjpconsulting.com/spectrum.html). This course will provide participants with more advanced methods for integrating technology into the learning process. Tools will also be explored that would save teachers time and help organize their craft.

EDUE-505 Building Communication and Teamwork in the Classroom* 3

Compelling research across a broad spectrum of educational arenas clearly indicates that students learn and achieve better in a positive and inviting learning environment that emphasizes mutual respect and caring. Building Communication and Teamwork in the Classroom is a Performance Learning Systems course that equips experienced and beginning P-12 educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies that participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building. Collectively, these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive. Not open to students who have received credit for EDU-500.

EDUE-507 Differentiated Instruction for Today's Classroom* 3

This course equips experienced and beginning P-12 educators with the essential knowledge and skills to implement differentiated instruction (DI) successfully in their own classrooms. In a highly interactive learning environment that models the DI principles and processes participants will learn, class members will gain expertise in understanding and implementing a broad range of strategies associated with three essential, distinguishing components of DI: first, the teacher's role as guide and facilitator in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration; second, the interdependent nature of flexible grouping and assessment in a DI classroom; and third, the adaptation of curriculum content, processes (activities), and products to provide students with entry points to learning that match their readiness, interests, and/or learning profiles. Not open to students who have received credit for EDU-588.

EDUE-509 Reading Across the Curriculum* 3

This course provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivations, and grade-level vocabulary.

EDUE-510 Using Technology to Support Diverse Learners in P-12 Instructional Settings 3

This course will combine technology skills acquisition with strategies for integration of digital tools into differentiated instructional

practices in P-12 learning environments. Candidates will design activities that demonstrate appropriate ways to use digital technology to meet existing curricular objectives, to expand curricular options, and to facilitate meaningful learning experiences for all the students in their P-12 instructional settings.

EDUE-530A   Aligning the Curriculum for Improved Student Performance   2

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping).   Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning.   Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning.

EDUE-530B   Aligning the Curriculum for Improved Student Performance   3

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping).   Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning.   Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning.   Candidates will design classroom implementation plans to support differentiated instruction.

EDUE-541   Behavioral, Academic, and Social Interventions   3

This course provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to the intervention model, educators implement a solution seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions.   The course focuses on the teacher as the primary interventionist and includes universal and targeted interventions for the classroom that promote student resiliency and encourage students to reach for success.   It emphasizes creating a learning alliance with students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic, and social interventions.

EDUE-544   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. Not open to students who have received credit for EDU-545 or EDUE-545. Prerequisite: Master of Education or special permission

EDUE-549   Research to Improve Curricular and Instructional Design   2

The course is designed to provide the M.Ed. candidate with the conceptual and analytical skills necessary to conduct professional literature-based research and professionally report research findings and apply them to curriculum, instruction, and assessment designs that elevate diverse students' learning.

EDUE-550   Curriculum Development: Theory and Application   3

This course will enable students to give leadership to the process of curriculum development in schools, kindergarten through high school level.   Topics include the professional literature and theoretical foundations of curriculum, models for curriculum development, and curriculum processes and participants. The course is designed to assist teachers in translating theory into practice through development of a school-based project that will synthesize their learning.   Not open to students who have received credit for EDU-550 or EDU-569. Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-551   Instructional Design: Theory and Application   3

This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced.   Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.   Not open to students who have received credit for EDU-551 or EDU-532.   Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-553   Assessing Student Performance   3

This course will explore current practices and research on effective models of traditional and non-traditional methods of P-12 classroom assessment.   Differences between qualitative and quantitative assessment tools will be examined within the context of classroom learning, including references to action research data collected by classroom teachers.   Emphasis is placed on measuring and recording P-12 student learning.   Not open to students who have received credit for EDU-553 or EDU-539.   Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-556   Applied Research in Education   3

An introduction to research strategies, with an emphasis on implementing, analyzing and reporting the action research process in the candidate's P-12 classroom.   Topics in the course include a survey of the common approaches to educational research, the development of research questions and hypotheses, the process of collecting and analyzing qualitative and quantitative data, and the development and compilation of the educational research report. Not open to students who have received credit for EDU-556 or EDUE-602.   Prerequisite: Master of Education or special permission by the Director, Master of Education Program

EDUE-560   Introduction to Teacher Leadership**   3

This course introduces the concept of teacher leadership and its value in the field of education today.   Teachers will self-assess, analyze, and cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They will learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges.   The primary emphasis in this course will be on teachers' self-examination and self-perceptions with regard to teacher leadership.

EDUE-622   Advanced Reading, Writing, and Content Learning   3

This course explores research-based reading and writing strategies that will enable students in grades 4-12 to better understand and remember course content. A primary focus is how reading and

writing complement each other while supporting content-based inquiry.

EDUE-624   Teaching Reading, and Writing to Low-Performing Readers   3

This course explores research-based strategies that will help the low-performing reader, grades 2 -12 develop reading and writing skills.   The focus is on the scientific research of literacy and how to translate this into classroom practice. Topics include assessment, phonemes, phonemic awareness, language structure, and metacognitive approaches to instruction to remediate weak literacy skills.

EDUE-631   Developing Skilled Writers   3

This is an advanced course that helps practitioners teach the writing process, the elements of good writing, and the different forms of writing. The writer's workshop, writing for publications, tying grammar instruction to writing, and using graphic organizers to develop the types of paragraphs are some of the topics explored. In addition, assessment and evaluation of writing will be discussed.

EDUE-632   Reading Development and Instruction, K-6   3

This course focuses on the practical implementation of reading research in the elementary classroom, K-6. The stages of reading development will provide the framework for understanding the instructional needs of students at each level. Practitioners will evaluate materials and curriculum on the basis of research and adapt strategies to produce independent readers at every grade level.

EDUE-633   World Music Drumming   3

This course, based on the curriculum developed by Will Schmid, will introduce students to the basics of African and Caribbean drumming, xylophone playing, and singing. The course will present strategies on how to implement and teach a world music drumming curriculum in the K-12 school program, or other venues such as church or community programs. The course will include large group instruction, small group interaction, guided micro-teaching/leading, ensemble creation, improvisation and performance. No prior knowledge in drumming is assumed.

EDUE-634   Global Mythology: Issues of Literary, Criticism, and Interpretation   3

This course requires participants to examine dozens of mythological stories from modern and ancient cultures by utilizing several learning perspectives. Literary merit, coupled with cultural sensitivity, is contextualized to both the origination and archetypal meaning of mythological texts. The use of specific, myth-based language forms and linguistic conversations is analyzed across academic disciplines to determine the pervasiveness of mythological influences on societal norms and communication.

EDUE-635   Phonemes, Phonics, and Language Structure   3

This course provides a critical foundation in understanding phonemes, phonics and the structure of our language. It explores the historical, linguistic, and instructional frameworks related to the development of these literacy skills and the research basis for them. This advanced course prepares teachers to effectively teach these concepts to beginning readers in grades K-5 and low-performing readers in grades K-12.   It also prepares instructional leaders to mentor practitioners in implementing these strategies.

EDUE-636   Historical Research: Rationale and Application 3

This course forces students to use modern technology when investigating primary source documents for evidence of historical dissonance. Students must select an area of civic dissonance to research regarding stated American ideals and evidence of actual American practices. Finding and evaluating patterns in the historical

past regarding similar dissonance should shed light on current civic activities found today in the United States. Students will extend their content knowledge of the democratic foundations of American civic society and display extensive critical thinking when drawing reasonable conclusions on a contemporary historical issue. It is expected that an article of these conclusions will be submitted to a reputable journal as a gesture of the students' civic responsibility to contribute to the development of their field.

EDUE-637   21st Century Literacy in Historical Research Methods   3

This course requires participants to use Internet "blogs" and other more traditional documents to teach secondary school students how to research a historical topic. Participants will create a unit on one topic from their history curriculum, including an annotated webliology of blogs (appropriate for middle and/or high school students) and links to well-accepted primary and secondary source documents as a way to increase student interest in factual verification of information. Emphasis is placed on teaching students to think critically and to discern patterns, themes, and/or connections between historical information sources when analyzing print and non-print media.

EDUE-638   Advanced Mathematics Methods and Assessment Practices   3

This course is designed to explore instructional theory and assessment practices as related to mathematics in middle and secondary schools as well as the development of thematic units. Emphasis is placed on assessment-driven instruction. The course focuses on all aspects of an effective mathematics classroom including the first day of school, developing classroom rules, classroom management, developing an educational environment conducive to learning, and designing lessons that target students' active participation.

EDUE-639   Ethics, Advocacy, and Administration of Music Education   3

This course will address issues of ethics as related to music teaching in such areas as copyright law, concept programming, budgeting, curriculum planning, and administration of school music programs. Strategies for advocacy will be included with regard to promoting, and maintaining public/private school music programs.

EDUE-641   Graduate Music Education Technology Course   3

This course is designed for the music educator. The purpose of this class is to develop skills in using technology to better enhance both teaching students and administrating the music classroom. Students will also be able to incorporate a variety of computer-assisted teaching and learning tools into their music curricula. They will examine and evaluate multimedia and computer-assisted-instruction lessons. The internet will be examined as a tool for music instruction including the creation of a music education Web site. Students will learn to make critical judgments about the appropriateness of selected music hardware and software for particular educational applications. Students will also use software that could enhance communication to parents as well as organize their future classrooms. Music notation software will be explored in detail. As a Christian educator, it is our duty and responsibility to develop our God-given talents and skills to the fullest potential. It is the desire of the instructor to have the students find how technology can best enhance the craft of music, as well as education.

EDUE-642   Topics and Trends in Cellular Biology   3

This laboratory oriented course is an examination of techniques presently being used to study genetics, cell biology, and molecular

biology. Special emphasis will focus on areas of study useful in secondary school laboratory investigation.

EDUE-643   Field Natural History of the Midwest   3
This field course is an intensive study of the diversity of flora and fauna found in natural regions of the Midwest. Opportunity to view natural areas first hand and experience representative regions is an essential part of the field experience. Discussion, interview, journaling, and various field activities will enhance the learning of the region's biodiversity.

EDUE-651   Teaching English Language Learners   3
This course is an overview of the five stages of language development of the English Language Learner (ELL). It examines language, culture, instruction, assessment, and professional development through the lens of these five stages. Candidates will explore ways to design a classroom environment, instructional strategies, and assessment tools that support these students. In addition, they will develop a plan to enhance their own professional growth in ELL.

EDUE-673   Strategies for Professors of Assessment of K-12 Student Learning   3
A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in the assessment of student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assessing the learning of K-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-675   Strategies for Professors of Performance Based Assessment   3
Participants in this course conduct in-depth analyses of current research, theory, and practice in the area performance-based assessment with special emphasis on the portfolio model and apply their new knowledge through mentoring teachers in portfolio development skills. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-676   Strategies for Professors of Instructional Design and Practices to Enhance P-12 Student Learning   3
A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in facilitating P-12 student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assisting the learning of P-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-677   Strategies for Professors of Methods of Teaching Science, Social Studies, and Mathematics to Elementary Students   3
A course designed to provide in-depth knowledge and training for professors of methods of teaching science, social studies, and mathematics for elementary teachers through critical analyses of relevant and current research, theory, and trends and the application of this new knowledge and skills in the professional development of elementary school teachers. The spiritual growth of the participants and their mentoring the spiritual growth of teachers are important course elements.

EDUE-680   Strategies for Professors of Reading Theory and Practices for the K-12 Classroom   3
A course designed to provide in-depth knowledge and training for professors of reading through critical analyses of current research, theory, and trends in the teaching of reading, and application of this new knowledge and skills through the professional development of teachers of reading. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE-682   Strategies for Professors of Diagnostic Practices and Their Implications in the K-12 Reading Classroom   3
This course is designed to provide in-depth knowledge and training through the critical analyses of current research and International Reading Association guidelines in the diagnosis, assessment, and evaluation of reading problems for those involved in remediation. Training in prescriptive instructional strategies, curriculum materials, practice in administering informal assessments, diagnostic report writing, and professional development activities are emphasized. The spiritual growth of the participants and their development in facilitating the spiritual growth of teachers are important course elements.

Educational Administration Department

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to a comprehensive P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is developed on the foundation of the Indiana Department of Education, Division of Professional Standards (DPS) Advisory Board, Building Level Administrator Standards; Interstate School Leaders Licensure Consortium (ISLLC) Standards; and the Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency in relation to the DPS/ISLLC/ELCC Standards through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass the School Leaders Licensure Assessment.

The program curriculum consists of three components including some courses earned for a master's degree:

1. Fifteen credit hours of cognate courses as included in Indiana Wesleyan University's M.Ed. program.

2. Nine credit hours of professional studies courses, one of which is included in the IWU M.Ed. program.

3. Nine credit hours of school-based learning in the internship phase of the program.

Nine semester hours with a grade of "B" or higher from an approved institution may be transferred in for the cognate or professional studies courses. The internship phase courses must be taken at IWU.

Admission Requirements - PLP
All candidates will:

1. Be enrolled as a full-time M.Ed. candidate or have completed the M.Ed. degree at Indiana Wesleyan University or a master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.

2. Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program.

3. Hold a teaching license.

4. Have a minimum of three years of teaching experience.

5. Submit a type-written statement explaining the applicant's desire to pursue a P-12 Building Level Administrator's license through IWU. The statement should include a discussion of the applicant's potential, strengths, and passion to pursue a rigorous preparation program leading to qualification as a school leader. Particular attention is to be given to the clarity of ideas expressed, organization of the paper, sentence fluency, and the conventions of written expression. This statement is to be attached to the application.

6. Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the DPS by the university for an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Re-admittance Policy - Students who have previously withdrawn from a program of study in the School of Educational Leadership and who wish to be re-admitted to the program are welcome to return. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.

2. The Director reserves the right to require that the student audit some courses that the student may have already completed if the Director determines that the material is significantly different than when the student first took the course.

3. The program requirements existing at the time of re-admission are the requirements the re-admitted student must meet prior to program completion.

Mission - PLP
The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults.

Objectives - PLP

The Department of Educational Administration has adapted the DPS/ISLLC/ELCC Standards as the program objectives for the Principal as Servant Leader conceptual framework. The standards have been incorporated into the objectives of each course, the multiple means of authentic assessment and reflection within the program, and the culminating standards-based portfolio assessment process that runs through all courses in the program. The program objectives are:

1. **A Vision of Learning:** To facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the greater school community.

2. **School Culture and Instructional Leadership:** To advocate, nurture, and sustain a school culture and instructional program conducive to student learning, fairness, and continuous instructional improvement.

3. **Managerial Leadership:** To ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. **Collaboration:** To collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

5. **Integrity and Fairness:** To act with integrity, fairness, and in an ethical manner.

6. **The Political, Social, Economic, Legal, and Cultural Context:** To understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Prerequisites - PLP
Prerequisites for EDL-612

EDL-610 must be completed with a grade of "B" or better to be enrolled in EDL-612, Principal Internship. A grade below "B" will require a temporary withdrawal from the Principal Licensure Program (PLP) and a repeat of EDL-610. A candidate who requests and receives approval for a grade of "Incomplete" for EDL-610 must temporarily withdraw from the PLP, work to change the grade from "I" to at least a "B," and re-enroll for EDL-612 the next academic year.

Prerequisites for EDL-625

EDL-612 must be completed with a grade of "B" or better to be enrolled in EDL-625, Applied Principal's Portfolio Practicum. A grade below "B" will require a temporary withdrawal from the Principal Licensure Program (PLP) and a repeat of EDL-612. A candidate who requests and receives approval for a grade of "Incomplete" for EDL-612 must temporarily withdraw from the PLP, work to change the grade from "I" to at least a "B," and re-enroll for EDL-625 the next academic year.

Program of Study - PLP
Foundational Studies – 15 Hours (These courses are included in Indiana Wesleyan University's M.Ed. core)

EDU-545	Contemporary Issues in Education	3
EDU-550	Curriculum: Development and Design	3
EDU-551	Instructional Theory and Design	3
EDU-553	Individual Assessment of Student Performance	3
EDU-556	Applied Educational Research	3

Professional Studies – 9 Hours

EDL-557	Educational Leadership	3
EDL-616	School-Community Collaboration	3
EDL-618	Legal Aspects of School Administration	3

School-Based Internship – 9 Hours

EDL-610	Principalship	3
EDL-612	Principal Internship	3
EDL-625	Applied Principal's Portfolio Practicum	3
TOTAL		**33**

Program Requirements - PLP
Matriculation Policy - All candidates will have a maximum of three calendar years from their first enrollment in a PLP course to complete all the requirements for recommendation for a Building Level Administrator license. In the event of extenuating or emergency circumstances, exceptions to this policy may be made on the basis of an approved appeal from the student to the Director of the Principal Licensure Program.

Attendance Policy - The nature of the Principal Licensure Program requires candidates to attend all class sessions. Some courses (EDL-610, EDL-616, and EDL-618) are each comprised of six workshops which extend over a specified time period as scheduled by the university. Each internship practicum (EDL-612 and EDL-625) runs for an entire semester and is comprised of two seminars and three regional team meetings.

Candidates are expected to be present when a class or meeting begins and remain for the entire session. To be counted "present", a candidate must attend three-fourths of the total class or meeting time. Class attendance records are maintained by the faculty member and are recorded on the university database. Faculty members may factor lateness, early departures, and full absences into a candidate's course grade, as long as such factors are addressed in the course syllabus.

Under emergency circumstances, a candidate may be allowed one absence in courses that are five class sessions or fewer in length, or two absences in courses that are six or more class sessions in length. Candidates are to inform the faculty member, in advance if possible, regarding absences and make-up work.

University policy states that if a candidate exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."

Candidates who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Candidates needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Grades: Maintaining Grades of "B" or Better - Candidates who earn a grade less than "B" in EDL-557, EDL-616 and/or EDL-618 must repeat the respective course earning a grade of "B" or better. Candidates who earn a grade less than "B" in EDL-610, EDL-612, or EDL-625 must temporarily withdraw from the Principal Licensure Program and re-take that course earning a "B" or better as a requirement for re-instatement to the PLP.

Applied Principal's Portfolio Continuation Course - The Applied Principal's Portfolio Continuation course provides a decision point for candidates who have completed EDL-612 and EDL-625 but who have not met the competency requirement to complete and formally present the Applied Principal's Portfolio. Candidates who have not completed and presented the Applied Principal's Portfolio by the end of EDL-625 must enroll in this course to pursue licensure as a Building Level Administrator. The cost of the course is equal to tuition for one credit hour in the program plus any required fees.

Candidates who have not completed and presented the Applied Principal's Portfolio by the end of EDL-625 AND who do NOT choose to pursue licensure may choose not to take EDL-613 Applied Principal's Portfolio Continuation.

Competency Requirement - To complete the Principal Licensure Program, a candidate must finish and formally present and defend the Applied Principal's Portfolio. The transcript will not reflect program completion until this requirement is met. Prior to the candidate meeting this competency requirement, the transcript will show only courses taken.

Exit from the Principal Licensure Program - To officially complete the Principal Licensure Program, a candidate must finish and formally present the Applied Principal's Portfolio. The transcript will not reflect program completion until this requirement is met. Prior to the candidate meeting this

competency requirement, the transcript will show only courses taken.

When the candidate has successfully completed the requirements of the Principal Licensure Program and has passed the School Leaders Licensure Assessment, he or she may complete an application process through which the university will recommend to the Indiana Department of Education Division of Professional Standards that the Indiana P-12 Building Level Administrator's initial practitioner license be issued.

Course Descriptions - PLP

Cognate Courses

EDU-545   Contemporary Issues in American Education   3
This course provides an opportunity for students to investigate the influence that contemporary social issues exert on systems of formal education. In particular, students will examine change processes as they occur in education and acquire the basic skills needed to serve as agents of change in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, students will initiate work which will enable the students to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

EDU-550   Curriculum: Development and Design   3
This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Showcase Teaching Unit that will synthesize their learning. Activities will be consistent with the Teacher as World Changer conceptual framework and its corresponding five outcomes.

EDU-551   Instructional Theory and Design   3
This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations.

EDU-553   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.

EDU-556   Applied Educational Research   3
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context.

Principal Licensure Program Courses

EDL-557   Educational Leadership   3

Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDL-610   Principalship   3

The school principal must be able to facilitate development of a shared vision, positive culture, effective management and school-community collaboration leading to creation of a dynamic community of learners. The principal is an agent of continuous improvement linking improved learning to the quality of life of the individual. The course will include a review of the structure of P-12 education at the state and local levels and examination of current knowledge, principles, issues, trends, models, methods, relationships, and goals of P-12 schools. Focus is on the best practices, duties, responsibilities, and competencies of school principals as instructional leaders. The DPS/ISLLC/ELCC standards are the guiding principles for this course. Prerequisite: EDL-557

EDL-612   Principal Internship   3

Experiential practice in the specialized 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 the Applied Principal's Portfolio. The candidate will be coached by a practicing principal (mentor) at the building level and a University Supervisor from Indiana Wesleyan University. Prerequisite: EDL-610

EDL-616   School-Community Collaboration   3

This course will include the examination of models and practices in collaboration between the school and various stakeholders in the greater school community. The focus of study involves developing shared vision, community involvement, school-community relations, utilization of community resources, media relations, power structures, and institutional changes. As a result of this course, the school administrator will promote the success of all students and staff by collaborating with all stakeholder audiences in responding to diverse community interests and needs.

EDL-618   Legal Aspects of School Administration   3

This course is designed to focus on the issues in school law that principals will be expected to know when they take their first position as a school leader. The course will primarily focus on Indiana law, but will also expose potential leaders to case law outside the borders of Indiana and the possible ramifications of that case law. Further, the school administrator will gain working knowledge of the state school code, state and local policies that affect schooling, and the administration of contracts with bargaining units and how they affect the greater school community.

EDL-625   Applied Principal's Portfolio Practicum   3

The professional growth and development of the aspiring building level administrator or supervisor will culminate in the presentation and explanation of the Applied Principal's Portfolio. The candidate will show proficiency in the six ISLLC/ELCC domains and priority knowledge, disposition, and performance expectations of the DPS/ISLLC/ELCC Building Level Administrator criteria. The candidate will demonstrate the fundamental proficiencies to serve as an agent of continuous improvement as a school leader. Prerequisite: EDL-612

EDL-613   Applied Principal's Portfolio Continuation   0

This course provides the candidate a ten-week opportunity to complete and present the Applied Principal's Portfolio begun in EDL-612 and EDL-625. This course must be taken immediately following the completion of EDL-625 if the candidate chooses to continue to pursue licensure. Candidates who do not complete the portfolio process in EDL-625 and who do not register and complete this course will not be eligible for licensure. The candidate continues school-based activities that demonstrate the knowledge, skills, and proficiencies identified in the DPS/ISLLC/ELCC Standards, builds appropriate portfolio exhibits under the direction of the University Supervisor, and formally presents the portfolio in a professional setting. This course may be repeated once for a maximum of two ten-week continuations. Prerequisite EDL-625

Principal Licensure Program Elective

EDL-617   School Finance   3

This course is designed to prepare principals for the complex area of school finance. The course will focus on the knowledge base necessary for both school building and district business administration including budgeting and accounting. The principal is faced with wearing many hats. These hats range from curriculum and instruction to financial responsibility with many hats in between. The principal will promote the success of all students, staff, parents, and community by having a working knowledge of school finance.

Educational Specialist Program (Ed.S.)

The Educational Specialist Degree (Ed.S.) is a degree and licensure program for district level administrators. The World Changer Model places an emphasis on vision of learning, school culture, leadership, influence, integrity, fairness, collaboration, and ethics. Candidates in the Ed.S. program will study school law, school finance, P-12 curriculum and instruction, and school facilities management. Upon program completion, candidates are expected to possess knowledge, skills, and dispositions aligned to ISLLC/ELCC and Education Unit Standards. Successful candidates are expected to demonstrate the ability to: synthesize knowledge, utilize action research to improve schools and school districts, communicate effectively, think critically and reflectively, identify effective teaching for learning, adapt instruction and support services to the needs of diverse learners, assess learning outcomes, engage in professional development, and be active school leaders in their district, community, and state.

Mission - Ed.S.

The Educational Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary world changers who model Christlikeness and who are able to facilitate a culture of optimal social, emotional, and spiritual health and well-being, continuous improvement, and successful learning for all students and adults.

Objectives - Ed.S.

The Department of Educational Administration has adapted the DPS/ISLLC/ELCC/ Education Unit Standards as the program objectives for the Superintendent as a World Changer conceptual framework. The standards have been incorporated into the objectives of each course, the multiple means of authentic assessment and reflection within the program, and the culminating standards-based portfolio assessment process that runs through all courses in the program. The program objectives are:

1. A Vision of Learning: To facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the greater school community.
2. School Culture and Instructional Leadership: To advocate, nurture, and sustain a school culture and instructional program conducive to student learning and continuous instructional improvement.
3. Managerial Leadership: To ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaboration with Families and the Community: To collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. Acting with Integrity and Fairness and in an Ethical Manner: To act with integrity, fairness, and in an ethical manner.
6. The Political, Social, Economic, Legal, and Cultural Context: To understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Application of Knowledge: To experience significant internship opportunities and practice to synthesize and apply guided cooperatively learned skills in real work settings for graduate credit.
8. Policy Implementation: To guide, facilitate, and support the success of all learners by recommending and implementing policy that guides district operations.

Admission Requirements - Ed.S.
Participants will:

1. Have completed a master's degree from a regionally accredited body or the Association for Biblical Higher Education.
2. Be currently employed by a public or non-public school and/or have access to a central office experience.
3. Hold a valid teaching license.
4. Be eligible for an Administrative License by having completed a Principal Licensure Program or received a Master's Degree in Administration, plus have taken and successfully passed the School Leaders Licensure Assessment (SLLA) test with a grade approved by the state in which you have taken the preparation program and the SLLA test.
5. Have a minimum of three years teaching experience
6. Present at least three letters of recommendation; at least one must be a sitting central office administrator.
7. Present a completed internship agreement with a school corporation.
8. Cumulative GPA of 3.25 or better in graduate level courses.

The possible admission decisions are acceptance, probationary acceptance (some but not all prerequisites met),denial (accompanied by recommendations to complete process), or non-acceptance.

Re-admittance Policy:

Students who have previously withdrawn from a program of study in the School of Educational Leadership and who wish to be re-admitted to the program are welcome to return. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.

2. The Director reserves the right to require that the student audit some courses that the student may have already completed if the Director determines that the material is significantly different than when the student first took the course.

3. The program requirements existing at the time of re-admission are the requirements the re-admitted student must meet prior to program completion.

Program Requirements - Ed.S.

Matriculation Policy - All candidates will have a maximum of three calendar years from their first enrollment in the program to complete all the requirements for recommendation for a District Level Administrator license. In the event of extenuating or emergency circumstances the candidate can appeal to the Director of the Department of Educational Leadership.

Grades - Maintaining Grades of "B" or Better - The candidate is expected to maintain a 3.5 or higher GPA in all professional studies courses. Any grade below "B" will not apply toward the degree licensure program. Candidates who earn a grade less than "B" in EDL-600, EDL-602 and/or EDL-620 must repeat the respective course earning a grade of "B" or better. Candidates who earn a grade less than "B" in EDL-700, EDL-701, or EDL-705 must temporarily withdraw from the Program and re-take that course earning a "B" or better as a requirement for re-instatement to the   Program.

Integrity - The Education Specialist Degree Program will expect all candidates to maintain and promote the highest standards of moral principle and professional integrity. These standards apply to examinations, assigned research papers, projects, relationships, and portfolio development. Violation of these standards may result in suspension or dismissal. On all matters concerning academic grievances originated by faculty or candidates, the initial recourse is through the Program Director.   Any candidate's who feels he or she has not been given adequate consideration, may appeal to the Director, Department of Educational Administration.

Exit from the Program - To officially complete the Education Specialist Program, a candidate must present and defend the Standards Research-Based Thesis.   The transcript will not reflect program completion until this requirement is met.   Prior to the candidate meeting this competency requirement, the transcript will show only courses taken. When the candidate has successfully completed the requirements of the Program, he or she will be awarded the Education Specialist Degree and then eligible to complete an application process through which the university will recommend to the Department of Education Division of Professional Standards that the Indiana P-12 District Level Administrator's initial practitioner license be issued.

Program of Study - Ed.S.
Pre-Requisites - 6 hours

EDL-557	Educational Leadership	3
EDU-556	Applied Education Research	3

Core Program – 15 Hours

EDL-600	District Curriculum Leadership	3
EDL-602	Leading Schools to be Culturally Responsive	3
EDL-605	District Personnel Management and Supervision	3
EDL-620	Advanced School Finance	3
EDL-615	District Facilities Management and Leadership	3

Internship and Thesis – 9 Hours

EDL-705	ISLLC/IDOE Standards Based Research Thesis	3
EDL-700	Applied Superintendent's Internship Program	3
EDL-701	Applied Superintendent's Internship Program II	3

Electives – 30 Hours

	Electives from EDU or EDUE courses	30
TOTAL		**60**

Graduation Requirements - Ed.S.

To graduate, candidates must have completed the following:

1. Successful completion of 60 graduate semester hours of which 24 must be IWU hours.

2. Successful completion of the eight Ed.S. core and internship/thesis courses with a minimum grade of "B" or higher.

3. Cumulative GPA of 3.25 or higher.

4. Successful completion and oral presentation of the portfolio and defense of the thesis based on the eight DPS standard for district level administrators and competencies.

5. Payment of all tuition and fees is required to receive a diploma.

Course Descriptions - Ed.S.

EDL-557   Educational Leadership   3
Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will

include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDU-556   Applied Educational Research   3
This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context.

EDL-602   Leading Schools to be Culturally Responsive   3
This course reflects upon the needs of the district administrator to broaden their scope to be culturally responsive in all diverse settings. Although the urban setting will be a main focus, the course will cover the areas of diversity in both the urban and rural settings. The prospective leader will be exposed to, and apply, practical and effective theory in the myriad of areas needed to assure they are prepared for a diverse and culturally responsive district leadership position.

EDL-605   District Personnel Management and Supervision   3
The District Personnel Management and Supervision course is a 3 hour blended course. This course explores the various functions considered vital to the efficient use of the school district's most valuable asset, its human resources.   This course covers the area of staffing, employee professional development and training, creation of a favorable work environment, federal and state regulations, and the operation of management-labor relations. Activities and assignments will provide hands-on exploration of all aspects of human resource management in creating win-win results through creative problem-solving processes.

EDL-705   ISLLC/IDOE Standards Based Research Thesis   3
This course will build on the completed portfolio to produce a professional written thesis organized as a scientific analysis of theory and practice for continuous school improvement reflecting comprehensive P-12 experiential learning, proficiency development, and leadership influence aligned with the eight conceptual framework domains of the ISLLC Standards.   A comprehensive paper applying all of the ISLLC criteria in a research based thesis will be orally defended as the "showcase product" of their servant leader practices. The thesis will focus on a research based instructional and assessment continuous school improvement project.

EDL-600   District Curriculum Leadership   3
This three hour course is designed to prepare aspiring district level administrators with the fundamental knowledge of curriculum development, curriculum alignment, pedagogical synergy, and research-based instructional methodologies.   In order for the candidates to be able to lead curricular change at the corporation level, the following topics will be addressed: models of curriculum development and alignment and curricular integration through various research-based instructional methods.

EDL-620   Advanced School Finance   3
he Advanced School Finance Course is designed to prepare aspiring district level administrators with integral knowledge and enhanced skills for district and building level budgets and accounting practices to enhance governance, promote servant leadership, collaborate with local involvement, incorporate efficient and effective use of monies, as well as to exhibit ethical and moral behavior and decision-making.

EDL-700   Applied Superintendent's Internship Practicum   3

District Level Internship (3 Hours Blended).   The internship is aligned with the first semester of a school year. This course involves a supervised experiential practice in a school setting along with coursework and a portfolio to maximize an intern's knowledge, performance, and dispositions aligned with the ISLLC/IDOE Standards. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

EDL-615   District Facilities Management and Leadership   3
The District Facilities Management/Leadership course is a 3 hour blended course. All processes and procedures of administrative responsibility including facility needs and assessments processes, actual renovation process, new construction of facilities, facility staffing, facility occupation, ongoing maintenance and improvement of existing facilities, safety procedures and planning will be a major focus of the course.

EDL-701   Applied Superintendent's Internship Practicum II   3
District Level Practicum (3 Hours Blended).   The practicum is aligned with the second semester of the school year.   The professional growth and development of the aspiring district level administrator will culminate in the presentation of the portfolio based on ISLLC/IDOE Standards for district level school leader's criteria. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

Division of Graduate Studies in Nursing

The graduate program is accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). Courses are offered all year to facilitate completion of degree requirements.   Evening and online classes accommodate working professionals.   Faculty and students collaborate in selection of practicum sites.

Admission Requirements - Graduate Studies in Nursing

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies.   Applications will be received by the School of Nursing Student Life Committee. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the School of Nursing Student Life Committee reserves the right to require the applicant to:

1. Interview with the Committee; and/or
2. Take the GRE.

Criteria for regular admission are:

1. B.S.N. or B.S. degree with a major in nursing from an accredited program.
2. Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
3. Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered.   Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
4. Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
5. Original transcript from the degree granting institution.
6. A writing sample will be required, consisting of responses to three questions selected from a provided list.
7. At least one year of professional practice.   Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission.   Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
8. Two criminal history background checks will be conducted on all enrolled students.   The first will be conducted upon initial enrollment to Graduate Studies in Nursing.   The second will be conducted prior to the student's first practicum experience.   (Costs for these checks are included in student fees.)   Progression in the program may depend on the results of these checks.
9. Test of English as a Foreign Language (TOEFL) if English is not first language.   A score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission.
10. Master's Degree in Nursing for Post-Master's degree Certificate.

Readmission Policy - Graduate Nursing, Primary Care Majors

Re-enrollment policy for the Primary Care Nursing Program

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

1. If more than 6 months have passed since the completion of PYC-512, the student must achieve an 87% on the IWU Pharmacology competency exam.
2. If more than 6 months have passed since the completion of PYC-514, the student must achieve an 87% on the IWU Pathophysiology competency exam.
3. If more than 6 months have passed since the completion of PYC-552, the student must achieve an 87% on the Advanced Physical Assessment competency exam.
4. The Advanced Physical Assessment exam is only offered at the Marion and Louisville campuses.   The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.
5. If the student does not pass the appropriate competency exam(s) at 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program.
6. The fee for each competency exam is $100.   There is also a fee charged to audit a class.

Progression Policy - Graduate Studies in Nursing

1. Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.

2. A minimum grade of "B" must be obtained in all Major Courses.

3. Nursing Education and Administration majors must successfully complete all courses prior to beginning GNUR-590.

4. A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."

5. Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.

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

7. Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.

8. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of four years from the date of enrollment may meet the graduation requirements as stated in the bulletin under which they enrolled.

9. Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.

Practicum Continuation Courses

Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course.   The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours).   Students who fall into this category will receive a grade of "I" for the original course.   If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Graduation Requirements - Graduate Nursing

To graduate, students must have completed the following:

1. Completion of all core and major requirements for the specific program.
   - Primary Care - 49 hours.
   - Nursing Administration/Nursing Education - 41 hours.

2. Minimum grade of "C" in each core course and "B" in each major course.

3. Cumulative GPA of 3.00

4. Program must be completed within a maximum of four years from the date of enrollment.

5. All financial obligations must be settled in order to receive a diploma.

Program of Study - Nursing Education and Nursing Administration

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education.   It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation.   Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing.   However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources.   It includes a practicum component as well as courses in organizational behavior, financing and role development.   Graduates will be prepared to assume leadership roles within a variety of health care settings.   They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Plan of Study for Nursing Education

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Care Policy	3
GNUR-528	Biostatistics and Epidemiology	4

GNUR-526	Applied Research	4
	Major Courses	
GNUR-562	Professional Role Development for the Nursing Educator	3
GNUR-564	Curriculum Design	4
GNUR-568	Teaching and Learning Strategies	5
GNUR-566	Program Evaluation and Assessment	3
GNUR-569	Advanced Nursing Instruction - includes practicum	5
GNUR-590	Nursing Investigation	5
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		**41**

Plan of Study for Nursing Administration

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Policy	3
GNUR-528	Biostatistics and Epidemiology	4
GNUR-526	Applied Research	4
	Major Courses	
GNUR-570	Professional Role Development for the Nursing Administrator	3
GNUR-572	Management of Health Care Delivery Systems	4
GNUR-574	Organizational Behavior	4
GNUR-576	Organization and Finance of Health Care	4
GNUR-578	Advanced Nursing Management - includes practicum	5
GNUR-590	Nursing Investigation	5
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		**41**

Program of Study - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Plan of Study for the Family Nurse Practitioner

	Core Courses	
GNUR-505	Advanced Nursing Seminar	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics of Health Policy	3
GNUR-528	Biostatistics and Epidemiology	4
GNUR-526	Applied Research	4
	Major Courses	
PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4
PYC-522	Essentials of Primary Care	2
PYC-552	Advanced Health Status Assessment	4
PYC-530	Primary Care of Adults – includes practicum	7
PYC-532	Primary Care of Children – includes practicum	5
PYC-535	Primary Care of the Family - includes practicum	4
GNUR-513B	Professional Development for Advanced Practice - B	1
TOTAL		**49**

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. If a student misses more than one onsite workshop during a clinical course, it will result in a grade of "F" for the course.

Course Descriptions - Graduate Studies in Nursing

GNUR-505   Advanced Nursing Seminar   3
Provides students with an understanding of the Graduate Nursing Program and the mission of IWU, expectations of graduate level education, policies, and available student services. Introduces development of a personal professional portfolio. Graded on a CR/NC basis.

GNUR-513A   Professional Development for Advanced Practice - A   1
This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-505

GNUR-513B   Professional Development for Advanced Practice - B   1
This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-590

GNUR-525   Ethics of Health Policy   3
This course emphasizes ethical decision making in the stewardship of resources and the process of implementing change in health policy in institutional, community, and cross-cultural settings. Prerequisite: GNUR-513A

GNUR-526   Applied Research   4
This course lays the foundation for the final research project. Introduces the relationship of theory-research-practice and emphasizes conceptual understanding and practical application of design, methodology, and analysis to an identified problem. The incorporation of Christ's compassion and integrity from a global perspective is introduced as an integral part of the research process. Prerequisite: GNUR-528

GNUR-528   Biostatistics and Epidemiology   3
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences. Prerequisite: GNUR-525

GNUR-562   Professional Role Development for the Nurse Educator   2
Provides understanding of the professional role of the advanced practice nurse educator, including the ability to collaborate effectively in diverse interdisciplinary partnerships. Fosters professional role development necessary to provide leadership in the delivery of health care education. Prerequisite: Successful completion of all Core Courses.

GNUR-564   Curriculum Design   3
Introduces curriculum design, instruction and assessment in diverse learning environments within the framework of relevant standards, criteria for evaluation, and accountability.   Challenges the student to assume a leadership role in curriculum development. Prerequisite: GNUR-562

GNUR-566   Program Evaluation and Assessment   3
Emphasizes the process of analysis and modification of educational programs to promote compliance with relevant standards, criteria for evaluation, and accountability.   Prerequisite: GNUR-564

GNUR-568   Teaching and Learning Strategies   3
Introduces the analysis and application of various teaching techniques and strategies in diverse learning settings. Students will explore various methods and theories of instructional assessment and classroom management. Prerequisite: GNUR-566

GNUR-569   Advanced Nursing Instruction   5
Provides the opportunity to partner with a professional educator to apply acquired knowledge and skills in a supervised educational setting. Includes final evaluation of student's professional portfolio. Prerequisite: GNUR-568

GNUR-569C   Practicum Continuation   1-3
Continued clinical experiences will occur providing an opportunity to partner with a nurse educator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-569. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

GNUR-570   Professional Role Development for the Nurse Administrator 2
This course provides an understanding of the professional role of the nurse administrator, including the ability to collaborate effectively in diverse settings with interdisciplinary partnerships. Prepares the nurse administrator to lead and manage the administration of health care/services. Although various roles will be analyzed, an emphasis will be placed on the roles of educator, decision maker, and servant leader. Biblical perspectives will be integrated throughout the course. Prerequisite: Successful completion of all Core Courses.

GNUR-572   Management of Health Care Delivery Systems   3
Prepares the student to apply theoretical foundations of business, health law, marketing and human resources to the administration of health delivery systems.   Prerequisite: GNUR-570

GNUR-574   Organizational Behavior   3
Prepares the student to effectively apply organizational behavior theories and concepts in an administrative role. Biblical concepts will be integrated throughout the course material. Prerequisite: GNUR-572

GNUR-576   Organization and Finance of Health Care   3
Prepares the student for efficient stewardship of resources and organizational management within diverse health care settings. Prerequisite: GNUR-574

GNUR-578   Advanced Nursing Management   5
This course provides the opportunity to partner with a nurse manager/administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. A practicum project integrating administrative skills is required. Prerequisite: GNUR-576.

GNUR-578C   Practicum Continuation   1-3
Continued clinical experiences will occur providing an opportunity to partner with a nurse manager administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-578. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

GNUR-590   Nursing Investigation   3
Designs an applied nursing project for a specific educational, administrative, or primary care practice setting.   Prerequisite: Successful completion of all courses.

GNUR-595   Nursing Investigation Continuation   1
Continuation of the process involved in completing the requirements for GNUR-590, Nursing Investigation.

PYC-500   Advanced Transitions   1
A reentry course designed for applicants to the primary care major who have a Master's degree from a program other than Indiana Wesleyan University. Students will participate in seminars designed to enhance current understanding of issues, theories, and research related to primary health care.

PYC-502   Professional Role Development for the Nurse Practitioner   3
Concepts that prescribe the framework of primary care nursing in advanced practice. Professional and cultural issues unique to the role of the nurse practitioner will be addressed. The nurse practitioner student will begin to build and shape strategies related to role assimilation, positive and negative role influences, and important health care issues in primary care nursing.   Christian perspectives will be integrated throughout the course. Prerequisites: all core courses

PYC-509   Clinical Procedures for Advanced Practice Nursing   2
This course is designed to provide the advanced practice student with essential knowledge and introductory skill in procedures commonly performed in advanced practice nursing care settings. The course involves both lecture and laboratory practice. Laboratory fees are charged for this course. Prerequisite: PYC-530

PYC-511   Laboratory Techniques, Procedures, and Interpretations for Nurses in Advanced Practice   2
This course is designed to acquaint advanced practice nursing students with current laboratory practices in diverse settings. The course will include guidelines for ordering and interpreting laboratory tests.

PYC-512   Advanced Pharmacology for Primary Care   4
Explores various pharmacological agents used to treat common recurrent health problems; indications, contraindications, side, and interactive effects of commonly prescribed drugs. Legal and prescriptive regulations will be considered.   Prerequisite: PYC-514

PYC-514   Advanced Pathophysiology   4
Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.   Prerequisite: PYC-502

PYC-522   Essentials of Primary Care   2
This course explores the concepts of nurse practitioner practice in primary care.   Critical diagnostic skills will be introduced to cultivate evidence-based practice behaviors. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate educational theories across the lifespan. Christian perspectives will be incorporated throughout the course. Prerequisite: PYC-512

PYC-530   Primary Care of Adults   7
Primary Care of Adults is designed to prepare the advanced practice student with the theoretical, scientific and technical foundations required to function as an adult nurse practitioner.   Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of common acute and stable chronic disease states of the adult client.   Primary health care needs for specific populations including women, men, and the elderly will be identified.   Primary care for a supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of adults beginning at the age of 14 years will be arranged.   Students will gather physical assessment data, establish differential diagnoses, propose treatment plans, deliver patient education, and provide follow-up when feasible.   Advanced practice role development is a fundamental component of the experience. Prerequisite: PYC-552

PYC-530C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-530. Graded on a CR/NC basis.

PYC-532   Primary Care of Children   5
This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations in care of children and families needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health assessment, health promotion, and disease prevention and the diagnosis and management of common congenital, acute, and stable chronic conditions in children. A supervised clinical preceptorship experience enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisite: PYC-530

PYC-532C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-532. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-535   Primary Care of the Family   4
This course is designed to expand the skills of the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention and education of clients across the lifespan as well as the impact of acute/chronic illness on the family unit.   The course will include 140 hours of supervised clinical practicum in family practice including care across the lifespan in primary care settings. A minimum grade of "B" is required.   Prerequisites: PYC-532

PYC-535C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-535. Graded on a CR/NC basis.   One credit = 70 clinical hours.

PYC-536   Primary Care of Older Adults   8
An in-depth, research-based course in assessment and management of older adults by the advanced practitioner. Emphasis is on health maintenance, illness or disability, legal and ethical concerns related to practice with geriatric populations.   Prerequisite: PYC-556

PYC-536C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-536. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-545   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.   Prerequisites: PYC-530, PYC-532, and PYC-535

PYC-545C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-545. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-552   Advanced Health Status Assessment   4
This course is designed to provide an enhancement of the knowledge and skills necessary to perform a thorough health assessment on clients of all ages.   A 70-hour clinical practicum will enable the student to perform multiple assessment techniques resulting in both normal and abnormal findings.   Prerequisite: PYC-522

PYC-552C   Practicum Continuation   1-3
A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required.   A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required.   This course is a continuation of PYC-552. Graded on a CR/NC basis.   One credit equals 70 clinical hours.

PYC-554   Primary Care of Older Clients with Psychiatric Co-Morbidity   2
This course prepares the advanced practice nurse to manage the geriatric client with co-morbid psychiatric illness.   Content related to research, pharmacology, behavioral interventions, and caregiver support will be incorporated. Care of geriatric clients will be approached   through   an   interdisciplinary,   community-based perspective. Prerequisite: PYC-530

PYC-556   Concepts of Advanced Pharmacology in Geriatrics   2
This course prepares the advanced practice nurse to prescribe medications for the complex medical problems of the geriatric client, with a special emphasis on minimizing side effects. Advance application of pharmacokinetics and pharma-codynamics as well as the unique issues of compliance in older populations will be addressed. Prerequisite: PYC-554

PYC-560   Primary Care Nursing-Independent Study   1-3
An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

Graduate Counseling

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.
2. Students will demonstrate competence in reading, interpreting, evaluating, and applying scholarly research.
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity.
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.
8. Students will demonstrate proficiency in their selected area of specialization.

Four majors - Clinical Mental Health Counseling, Community Counseling, Marriage and Family Therapy, and School Counseling - of the counseling program at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave, Alexandria, VA 22304, 703-823-9800). CACREP is the accrediting arm of the largest association of professional counselors, the American Counseling Association (ACA). The Community Counseling program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Therapy Program requires 60 semester hours, and the School Counseling Program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana. The School Counseling Program is approved by the Indiana Professional Standards Board.

The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling Program. Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission - Graduate Studies in Counseling

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible, religion, or theology. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. Overall score of 1000 (V + Q) strongly preferred; Verbal (V) score of at least 400 is required.
6. A typewritten autobiography, philosophy of counseling, and supplemental application.
7. An official transcript from each undergraduate and graduate institution attended.
8. Three recommendations – at least one from a professor and one from a supervisor/professional.
9. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances. GRE scores must be no older than five years. Successful graduate coursework may be substituted for the GRE.

Prerequisites - Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in Psychology which must include three hours in Abnormal Psychology.
2. Six semester hours in Bible, Religion, or Theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Program Requirements - Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial twelve hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the mid-term of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students may choose to not register for one semester and remain in good standing.   However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive.   In such cases, students must seek readmission in order to resume work in the program.

In order to remain in good academic standing within the program, students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Coursework, practica, and internships provide both students and faculty opportunities to determine "professional goodness-of-fit."   In addition to assessing academic performance, faculty utilizes these times to evaluate students' suitability for the counseling profession.   Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remediative plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remediative plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program.   In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner.   Failure to conform to acceptable standards of behavior in classes, practica, or internships is considered cause for dismissal from the program.   Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American Association of Christian Counselors (AACC), and/or the Counselor Licensure laws in the State of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators, or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale, or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.
7. Behavior that violates one of the lifestyle expectations of the university.

Programs of Study - Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. For the majors in Addictions Counseling, Community Counseling – non-licensure track, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Community Counseling – Licensure track and Marriage and Family Therapy. Programs of study in the majors of Community Counseling (48 and 60 semester hours), Marriage and Family Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the program of study in Addictions Counseling consists of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Addictions Counseling

Core Courses

CNS-511	Issues in Addiction and Recovery	3
CNS-535	Theories and Treatment of Addiction	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internship	6
	Elective	3
TOTAL		**48**

*For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling – Non-licensure Track

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3

CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
	Electives	6
TOTAL		**48**

Clinical Mental Health Counseling

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS 505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3

CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives	3
TOTAL		**60**

Marriage and Family Therapy

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-520	Sexuality, Intimacy, and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3

CNS-542	Major Models of MFT I: Theory, Assessment and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Electives	3
TOTAL		**60**

School Counseling

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-519	Theories and Techniques of School Counseling I	3
CNS-529	Theories and Techniques of School Counseling II	3
	Electives	6
TOTAL		**48**

Certificate Programs - Graduate Studies in Counseling

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University. This includes persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborates with the student to develop a specific program of study that seeks to fulfill the identified academic requirements.   It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

In addition, an Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose programs do not offer sufficient coursework in addictions counseling.   Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Objections of Certificate programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Therapy);

2. Student meets learning objectives specified in his/her plan of study.

Admission Requirements include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.

2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 semester hours was completed.

3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.

4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.

5. A letter clearly stating reason(s) for seeking admission into the certificate program.

6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.

2. All course grades at or above level of "C+."

3. Overall cumulative GPA of 3.0.

Addictions Counseling Certificate - 15 hour certificate requires the following courses: CNS-511, CNS-512, CNS-533, CNS-535, CNS-545.

Course Descriptions - Graduate Studies in Counseling

CNS-501   Human Growth and Development   3
The study of individual and family development across the life span. An examination of cognitive, personality, and moral development throughout life stages. Additional emphasis will be placed on human sexuality.

CNS-502   Multicultural Counseling   3
The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

CNS-503   Theory and Techniques in the Helping Relationship   3
An investigation of a range of counseling theories and their applications in the helping relationship. Application of basic and advanced helping skills that will facilitate positive change in the helping process.

CNS-504   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. A weekly therapy group experience is required for this class in addition to the scheduled class time. There is also an additional lab fee to cover the cost of the group therapist.

CNS-505   Theory and Techniques in Career Counseling   3
An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS-506   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.

CNS-507   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.

CNS-508   Legal, Ethical, and Professional Issues   3
An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

CNS-509   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.   Prerequisite: CNS-501, CNS-504, CNS-508

CNS-511   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.

CNS-512   Psychopharmacology   3
The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of the effects and side effects of the medications.

CNS-513   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.

CNS-519   Theories and Techniques of School Counseling I   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.

CNS-520   Sexuality, Intimacy, and Gender   3
The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual identity formation, and sexual abuse. Strategies for counseling interventions will be explored.

CNS-522   Foundations in Clinical Mental Health Counseling   3
This course offers students a comprehensive introduction to clinical mental health counseling. The history and philosophy of mental health counseling, including professional identity, legal and ethical considerations, and credentialing are explored. Students gain an understanding of models and theories related to mental health counseling as well as the operation of mental health services and programs.   Additional emphasis will be placed on pastoral counseling and church settings. Prerequisites: CNS-501-504, and CNS-508.

CNS-523   Clinical Mental Health Assessment and Intervention   3
This course provides students with the knowledge and skills necessary to complete clinical mental health assessments and diagnostic interviews.   Students learn various assessment techniques for individuals, couples, families, children, and adolescents. Emphasis will be placed on mental status examinations and procedures for ensuring the safety of suicidal clients.   This course will also explore theory and practice of various crisis intervention models and the use of emergency management systems.   Culturally responsible interventions for clients and communities will also be explored.   Prerequisite: CNS-522

CNS-524   Ecological Counseling and Prevention   3
This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services.

An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized and a wellness model of counseling is considered.   In addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. Prerequisite: CNS-522

CNS-525   Contemporary Issues Seminar   1-3
This course will supply theoretical and practical direction to contemporary issues. Attention will be given to etiology, theory, research and practice. Topics will be discussed from psychological and Christian perspectives, with an eye towards how therapists can more helpfully conceptualize and respond to various relevant issues. Topics will vary to meet the needs/interests of students, professors, and contemporary culture.

CNS-527   Child and Adolescent Development and Treatment 3
The purpose of this course is to equip future counselors to effectively respond to the unique needs of children and adolescents in a variety of settings. Developmental theory, interventions, and prevention strategies will be presented relevant to this population. Coordination and consultation will be encouraged in order to respond to the needs of the child and adolescent using a comprehensive team approach.

CNS-529   Theories and Techniques of School Counseling II   3
This course is a continuation of CNS-519, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. The introductory course focused on the role of the school counselor. This course, building on the first, will include the philosophy and mechanics of building relationships with key individuals and groups in the school community as well as other tools for developing and maintaining a school counseling office, including assessing and meeting needs in the school community, collaborative action research, advanced consultation, and the use of technology. Students will also be exposed to additional theory and practice of integration of Biblical principles into their school counseling practice. Prerequisite: CNS-519

CNS-533   Psychopathology   3
The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS-534   Understanding Addictions for the Greater Good   3
This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

CNS-535   Theories and Treatment of Addiction   3
The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined.   Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addiction counseling.

CNS-538   Theory and Practice of Play Therapy   3
This course is an introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents, and adults. This course will familiarize participants with the history of play therapy, its primary theoretical models, and general applications. This class will provide hours that can be applied to therapy instruction necessary to become a Registered Play Therapist (RPT).

CNS-541   Foundations of Marriage and Family Therapy   3
This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms. It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family. A significant part of the class involves use of family of origin models to enable students to identify systemic, intergenerational, cultural, and spiritual contexts and how these impact families, including each student's own family. Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced studies in family therapy.

CNS-542   Major Models of MFT I: Theory, Assessment, and Application   3
This course is designed to further the students' knowledge of the history, theory, and techniques of marital and family therapy. This course presents the underlying philosophy, theory, and practice of structural and strategic approaches to marital and family therapy including the major theorists associated with each. A brief introduction to object relations, couples therapy, and Gottman's research will be discussed. Marriage and family therapy skills associated with these theories will be emphasized.

CNS-543   Major Models of MFT II: Theory, Assessment, and Application   3
This course will examine widely implemented and empirically validated marriage and family treatment approaches including emotionally focused, solution focused, and cognitive behavioral family therapy. This class will explore challenges facing today's contemporary family. The postmodern movement and its influence on family therapy and theories such as Interpersonal Process Theory and Collaborative Theory will be introduced. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families.

CNS-544   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.

CNS-545   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.

CNS-546   Major Models of MFT III: Theory, Assessment, and Application   3
This course focuses on contemporary approaches to counseling including trauma and ambiguous loss and their relevant theories of treatment. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Biological, emotional, and spiritual wellness will be emphasized. This course will present effectiveness research as it relates to marriage and family therapy across a multitude of disorders and populations. An emphasis on current issues and events in the field of marriage and family therapy will facilitate further development of advanced marriage and family students and their professional identity. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy.

CNS-550   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. Prerequisites: CNS-501, CNS-508, and CNS-541 or CNS-522.

CNS-551   Supervised Internship   3
The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Prerequisite: CNS-550

CNS-552   Supervised Internship   3
See CNS-551.

CNS-554   Supervised Internship   3
See CNS-551.

CNS-559   Thesis Project   3
This course will be culmination of the student's graduate course work. The student will assimilate the knowledge and skills from all previous course work to complete a cogent and relevant thesis of individual written research in the area of addictions. The thesis is to be original and should use accepted research methods of inquiry. The thesis will contribute to deeper understanding or new knowledge to the field and professional practice of addictions counseling. The topic of investigation must have signed prior approval of the course professor and the graduate Director of Addictions Counseling.

CNS-560   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.

CNS-561   Emotionally Focused Therapy with Couples and Families: Creating Secure Attachment Bonds   3
Emotionally Focused Therapy for Couples (EFT), a contemporary empirically validated approach, offers a comprehensive theory of adult love and attachment, as well as a process for healing distressed relationships. It recognizes that relationship distress results from a perceived threat to basic adult needs for safety, security, and closeness in intimate relationships. This course will thoroughly explore the theory and application of EFT with couples and families. Emotional engagement and attachment theory will be compared/contrasted to a Christian anthropology of being created as relational beings. This elective is open to all students who have completed Practicum and are currently enrolled in Internship.

Student Development Counseling and Administration

The Master of Arts degree with a major in Student Development Counseling and Administration is a 36 semester-hour degree designed for individuals who have a focused interest in Student Life and in one of the various venues at the college and university level (e.g. Dean or Vice President, Residence Life, Experiential Learning, Leadership Programs, Mentoring, Campus Recreation, etc.) The program, a combination of theory and practical experience, will approach student development from the perspective of a Christian worldview and fits with the Graduate Counseling majors with many overlapping courses. The program includes a core of counseling courses as well as courses in higher education administration and two supervised internships.

Admission - Student Development and Counseling

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.

2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

3. Six semester hours in psychology of which three semester hours must be in Life-Span Development.

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

5. Graduate Record Exam (GRE) taken within five years of application to the program. Overall score of 1000 (V + Q) strongly preferred; Verbal (V) score of at least 400 is required.

6. A typewritten autobiography, philosophy of counseling, and supplemental application.

7. An official transcript from each undergraduate and graduate institution attended.

8. Three recommendations – at least one from a professor and one from a supervisor/professional.

9. Applicants whose application documents demonstrate potential for success in the Student Development Counseling and Administration will participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances. GRE scores must be no older than five years. Successful graduate coursework may be substituted for the GRE.

Prerequisites - Student Development Counseling and Administration

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in Psychology which must include three hours in Life-Span Development.

2. Six semester hours in Bible, Religion, or Theology. Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Program of Study - Student Development Counseling and Administration

Course	Title	Hours
SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-501	History of Higher Education	2
SDC-525	Special Topics in Student Life Administration	3
SDC-508	Legal and Ethical Issues in Student Development	2
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the in Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
SDC-505	Career Counseling for Student Development	2
CNS-506	Appraisal of Individuals	3
SDC-551	Supervised Internship - Student Development	3
SDC-552	Supervised Internship - Student Development	3
CNS-507	Research and Evaluation of Methods and Practice	3
TOTAL		**36**

Course Descriptions - Student Development Counseling and Administration

CNS-502 Multicultural Counseling   3
The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

CNS-503   Theory and Techniques in the Helping Relationship
3

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

CNS-504   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.   A weekly therapy group experience is required for this class in addition to the scheduled class time. There is also an additional lab fee to cover the cost of the group therapist.

CNS-505   Theory and Techniques in Career Counseling   3

An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS-506   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.

CNS-507   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.

CNS-508   Legal, Ethical, and Professional Issues   3

An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

Master of Arts (Ministry)

Program Information - Ministry (MA)

Overview - Ministry (MA)

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Objectives - Ministry (MA)

The Seminary strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should be able to:

1. Exhibit reflective learning skills that equip them to continue to study and apply the disciplines required for effective ministry;

2. Demonstrate a deepening of spiritual character and commitment to integrity in ministry;

3. Demonstrate growth in the disciplines of Biblical study and social awareness as foundations for the ministry of preaching;

4. Operate from a solid foundation of doctrinal understanding that underpins ministerial calling and service; and,

5. Operate from a core set of pastoral leadership skills that equip ministers to serve as Christ-like leaders in the church.

Admission Requirements - Ministry (MA)

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

1. A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.

2. The following minimums in the baccalaureate degree:

- Six hours of introductory studies in Bible. Courses taken to make up the Bible deficiency will not count toward the master's degree.
- Three hours of introductory studies in theology and three hours of introductory studies in church history. Graduate courses taken to make up the deficiency may count toward the master's degree.

3. An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

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

5. Three recommendations including:
- An academic recommendation.
- A recommendation from someone who can comment on the applicant's pastoral skills.
- A general recommendation.

6. 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.)

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

Unclassified Admission: Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree at Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form and submit a copy of a transcript showing conferred undergraduate degree. A maximum of nine hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedure and meet all stated requirements.

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 Ministry, 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.

Program of Study - Ministry (MA)

The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or onsite or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses.

An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

The requirements are as follows:

Concentration in Leadership (onsite and online)

	Concentration Courses	
MIN-529	Non-Profit Management	3
MIN-522	Leadership of Preaching	3
MIN-505	Worship	3
MIN-563	Power, Change, and Conflict Management	3
MIN-558	Building a Multi-Generational Church	3
	Core Courses	
MIN-533	Contemporary Theological Trends	3
MIN-511	Biblical Interpretation	3
MIN-553	Cross-Cultural Ministry	3
MIN-543	Theology of Holiness	3
MIN-561	Research Methodology	1
MIN-591	Project	2
	Electives	6
TOTAL		**36**

Concentration in Youth Ministry (online)

	Concentration Courses	
MIN-594	Incarnational Ministry in Youth Culture and Context	3
MIN-592	Personal Development and Growth Strategies for Youth Ministries	3
MIN-589	Advanced Communication for Youth Ministry	3
MIN-593	Adolescent Development and Family Systems in Youth Ministry	3
MIN-590	Programming and Management Strategies in Youth Ministry	3
	Core Courses	
MIN-533	Contemporary Theological Trends	3
MIN-511	Biblical Interpretation	3
MIN-553	Cross-Cultural Ministry	3

MIN-543	Theology of Holiness	3
MIN-561	Research Methodology	1
MIN-591	Project	2
	Electives	6
TOTAL		**36**

Program Requirements - Ministry (MA)

Progression Policy - Students must have completed all core courses before enrolling in MIN-591. Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core courses.

Transfer Credit: - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Graduation Requirements - Ministry (MA)

1. Minimum grade of "C" in each course.
2. Cumulative grade point average of 3.0.
3. All pre-requisites must be completed before graduating.
4. All requirements for the degree must be completed within six years of enrollment.

Course Descriptions - MA (Ministry)

GRE-521   Intermediate Greek I   3
The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE-221 and GRE-222 (Biblical)

GRE-522   Intermediate Greek II   3
Intermediate Greek - second semester. See GRE-521.   (Biblical)

MIN-501   Bible Lands Tour   3
This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the Biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structure of society in Israel, and the existing tensions between Jew and Arab. (Biblical)

MIN-505   Worship   3
Examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan "means of grace" and more contemporary strategies for developing a vibrant personal relationship with God.

MIN-506 Church Rituals 1
Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.

MIN-507 Minor Prophets 3
This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)

MIN-508 Gospel of John 3
This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)

MIN-509 Greek Exegesis 3
Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)

MIN-510 Biblical Archaeology 3-5
This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

MIN-511 Biblical Interpretation 3
This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today. (Biblical)

MIN-512 Interpretation of Old Testament Writings 3
Writings and exegetical study of a selected Old Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN-513 Interpretation of New Testament Writings 3
Critical and exegetical study of a selected New Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN-514 The Four Gospels 3
This course will examine the four Gospels from an exegetical and historic perspective. Specific attention will be given to interfacing the Gospels with current practices in both Christian living and ecclesiastical structures. (Biblical)

MIN-516 Paul's Letters 3
This course will examine the letters of Paul in terms of their implication for church trajectories and leadership in our times. Emphasis will be placed on Paul's keen insight into the nature of

humankind and his ability to organize effective and efficient resolutions for church-related concerns. (Biblical)

MIN-517 Pentateuch 3
This course centers around the great historical truths of the Pentateuch and ways to understanding them in their historical setting and making application of them in the world today. (Biblical)

MIN-519 Isaiah 3
This course involves an in-depth study of the book of Isaiah. It will center on such themes as the nature of the prophetic message, prophecy, Messianic themes, the nature of divine holiness, and God's perspective on national moral trends. (Biblical)

MIN-520 Psalms 3
This course examines the Psalms through the avenue of several interpretive models. Along with exposure to the content of the psalms, it explores several types of psalms, parallelism, poetic imagery, and the intended musical character. (Biblical)

MIN-521 American Christianity 3
A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

MIN-522 The Leadership of Preaching 3
This course is designed to advance the graduate student's understanding of and facility with the task of feeding a congregation spiritual truth from the Word of God. The course will focus on the three primary areas: the analytical tools needed to understand the cultural context and personal needs of the audience, the exegetical tools required to bring scriptural truths to bear on those needs, and the personal tools needed to communicate truth clearly and with conviction. The overall thrust of the course is to prepare students to understand and enact the leadership role that preaching plays in shaping the life of a church.

MIN-523 Life and Ministry of Paul 3
The course centers around the key events and contributions of Paul as found in the Acts and Pauline corpus. Moving well beyond the historical facts associated with Paul and his ministry, the course expands on his contributions to the theological, philosophical, and ecclesiastical foundations of the Christian church. (Biblical)

MIN-524 Petrine Letters 3
This course gives special attention to the writings generally ascribed to the Apostle Peter with complementary attention to his life and work, especially as exhibited in the book of the Acts. Special attention will be given to unique Petrine positions on such themes as the apostasy at the end of the church age, the atonement, and the nature of the church. (Biblical)

MIN-525 Modern Theological Thought 3
This is a study of theological thought which takes its rise in the philosophy of Immanuel Kant. The theologies of Schleiermacher, Ritschl, Troeltsch, Kierkegaard, and Barth will be examined. (Historical/Doctrinal)

MIN-526 Themes in the History of the Church 3
Courses with this number investigate a particular theme(s) or pattern(s) over the course of church history with a view to transforming the present course of the church. (Historical/Doctrinal)

MIN-527 Grace, Faith, and Holiness 3
This course examines the doctrines of the Christian Faith in their intercorrelatedness, as integral parts of an organic whole, examined in the light of their Biblical foundations, historical development,

philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)

MIN-528   Creationism and Contemporary Culture   3
From within a framework of the Biblical accounts of creation, this course explores the nature of God, the nature and purpose of the human family, the destructive implications of sin, and the ultimate patterns of redemption. The course specifically examines these doctrines vis-a-vis the present culture and their links with God's ultimate purposes as revealed in the book of Revelation. (Practical/Biblical)

MIN-529   Non-Profit Management   3
This course explores key non-profit management principles and skills, particularly those that are unique to churches and faith-based organizations. It will deal with the planning missteps that bring growing non-profit organizations, including churches, to a halt. It will also address strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling spiritual needs, how and when to add multiple celebration experiences, prayer strategies to maintain focus, why building too soon or too big will stunt organizational growth, planning realistic budgets for growth without overestimating potential, and how to "cell" a growing organization. (Practical)

MIN-531   Theology of Old Testament   3
This course introduces Biblical theology with major emphasis on theological thought and practice. The Old Testament approaches to the nature of man, the problem of sin and evil, the nature of God, the role of wisdom, and the meaning of Israel's history are seen in their development (divergence), as well as in their unification and preparation for the Christian era. (Doctrinal/Biblical)

MIN-532   Theology of New Testament   3
Principles are employed to unlock the main theological concepts of the New Testament. Specific doctrines such as God, Kingdom of God, Christology, the Nature of the Church, and the Christian hope will be explored in their Johannine, Pauline, and Petrine perspectives, with emphasis on a methodological exegesis and interpretation of the New Testament. The New Testament will be seen as a unified corpus with foundations in the Old Testament. (Doctrinal/Biblical)

MIN-533   Contemporary Theological Trends   3
This class engages several strands of theological development which are currently shaping the life and faith of the church. These include emphases on the powers available to the Christian community, the nature of the Christian faith and its intended impact on culture, and the balances among Scripture, reason, tradition, and experience in the current Christian context. (Historical/Doctrinal)

MIN-534   Philosophy of Religion   3
An investigation of the characteristics and significance of the nature of man and his religious experiences. Consideration will be given to the evidences for and nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, and the existence of the non-Christian religions and of evil in God's world. Religious languages, paradox, mysticism, redemptive love, moral freedom versus determinism, the miraculous, and death and the future life will be treated. (Doctrinal)

MIN-535   Contemporary Issues in Evangelical Theology   3
In this course the student will study, discuss, and evaluate theological topics that divide evangelicals today, including such issues as

Biblical authority, the work of the Holy Spirit, soteriology, the Christian's responsibility to social justice, and eschatological views. (Doctrinal)

MIN-536   Wesleyan Church History and Polity   3
A special study of the doctrines that give distinction to the teachings of John Wesley as they differ from those of other theological traditions. The study includes research into such doctrines as Christian perfection, sin and grace, entire sanctification, justification and regeneration, humanity and holiness, the work of the Holy Spirit, security of the believer, and others. The theological ideas of Reformed and Catholic writers on these doctrines will be explored. The Biblical passages that create the theological differences will be examined. (Doctrinal/Historical)

MIN-537   World View/C.S. Lewis   3
A study of the component parts of a world view with special attention given to the world view of C.S. Lewis as reflected in his religious writings. (Doctrinal)

MIN-538   Religions of the World   3
A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. (Historical/Doctrinal)

MIN-540   Prophecy of Daniel   3
The course offers intensive insight into the book of Daniel from three points of view: historical and exegetical, prophetic and eschatological, homiletical and practical. Considerable time is spent exploring the Biblical text, directed in an attempt to develop creative group interpretation. (Biblical/Doctrinal)

MIN-541   Christian Theology I   3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. (Doctrinal)

MIN-542   Christian Theology II   3
A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of soteriology, pneumatology, ecclesiology, and eschatology. (Doctrinal)

MIN-543   Theology of Holiness   3
This course provides a basic examination of the Christian doctrine of sanctification from a biblical, historical, and systematic perspective. While the full range of Christian teaching on this subject will be explored, particular attention is given to John Wesley's view, as well as those teachings found in contemporary Wesleyan theology. (Doctrinal)

MIN-544   Cultural and Theological Trends of the Holiness Tradition   3
This course traces central themes of the holiness movement from the middle of the Nineteenth Century into the present time. This course is not designed to be an exhaustive historical presentation, but rather a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-a-vis the larger evangelical movement. (Doctrinal/Historical)

MIN-545   Dimensions of Spirituality   3
In recent years, evangelicals have discovered various modes and disciplines of spirituality which originated outside the Protestant tradition. This course explores several "new" dimensions of spiritual life such as meditation, journaling, and fasting in the light of Biblical, philosophical, and practical concerns. The role of personal experience and reason in one's spiritual journey will be assessed. Special attention will be given to the unique challenges of developing the pastor's spiritual life. (Practical/Historical)

MIN-546   Cultivating a Congregational Vision   3
This course examines the several aspects of congregational guidance which converge into the overall vision and direction of that particular body. It gives attention to areas such as hiring of staff to assist with the vision, management toward specific objectives, public communication and vision, development of a model which unfolds the vision, and other related features of vision cultivation and management. (Practical)

MIN-547   Time Management and Lifestyle Strategies   3
This course explores various dimensions of management such as sequencing of tasks, time allotted to various projects, efficiency in the execution of tasks, and establishing a balance in time-use patterns. Specific analysis of time-use is incorporated into the theory of time management. (Practical)

MIN-548   Trinitarian Images of Family and Sexuality   3
This course contrasts Biblical with ecclesial visions of human sexuality in a historical, theological, biological study of urgent issues. It identifies Creation and Gospel images of wholeness and integrity which call all people to the highest and best vision of themselves "in the image of God, male and female." It offers specialization in recognizing, preventing, and rehabilitating through "class meeting" support for victims of sexual abuse, sexual addiction, and divorce. (Practical)

MIN-549 Prayer: Strategies and Models   3
This course will assist the church and non-profit ministry leader in developing within his or her constituents a passion and a practicality for prayer. An assortment of models and strategies for stimulating such prayer will be examined, with an eye to contextual application. Related issues will include tracking the results of prayer, how to pray when you don't feel like praying, evangelistic prayer, prayer for troubling times, and corporate / personal prayer disciplines. (Practical/Historical)

MIN-550   Emerging Trends in Church Growth   3
This course explores the second generation of the church growth movement with two essential purposes in mind. It first aims to discover those central elements of the original church growth movement which have endured beyond the incipient generation of the movement. Second, it aims to discover those principles of church growth which are unique to the current cultural mores and societal changes of today. (Practical)

MIN-551   Contemporary Religious Movements   3
This is a study of the teachings of the cults as traditionally understood, along with contemporary challenges to Christian faith and practice as found in transcendental meditation, EST, westernized Buddhism, and other forms of the East-West encounters. (Doctrinal)

MIN-552   Ancient Near Eastern History   3
This course explores the world of the Ancient Near East to understand the context of the Biblical narrative. Special attention will be given to Mesopotamia, Egypt, and the civilizations of the eastern Mediterranean, African, and Near Eastern cultures. This course emphasizes the ancient civilizations of Mesopotamia, Egypt,

Palestine, and the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Special attention is directed to the Sumerians, Hittites, Egyptians, Persians, Assyrians, Phoenicians, and Hebrews. The contribution of each of these peoples to present day culture will be emphasized. 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)

MIN-553   Cross-Cultural Ministry   3
This course explores the various facets of cross-cultural ministry.   It is designed to expose students to cultures which are different from their own with a view to understanding those cultures and also better understanding their own home culture.   Whether by intensive study or direct exposure to another culture, this course equips students to minister more effectively in diverse cultural settings.   (Practical)

MIN-555   Theological Classics   3
Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be repeated for credit. (Doctrinal/Historical)

MIN-556   Wesley's World and Vision   3
The examination of the course of religious history as John Wesley has contributed to it. The study investigates the doctrinal and experiential antecedents, the general historical period into which he came, his views, his activities, and his impact upon his time. (Doctrinal/Historical)

MIN-557   Reformation Theology   3
During the first half of the sixteenth century, Christianity witnessed the development of several significant theological traditions, generally characterized as "Protestant" along with the refinement of the Roman Catholic tradition which had dominated Europe for centuries. These various traditions provide an excellent panorama of the divergent understandings of the Christian faith that have persisted to the present time. In this course we will examine five major traditions and explore how each has contributed to the shaping of American Christianity and the Wesleyan Church in particular. By comprehending the key elements of these opposing theologies, we should be better equipped to understand and present our own.

MIN-558   Building a Multi-Generational Church   3
This course presents a careful explanation of how almost any congregation can utilize key research-based steps to grow into a healthy multi-generational congregation. The course traces the root of congregational conflict to the differences between generational perspectives and preferences. Topics covered in the course include: Defining the multi-generational model, the sources of inter-generational harmony, and methods of identifying generational needs. Finally, effective ministry strategies that build multi-generational congregations will be explored.   (Practical)

MIN-561   Research Methodology   1
A basic introduction to writing papers, finding and assessing sources, organizing material, documentation, and style.

MIN-562   The Pastor as a Person   3
This course is designed to focus on the psychological and sociological aspects of the pastor's life. It will deal with the inner world of the minister and seek to discover causal links between a pastor's inner balance and harmony and his outer productivity and focus. (Practical)

MIN-563   Power, Change, and Conflict Management   3
This course examines several theories of the nature of change and change management as they interface with church management and administration. The course particularly examines the nature of power structures within the congregation and how to facilitate constructive change while maintaining fidelity to the mission of the group. (Practical)

MIN-567   Communication in Ministry   3
This course surveys the full spectrum of communication patterns which are necessary to the smooth and positive flow of information within the ecclesiastical community. It examines both the psychological and sociological dimensions as these impact the nature of the Christian community's life and faith. Communication theory is related to actual church life. (Practical)

MIN-568   Church Leadership and Parliamentary Law   3
A study of the principles of management as they apply to the role of the pastor and other professional Christian workers in relation to local churches and other Christian institutions and organizations. Further, a study of approved procedure in deliberative assemblies based on Robert's Rules of Order, accompanied by drills calculated to fix the habit of active, correct, and effective participation in business meetings of any kind. (Practical)

MIN-570   Contemporary Ethical Issues   3
Offers Biblical perspectives on contemporary ethical issues facing the church and ministry. Among the issues studied are abortion, capital punishment, euthanasia, sex, social responsibility of the church, and war. (Doctrinal)

MIN-571   Practicum   5
The student will choose one of several options in which to serve: hospital chaplaincy, clinical counseling, pastoral experience, or Christian education. Each of these will be under the supervision of a competent person in that area.

MIN-572   Marriage and Marital Counseling   3
A study of the techniques and goals of premarital counseling. The course will examine some of the tools available with a heavy emphasis on the Taylor-Johnson Temperament Analysis. Each student will role-play a typical marriage-counseling problem. (Practical)

MIN-574   Missions Seminar   3
Special study tours arranged to certain mission fields during scheduled breaks, May Term, or summer vacation periods with credit accordingly, or specialized courses taken in other departments of the university, such as Geopolitical, Sociology, or History courses in a specialized area or culture interest to the student. (Practical)

MIN-576   Skills and Practices in Counseling   3
A study of the interaction of theology and psychology with emphasis upon the task of counseling in ministry. Attention will be given to crisis counseling, terminal illness, and other life stresses. (Practical)

MIN-578   The Theological Underpinnings of Worship   3
Historical and theological examination of the varied forms and emphases of church ritual. Focus will be placed on communion, preaching, music, and religious symbolism in their role in the Sunday morning service. (Practical/Doctrinal)

MIN-579   Church and Society   3
The course focuses on the rapid proliferation of higher concentrated demographic centers in the world and the church's role in responding to the numerous changes that such shifts create for ministry. Specific attention is given to evangelism, follow-up, social care, and homelessness. (Doctrinal/Historical)

MIN-580   Worship and Church Music   3
This course will trace the history of Christian music in an effort to set forth those characteristics of music which make it distinctively Christian. It will deal with the various genre of worship music and suggest ways for ascertaining the appropriateness of various lyrical and musical styles to the worship of God and the cultivation of spiritual formation. (Practical)

MIN-581   Thesis   5
A research-based treatment of a topic of interest to the student, under careful faculty supervision.

MIN-582   Urban Ministries   3
This course builds on the substantive literature describing the secular city of our day and seeks to extrapolate from this data the guidelines which are applicable to ministry in such urban centers. The course will involve actual visitation of urban ministry settings in order to observe the range of needs present in these population intensive regions. (Practical)

MIN-584   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.

MIN-586   Advanced Counseling   3
This course is primarily an advanced counseling skills class with emphasis on dealing with difficult people. This course will go beyond listening and reflecting to the effective use of advanced counseling skills such as summarizing, immediacy, confrontation, limit setting, etc. This course will also help the pastor define personal and professional limits in counseling and give guidelines for determining when and how to refer. (Practical)

MIN-589   Advanced Communication for Youth Ministry   3
This course prepares students to synthesize and apply current communication, multi-media, and information technology theories and practices to the communication of biblical truth in youth ministry settings. The course will assist students in finding those communication channels and strategies to which youth are most open. In addition, students will explore processes required to develop balanced approaches that effectively integrate multiple means of communicating biblical truth to the young people represented in their youth ministries.

MIN-590   Programming and Management Strategies in Youth Ministry   3
This course provides a forum for interdisciplinary studies of leadership, management, and educational theories that inform the development of youth ministry strategies. The focus of these interdisciplinary studies is to equip students with both theoretical frameworks and practical tools that will enrich the design, implementation and operation of their youth ministries. Students will gain exposure to a range of current ministry models and will be equipped to design viable ministries appropriate to their gifts and ministry settings. In addition, students will have the opportunity to develop personal management and leadership strategies related to time management, delegation, volunteer recruitment and development, the effective use of interns and program creation and implementation.

MIN-591 Project 2-5
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. (NOTE: Any student who has not satisfactorily completed all core courses with a grade of "C" or higher may not register for MIN-591.)

MIN-592 Personal Development and Growth Strategies for Youth Ministries 3
This course provides students with a forum in which to survey and analyze various models of personal, professional, and spiritual development with a view to formulating personal strategies for ongoing professional growth. Students will have the opportunity to design a personal professional growth plan that includes such elements as personal vision, foci for personal and professional growth, the establishment of effective ministry partnerships, and the development of effective mentoring and accountability relationships.

MIN-593 Adolescent Development and Family Systems in Youth Ministry 3
This course allows students to explore the developmental and sociological dynamics of adolescence and family systems with a view to developing appropriate models of care, counseling and ministry programming for teens and their families. Students will gain exposure to the work of classic and contemporary developmental and sociological theorists and will specifically explore the ways in which this work informs and enriches youth ministry.

MIN-594 Incarnational Ministry in Youth Culture and Context 3
This course undertakes an interdisciplinary analysis of youth cultures. It provides a means for students to develop anthropological and sociological analytical skills and insights with which to identify and assess the socio-cultural dynamics present in their local youth context, and thereby to insure the development of culturally relevant youth ministries. In addition, the course examines the history, practice, and effectiveness of incarnational youth ministry.

MIN-595 Thesis/Project Continuation 0
Continuation of the process of the research and preparation of a thesis or project/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN-596 Advanced Theoretical Issues in Ministry 1-3
This course will address specialized theoretical issues in Christian Ministry. It will deal with advanced theological, historical, biblical, and philosophical topics related to developing effective pastors, quality ministries, and healthy churches. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN-597 Advanced Issues in Ministry Practice 1-3
This course will address specialized issues in the practice of Christian ministry and the development of effective, quality Churches and ministries. It will deal with advanced topics related to developing effective pastoral skills and effective strategies, practices and programs in the local Church and related ministries. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

Master of Divinity

Program Information - Master of Divinity (MDIV)

Overview - MDIV

The MDIV is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and onsite formats. To enroll in the degree, a person must be officially engaged in ministry in connection with a local congregation at least 20 hours a week and have earned a bachelor's degree. Students take required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Ministry and Theology, as well as on a cadre of prominent affiliate and visiting faculty who teach various courses each year.

Objectives - MDIV

The seminary strives to promote the following key learning outcomes in the MDIV program. A student who has completed the MDIV should be able to:

1. Do the work of the ministry, including full participation in the missio Dei, effective leadership of a local congregation, proclamation of God's word, facilitation of worship, the care of souls, the formation, education, and transformation of a holy people, and facilitation of healthy interpersonal relationships;

2. Detail and implement a process of positive change and transformation into a holy person in one's personal, spiritual, congregational, and community life; and

3. Soundly integrate the Bible, Christian theology, and church history into the practice of ministry.

Admission Requirements - MDIV

1. A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.

2. A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.

3. An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.

4. Three references, including
   - One from a pastor or denominational supervisor.
   - An endorsement from their local church board or appropriate church body.

   - Two additional references of the applicant's choosing.

5. A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.

6. Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).

7. Students may transfer up to 15 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the MDIV.

8. In circumstances when the Department of Graduate Ministry has an articulation agreement with a particular undergraduate institution, the total number of MDIV hours required may be shortened up to 12 hours in lieu of established course relationships.

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Advanced Standing with Credit - MDIV

Graduates of Indiana Wesleyan University's undergraduate programs who enroll in the Master of Divinity degree program may receive up to twelve hours of advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit up to twelve semester hours may be granted toward the MDIV degree for the courses listed below under the following conditions:

1. A student has received at least a "B" in the specific courses as indicated, and

2. The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.
   - MDIV-510 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed BIL-202 Inductive Bible Study AND one additional BIL course at the 300 or 400 level.

- MDIV-540 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed THE-233 Christian Theology I AND THE-424 Christian Theology II.

- MDIV-580 Global Christian History - credit may be granted for this course if the student has successfully completed REL-331 History of Christianity I AND REL-332 History of Christianity II.

- MDIV-530 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed two of the following: INT-315 Cross Cultural Communication of Faith, INT-260 Urban Ministry, SOC-225 Cultural Anthropology, REL-431 Wesleyan Church History and Discipline, or INT-240 Urban Anthropology.

Program of Study - MDIV

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDIV curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

The requirements are as follows:

Foundational Courses		
MDIV-500	Pastor, Church, and World	3
MDIV-530	Cultural Contexts of Ministry	3
MDIV-510	The Bible as Christian Scripture	3
MDIV-540	Introduction to Christian Theology	3
MDIV-580	Global Christian History	3
MDIV-695	Integration Capstone	3
Praxis Courses		
MDIV-630	The Missional Church	6
MDIV-640	Congregational Leadership	6
MDIV-650	Christian Worship	6
MDIV-660	Christian Proclamation	6
MDIV-670	Congregational Spiritual Formation	6
MDIV-680	Congregational Relationships	6
Spiritual Formation		

MDIV-610	Change and Transformation	1
MDIV-611	Self Awareness and Appraisal	1
MDIV-612	Goal Setting and Accountability	1
MDIV-613	Mentoring and Spiritual Direction	1
MDIV-614	Personal and Corporate Disciplines	1
MDIV-615	Recovery and Deliverance	1
Electives		15
TOTAL		**75**

Program Requirements - MDIV

Residency Requirement - The default expectation of the MDIV program is to take at least 18 credit hours of the degree in intensive onsite courses. The student can then take the remainder of the program (57 credit hours) either online or onsite. Intensive courses are offered around a weekend of yearly convocation, during which all students and faculty in the program come to campus.

Graduation Requirements - MDIV

1. All requirements must be completed within ten years of enrollment.

2. All students must complete 60 hours of core courses and 15 hours of electives with a minimum grade of "C" in each course and a minimum cumulative GPA of 3.0.

3. Payment of all tuition and fees.

Course Descriptions - MDIV

MDIV-500   Pastor, Church, and World   3
This course introduces and overviews the six praxis domains of the Master of Divinity curriculum: mission, congregational formation, congregational life, proclamation, worship, and leadership. It also presents the foundational components of each practical domain: biblical, theological, and historical. This course is a prerequisite for all subsequent praxis courses.

MDIV-530   Cultural Contexts of Ministry   3
This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

MDIV-630   Missional Church   6
This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so

requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-610   Spiritual Formation: Change & Transformation 1
This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

MDIV-640   Congregational Leadership   6
This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-611   Spiritual Formation: Self Awareness and Appraisal   1
This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

MDIV-510   The Bible as   Christian Scripture   3
This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

MDIV-540   Introduction to Christian Theology   3
This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

MDIV-650   Christian Worship   6
This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-612   Spiritual Formation: Goal Setting and Accountability 1
This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

MDIV-660   Christian Proclamation   6
This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-613   Spiritual Formation: Mentoring and Spiritual Direction   1
This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

MDIV-580   Global Christian History   3
This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

MDIV-670   Congregational Spiritual Formation   6
This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-614   Spiritual Formation: Personal and Corporate Disciplines   1
This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

MDIV-680   Congregational Relationships   6
This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV-615   Spiritual Formation: Recovery and Deliverance 1
This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

MDIV-695   Integration Capstone   3
This course completes the Master of Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministerial portfolio, and the creation of a five year plan for future ministry and personal development. Prerequisite: Completion of all six praxis courses.

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Donald Chilgreen, Ph.D.	Professor of Biology, 1967-2001
Wenda Clement, M.A.T.	Associate Professor of Education, 1979-2003
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Lois Ellis, Ed.D.	Professor of Nursing Education, 1973-1996
Malcolm Ellis, Ed.D.	Professor of Religion, 1979-1996
Susan Frase, Ph.D.	Professor of Education, 1995-2007
Mike Goff, Ph.D.	Professor of Biology, 1977-2009
Marvin Hinds, Ph.D.	Professor of Biology, 1973-1996
Carolyn Kindley, D.A.	Professor of Music, 1967-2005
Jerry Showalter, M.A.	Associate Professor of Accounting and Business, 1966-1977; 1979-2009
Owen Snyder, M.S.Ed.	Associate Professor of Spanish, 1965-2000
Byron Tippey, Ed.D.	Professor of Education, 1963-1987
Robert Werking, Ed.D	Professor of Science Education, 1965-1994
Ardelia Williams, M.A.	Associate Professor of Art, 1967-2002

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Doug Davies, M.L.S.	Reference Librarian

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Becky Luckey, M.S.M.	Assistant Director, Electives and Special Programs, School of Liberal Arts, College of Adult and Professional Studies
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Karen Roorbach, M.S.   Assistant Provost for Academic Support Services

Don Rowley, M.S.M.   Director of Facilities Services

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Melanie Wachs, M.A.   Instructional Designer, Center for Online Learning, College of Adult and Professional Studies

Everette Webber, B.S.   Director of Systems Administration

Elvin Weinmann, M.B.A   Senior Advisor, Planned Giving Department

Jack Williams, M.A.   Director of Marketing Communications

David Wright, Ph.D.   Provost and Chief Academic Officer

John Wrightsman, M.A.R.   Director, Chaplaincy, College of Adult and Professional Studies

Leslie Zolman, M.A.   Assistant Director, Admissions, Student Services, College of Adult and Professional Studies

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*Format Key

Name, Appointment Date, Title(s)
 College
 Degrees

Henry L. Smith, 2004, *President of the University*
 B.R.E., 1973, God's Bible School and College; B.S., 1977, University of Cincinnati
 M.A., 1978, University of Cincinnati; Ph.D., 1987, The Ohio State University

James B. Barnes, 1987, *Chancellor*
 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

Charles Alcock, 2003, *Assistant Professor of Youth Ministries, School of Theology and Ministry*
 College of Arts and Sciences
 B.S., 1989, Indiana Wesleyan University; M.A., 2003, Azusa Pacific University

Mark Alexander, 2002, *Director, Center for Online Learning*
 College of Adult and Professional Studies
 A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Paul Allison, 1993, *Professor of English, School of Arts and Humanities*
 College of Arts and Sciences
 A.B., 1986, Indiana Wesleyan University; M.F.A., 1990, University of Pittsburgh
 Ph.D., 1995, State University of New York at Binghamton

Dave Arnold, 2003, *Associate Professor, School of Educational Leadership*
 College of Adult and Professional Studies
 A.B., 1971, Southern Nazarene University
 M.A., 1973, Southern Nazarene University
 Ed.D., 1999, University of La Verne

Mark Asnicar, 2007, *Assistant Professor of Biology, School of the Physical and Applied Sciences*
 College of Arts and Sciences
 B.A., 1983, Anderson University; M.S., 1995, IUPUI; Ph.D., 1998, IUPUI

Bridget Aitchison, 2009, *Vice President and Dean for College of Adult and Professional Studies - Elect*
 College of Adult and Professional Studies
 B.A., (Hons), 1992, University of New South Wales; D.C.A., 2002, University of Wollongong

Marcie Baird, 2009, *Assistant Professor of Nursing*
 School of Nursing
 B.S.N., 1996, Indiana Wesleyan University; M.A., 2009, Ball State University

Barbara Baker, 1998, *Assistant Director, Curriculum Development, School of Business and Leadership*
 College of Adult and Professional Studies
 B.S.B.A., 1994, Indiana Wesleyan University
 M.S.M., 1998, Indiana Wesleyan University

Joanne Barnes, 2008, *Assistant Professor of Leadership, Doctor of Organizational Leadership, School of Business and Leadership*
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 B.S.B.A., 1991, Indiana Wesleyan University; M.S.M., 1994, Indiana Wesleyan University
 Ed.D., 2007 Indiana Wesleyan University

Margaret Barnes, 2009, *Assistant Professor of Nursing*
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 B.S.N., 1990, D'Youville College
 M.S.N., 1993, D'Youville College

Tommie Barnes, 1988, *Associate Professor of Education; Coordinator, Cross Cultural Student Teaching, School of Teacher Education*
 College of Arts and Sciences
 B.S., 1965, Indiana Wesleyan University; M.Ed., 1971, Clemson University

Richard Barnhart, 2008, *Professor of Computer and Information Sciences, School of the Physical and Applied Sciences*
   College of Arts and Sciences
   B.S., 1966, Whitworth College; M.S., 1968, University of Idaho
   Ph.D., 1972, University of Idaho
   M.S., 1992, Virginia Tech

David Bartley, 1989-1991;1994, *Professor of History; Chairperson, Division of Social Sciences, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   A.A., 1977, Montgomery Junior College; B.S., 1979, Indiana Wesleyan University
   M.A., 1982, Butler University; Ph.D., 1989, Ball State University

Theodore Batson, 1996, *Professor, Division of Advanced Studies for Teacher Leaders, School of Educational Leadership*
   College of Adult and Professional Studies
   B.S., 1965, Livingston State University; M.A., 1972, University of South Alabama
   Ph.D., 1975, University of Southern Mississippi

Allyn Beekman, 2001, *Associate Vice President for Research and Academic Planning*
   College of Adult and Professional Studies
   B.S., 1973, Michigan State University; M.B.A., 2004, Indiana Wesleyan University

Julie Beekman, 2001, *Assistant Director for Transition to Teaching/Career Builders for Educators, School of Educational Leadership*
   College of Adult and Professional Studies
   B.S., 1973, Central Michigan University; M.A., 2001 Western Seminary

Carol Bence, 2004, *Chair of Division of Post-licensure Program, RNBSN*
   School of Nursing
   B.S., 1968, Columbia University; M.S., 1987, Ball State University

Clarence Bence, 1982-1987; 1993, *Professor of Religion, School of Theology and Ministry*
   College of Arts and Sciences
   B.A., 1966, Houghton College; M.Div., 1969, Asbury Theological Seminary
   Ph.D., 1981, Emory University

Brian Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*
   College of Arts and Sciences
   B.A., 1997, Asbury College; M.A., 1999, Asbury Theological Seminary
   M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Elaine Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*
   College of Arts and Sciences
   B.A., 1998, Asbury College
   M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Tim Beuthin, 2006, *Associate Professor of Leadership, Doctor of Educational Leadership, School of Business and Leadership*
   College of Adult and Professional Studies
   B.A., 1974, Spring Arbor College; M.Div., 1980, Asbury Theological Seminary
   Ph.D., 1989, Michigan State University

Jolly Beyioku, 2006, *Associate Professor of Intercultural Studies, School of Theology and Ministry*
   College of Arts and Sciences
   B.S., 1982, State University of New York College at Buffalo
   B.A., 1983, State University of New York College at Buffalo
   MUP, 1986, State University of New York College at Buffalo
   Ph.D., 1992, University of Southern California

Julia Bickel, 2000, *Associate Professor of English and Reading, School of Arts and Humanities*
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   B.S., 1969, Ball State University; M.A., 1974, Ball State University
   Ph.D., 2000, Indiana State University

Barbara Bidwell, 2009, *Assistant Professor of Nursing*
   School of Nursing
   B.S.N., 1996, Lutheran College; M.S.N., 2009, Indiana University

Ken Bielen, 2007, *Director, Grants Management*
   B.A.., 1971, Rutgers College; M.A., 1978, University of Rhode Island
   Ph.D., 1994, Bowling Green State University

Joshua Black, 2002, *Regional Dean, Merrillville*
College of Adult and Professional Studies
B.S., 1997, Lee University; M.A., 2003, Malone College

F. Michael Bonner, 2001, *Vice President and Dean for the College of Adult and Professional Studies*
College of Adult and Professional Studies
B.S., 1966, Frostburg State College; M.Ed., 1970, Loyola College, Baltimore
Ph.D., 1974, University of Maryland

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A.B., 1988, Asbury College; M.Div., 1991, Asbury Theological Seminary
M.Phil., 1994, Drew University; Ph.D., 1997, Drew University

Brendan Bowen, 2000, *Vice President for Operations/Facilities Management*
B.S., 1983, Western Kentucky University
M.P.A., 1987, Western Kentucky University

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College of Arts and Sciences
B.A., 1967, Grace College; M.A., 1969, Ball State University

Jack Brady, 2007, *Assistant Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1973, Hardin-Simmons University; M.Ed., 1981, University of North Texas

John Bratcher, 2002, *Professor of Physical Education; Women's Soccer Coach, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1973, Grace College; M.S., 1974, University of St. Francis
D.A., 1984, Middle Tennessee State University

Keith Brautigam, 2009, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
B.M., 1979, Grand Rapids Baptist College; M.M., 1982, Indiana University
D.M., 1987, Indiana University

Denise Brehmer, 2008, *Assistant Professor of Nursing*
School of Nursing
B.S., 1986, Ball State University; M.S., 1999, Ball State University

Charles Bressler, 2008, *Professor of English; Senior Scholar for Undergraduate Research, School of Arts and Humanities*
College of Arts and Sciences
B.A., 1972, Wilkes University; M.S., 1974, University of Scranton
Ph.D., 1985, University of Georgia

Darlene Bressler, 2008, *Vice President and Dean for the College of Arts and Science; Professor of Education*
College of Arts and Sciences
B.S., 1973, Geneva College; M.S., 1974, Wilkes University
Ph.D., 1994, University of Rochester

Bruce Brinkley, 1993, *Senior Reference Librarian; Assistant Professor*
A.B., 1982, Earlham College; M.L.S., 1983, Indiana University

Dennis Brinkman, 2000, *Professor of Chemistry; Chairperson, Division of Natural Science, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1972, Ottawa University; Ph.D., 1976, University of Michigan

Melissa Brock, 2005, *Assistant Professor of Nursing*
School of Nursing
B.S., 1998, Indiana Wesleyan University
M.S.M., 2000, Indiana Wesleyan University

Mark Brooker, 2008, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1982, The Ohio State University; M.S.A., 1996, Central Michigan University
Ph.D., 2007, Walden University

Mary Brown, 1985, *Professor of English; Chairperson, Division of Modern Language and Literature, School of Arts and Humanities*
College of Arts and Sciences
A.B., 1974, Indiana University; M.A., 1982, Ball State University
Ph.D., 1990, Ball State University

Stephen Brown, 1996, *Technical Services Librarian; Assistant Professor*
B.S., 1967, Cedarville University; M.L.S., 1968, Indiana University

Anne Bruehler, 2006, *Assistant Professor of TESOL, School of Arts and Humanities*
College of Arts and Sciences
B.A., 1998, Asbury College; M.A., 2000, Ohio University

Bart Bruehler, 2009, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
B.A., 1995, Asbury College; M.Div., 1998, Asbury Seminary
Ph.D., 2007, Emory University

Krista Bruenjes, 2008, *Instructor of Spanish, School of Arts and Humanities*
College of Arts and Sciences
B.A., 2007, Indiana Wesleyan University

H. Michael Buck, 1989, *Professor of English, School of Arts and Humanities*
College of Arts and Sciences
B.S., 1972, Taylor University; M.A., 1979, Wright State University
Ph.D., 1987, Miami University

Robert Burchell, 2008, *Online Chaplain*
College of Adult and Professional Studies
B.A., 1988, Indiana Wesleyan University; M.A., 1992, Indiana Wesleyan University

David Burden, 2006, *Associate Professor of History, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.A., 1996, Ohio Northern University; M.A., 1998, University of Cincinnati
Ph.D., 2005, University of California, Santa Barbara

Scott Burson, 2008, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
B.S., 1985, University of Rio Grande; M.A., 2000, Asbury Theological Seminary

William Burton, III, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1975, Kettering University
M.B.A., 1989, Indiana Wesleyan University

Ella Bush, 1999, *Assistant Professor, School of Educational Leadership*
College of Adult and Professional Studies
B.S., 1959, Tuskegee University; M.S., 1970, Indiana University
Ph.D., 1996, Indiana State University

Kevin Cabe, 2004, *Director, Associates Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1994, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Sheila Carlblom, 1998, *Director of Library Services; Assistant Professor*
B.S., 1973, Nyack College; M.A.R., 1975, Asbury Theological Seminary
M.L.S., 1982, University of Iowa

William Carpenter, 2006, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
B.A., 2002, Wheaton College; MFA, 2006, University of Miami

Carson Castleman, 2007, *Regional Dean, Cincinnati*
College of Adult and Professional Studies
B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University

Dawn Castro, 2000, *Assistant Professor of Physical Education; Aquatics Director, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1993, Indiana Wesleyan University; M.S.Ed., 2000, Northern Illinois University

Larry Chamberlain, 2004, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.A., 1969, Bob Jones University; M.S.B.A., 1980, Indiana University
M.B.A., 1989, Indiana University; D.S.L., 2006, Regent University

Michael Chase, 2007, *Associate Vice President for Academic Administration and Operations*
College of Adult and Professional Studies
B.A., 1978, Spring Arbor College; M.S., 1996, Central Michigan University
Ed.D., 2006, University of Sarasota

Constance Cherry, 2004, *Associate Professor of Pastoral Ministries, School of Theology and Ministry*
College of Arts and Sciences
A.B., 1975, Huntington College; M.M., 1982, Bowling Green State University
D.Min., 1998, Northern Baptist Theological Seminary

Clifford Churchill, Sr., 2003, *Assistant Professor, School of Educational Leadership*
College of Adult and Professional Studies
B.S., 1974, Indiana University of Pennsylvania; M.Ed., 1979, Bob Jones University
Ed.D., 1993, Nova Southeastern University

Douglas Clark, 2008, *Chair, Division of Advanced Studies for Teacher Leaders, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1982, Judson College; B.A., 1982, North Park College;
M.A., 1996, Webster University; Ed.D., 2002, Pepperdine University

Dorothy Clark-Ott, 2008, *Instructor of Nursing*
School of Nursing
B.S., 1976, State University of New York at Binghamton
M.P.A., 2007, University of Dayton

Jonathan Conrad, 2001, *Associate Professor of Political Science, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1991, Indiana Wesleyan University; M.A., 1997, Northern Illinois University
Ph.D., 2004, Northern Illinois University

Stephen Conrad, 2001, *Associate Professor of Biology; Co-coordinator, Biology Department, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1985, Taylor University; M.S., 1993, Indiana State University
Ph.D., 1999, Indiana State University

Melissa Cook, 2007, *Associate Professor of Exercise Science, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1997, University of the Pacific; M.S., 2002, California State University of Fullerton
Ed.D., 2005, Ball State University

Christopher Coy, 2009, *Assistant Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1973, Ball State University; M.A., 1977, Ball State University

Jeanne Craig, 2003, *Assistant Director, Associates Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1978, Ball State University; M.B.A., 1999, Middle Tennessee State University

Benjamin Crandall, 1997, *Associate Professor of Nursing*
School of Nursing
B.S.N., 1983, University of Tulsa; M.S., 1987, University of Oklahoma

Rodney Crossman, 1981, *Assistant Professor of Art; Artist-in-Residence, School of Arts and Humanities*
College of Arts and Sciences
B.S., 1976, Indiana Wesleyan University

Sarah Crume, 2002, *Reference Librarian, Off Campus Library Services, Marion*
B.S., 1981, Hanover College; M.L.S., 1987, Indiana University

J. William Cupp, 1997, *Associate Professor of Computer and Information Sciences; Coordinator, Computer and Information Sciences Department, School of the Physical and Applied Sciences*
    College of Arts and Sciences
    B.S., 1980, Florida Southern University
    M.S., 1987, Naval Postgraduate School
    Ph.D., 2007, Nova Southeastern University

Robert Curfman, 1984, *Associate Professor of Art; Chairperson, Division of Art, School of Arts and Humanities*
    College of Arts and Sciences
    B.S., 1977, Indiana Wesleyan University; M.A., 1982, Ball State University

Douglas Daugherty, 1997, *Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business*
    College of Arts and Sciences
    A.B., 1983, Franklin College; M.A., 1987, Ball State University
    Psy.D., 1996, Indiana State University

Douglas Davies, 2002, *Reference/Biographic Instruction Librarian; Assistant Professor*
    A.B., 1974, Grace College; M.S., 1976, Indiana State University
    M.L.S., 1977, Indiana State University

Lisa Dawson, 2005, *Associate Professor of Music, School of Arts and Humanities*
    College of Arts and Sciences
    A.B., 1987, Anderson University; M.M., 1992, University of Kentucky
    D.A., 2008, Ball State University

Robert Dawson, 2004, *Assistant Professor of Nursing; Interim Chair, Division of Pre-licensure Program*
    School of Nursing
    B.S., 1995, Indiana Wesleyan University; M.S., 2004, Indiana Wesleyan University

Anne Decker, 2003, *Associate Professor, School of Educational Leadership*
    College of Adult and Professional Studies
    B.A., 1981, God's Bible College; Masters, 1999, Mid-American Nazarene University
    Ed.D., 2003, Regent University

Kimberly DeMichael, 1999, *Assistant Professor of Education; Education Placement Advisor and Secondary Program Coordinator, School of Teacher Education*
    College of Arts and Sciences
    B.S., 1985, Eastern Nazarene College; M.Ed., 1986, Eastern Nazarene College

David Dial, 2003, *Librarian, Off Campus Library Services, Cleveland*
    B.A., 1977, Baldwin-Wallace College; M.L.S., 1978, Clarion State University

Debra Drake, 1993, *Assistant Professor of Nursing*
    School of Nursing
    B.S.N., 1976, Olivet Nazarene University; M.S.A., 1992, Bradley University

Keith Drury, 1988-1990; 1996, *Associate Professor of Religion, School of Theology and Religion*
    College of Arts and Sciences
    B.S., 1969, United Wesleyan; M.R.Ed., 1971, Princeton Theological Seminary
    D.D., 1989, Wesley Biblical Seminary; L.H.D., 1996, Indiana Wesleyan University

Sharon Drury, 1998, *Professor of Leadership, Doctor of Educational Leadership, School of Business and Leadership*
    College of Adult and Professional Studies
    B.S., 1987, Indiana Wesleyan University; M.S.M., 1997, Indiana Wesleyan University
    Ph.D., 2004, Regent University

David Duecker, 2003, *Associate Professor of Chemistry, School of the Physical and Applied Sciences*
    College of Arts and Sciences
    B.S., 1975, Indiana Wesleyan University; M.S., 1983, University of Cincinnati
    Ph.D., 1988, University of Cincinnati

Kurt Edwards, 2004, *Assistant Professor of Communication and Theatre; Theatre Artistic Director, School of Arts and Humanities*
    College of Arts and Sciences
    B.A., 1995, University of Missouri-Columbia
    M.A., 1996, University of Missouri-Columbia
    Ph.D., 2008, Bowling Green State University

Marjorie Elder, 1945, *Professor of English, School of Arts and Humanities*
    College of Arts and Sciences
    B.S., 1945, Indiana Wesleyan University; A.B, 1947, Indiana Wesleyan University
    M.A., 1950, University of Wisconsin; Ph.D., 1963, University of Chicago

Edgar Elliston, 2008, *Regional Dean, Cleveland*
　　College of Adult and Professional Studies
　　A.B., 1966, Manhattan Christian College; M.A., 1971, School of World Mission
　　Ph.D., 1981, Michigan State University

James Elsberry, 1995, *Professor of Education; Associate Dean, School of Teacher Education*
　　College of Arts and Sciences
　　B.S., 1970, Indiana Wesleyan University; M.Ed., 1986, University of Texas at Austin
　　Ph.D., 1992, University of Texas at Austin

Timothy Esh, 2007, *Assistant Professor of English, School of Arts and Humanities*
　　College of Arts and Sciences
　　B.A., 2001, Houghton College
　　M.A., 2007, Drew University

Denise Ferguson, 2004, *Associate Professor of Journalism and Public Relations; Chairperson, Division of Communication, School of Arts and Humanities*
　　College of Arts and Sciences
　　B.S., 1980, Indiana State University; M.A., 1984, Bowling Green State University
　　Ph.D., 1999, Purdue University

Gregory Fiebig, 2006, *Professor of Communication and Theatre; Theatre Technical Director, School of Arts and Humanities*
　　College of Arts and Sciences
　　B.A., 1977, Southwest Baptist College; M.A., 1982, Central Missouri State University
　　M.Div., 1985, Midwestern Baptist Theological Seminary;
　　Ph.D., 2000, University of Missouri-Columbia

Susan Fisher, 1990, *Professor of Education, School of Teacher Education*
　　College of Arts and Sciences
　　B.S., 1964, Ball State University; M.A., 1982, Ball State University
　　Ed.D., 1985, Ball State University

Michael Flanagin, 2001, *Assistant Professor of Music, School of Arts and Humanities*
　　College of Arts and Sciences
　　B.M.E., 1994, Indiana University; M.A., 2002, Ball State University

Cheryl Fleming, 2000, *Assistant Dean, Teaching and Learning*
　　College of Adult and Professional Studies
　　B.A., 1975, Indiana University; M.S., 1979, Indiana University
　　Ph.D., 2001, Andrews University

Joseph Flowers, 1997, *Associate Professor, School of Business and Leadership*
　　College of Adult and Professional Studies
　　B.S., 1978, Indiana University; M.P.A., 1982, Indiana University
　　M.A., 1985, Governors State University; Ph.D., 2003, Andrews University

Amy Forshey, 2005, *Assistant Professor of Special Education; Special Education Program Coordinator, School of Teacher Education*
　　College of Arts and Sciences
　　B.A., 1991, Muskingum College; M.Ed., 2004, Indiana Wesleyan University

R. Nathaniel Foster, 2006, *Associate Athletic Trainer; Assistant Professor of Athletic Training, School of the Physical and Applied Sciences*
　　College of Arts and Sciences
　　B.S., 2000, Indiana Wesleyan University; M.S.P.E., 2001, Ohio University

Dale Fowler, 2000, *Instructional Designer, Center for Online Learning*
　　College of Adult and Professional Studies
　　B.A., 1983, Cornerstone University; M.B.A., 1986, Western Michigan University
　　Ed.D., 2004, University of Sarasota

Patricia Franklin, 2006, *Associate Professor, School of Educational Leadership*
　　College of Adult and Professional Studies
　　B.A., 1974, Kentucky Wesleyan; M.A.E., 1982, Ball State University
　　Ph.D., 1996, Purdue University

Betty Jane Fratzke, 1984, *Professor of Psychology; Chairperson, Division of Behavioral Sciences, School of Social and Behavioral Sciences and Business*
　　College of Arts and Sciences
　　B.S., 1969, Greenville College; M.S., 1970, University of Illinois
　　Ed.D., 1988, Ball State University

Michael Fratzke, 1984, *Professor of Physical Education; Chairperson, Division of Health and Human Performance, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1972, LeTourneau University; M.Ed., 1973, Stephen F. Austin State University
Ed.D., 1978, Texas A&M University - Commerce

James Freemyer, 1999, *Associate Professor of Leadership, Doctor of Organizational Leadership, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1973, Northwest Missouri State University
M.S., 1980, Central Missouri State University
M.A., 1985, Grace Theological Seminary
Ed.D., 1999, University-North Carolina at Charlotte

Brian Fry, 2004, *Professor of Sociology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1992, Spring Arbor University; M.A., 1994, Michigan State University
Ph.D., 1998, Michigan State University

James O. Fuller, 1996, *Dean; The Graduate School*
Interim Associate Dean, School of Social and Behavioral Sciences and Business College of Arts and Sciences
B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary
Ph.D., 1994, University of North Carolina-Greensboro

John Bradley Garner, 2002, *Assistant Dean for Teaching and Learning; Associate Professor of Special Education, School of Teacher Education*
College of Arts and Sciences
B.S.Ed., 1971, University of Akron; M.S.Ed., 1974, University of Akron
Ph.D., 1993, Kent State University

Paul Garverick, 2007, *Assistant Director, Religion Programs, School of Liberal Arts*
College of Adult and Professional Studies
B.A., 1986, Asbury College; M.Div., 1990, Asbury Theological Seminary

Mark Gerig, 2007, *Professor of Graduate Counseling, Chair, Division of Graduate Studies in Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.A., 1980, Purdue University; M.A., 1983, Trinity Evangelical Divinity School
Ph.D., 1991, University of Toledo

Pam Giles, 2004, *Assistant Professor of Nursing, Chair, Division of Graduate Studies in Nursing*
School of Nursing
B.S., 1980 Indiana Wesleyan University; M.S., 1993, Indiana Wesleyan University

Megan Gilmore, 2008, *Life Coach, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 2006, Indiana Wesleyan University; M.A., 2008, Indiana Wesleyan University

William Goodman, 2006, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
B.A., 1975, University of Wisconsin-Whitewater; M.A., 1978, University of Minnesota-Duluth
MFA, 1993, University of Wisconsin-Madison

Gail Greene, 2000, *Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
A.B., 1962, Asbury College; M.A.T., 1972, University of Cincinnati; M.S., 1979,
University of Cincinnati; Ph.D., 1993, University of Cincinnati

Debbie Grimm, 2008, *Assistant Director, Graduate Business Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1977, Indiana University of Pennsylvania; B.S.M., 1982, University of Maryland
M.A., 1998, Webster University

Cynthia Gunsalus, 1997, *Associate Professor of Special Education, School of Teacher Education*
College of Arts and Sciences
B.S., 1986, Asbury College; M.A., 1994, Ball State University;
Ed.D., 1999, Ball State University

Russell Gunsalus, 1998, *Chair of Graduate Studies in Ministry*
The Seminary
A.B., 1986, Oklahoma Wesleyan University; M.Div., 1990, Asbury Theological Seminary

Todd Guy, 1986-2000; 2001, *Professor of Music; Chairperson, Division of Music, School of Arts and Humanities*
  College of Arts and Sciences
  B.S., 1984, Indiana Wesleyan University; M.M., 1986, Northwestern University
  D.A., 1998, Ball State University

Audrey Hahn, 1991, *Associate Vice-President, Student Services*
  College of Adult and Professional Studies
  B.S., 1976, Manchester College; M.S., 1983, St. Francis College

Daniel Hall, 2000, *Assistant Professor of Art, School of Arts and Humanities*
  College of Arts and Sciences
  A.B., 1983, Drake University; M.A., 1991, University of Northern Iowa

Harry Hall, 2001, *Associate Dean for Institutional Effectiveness*
  College of Adult and Professional Studies
  B.A., 1976, Augusta College; M.Ed., 1996, University of North Carolina, Charlotte
  Ed.D., 1999, University of North Carolina, Charlotte

William Hamby, 2008, *Professor, School of Business and Leadership*
  College of Adult and Professional Studies
  B.S., 1983, University of North Alabama; Ph.D., 1992, University of Alabama

Robert Harper, 1990, *Associate Professor, School of Liberal Arts*
  College of Adult and Professional Studies
  B.S., 1968, University of Evansville; M.A., 1974, University of Evansville
  Ed.D., 1992, Ball State University

Pamela Harrison, 1989, *Professor of Nursing*
  School of Nursing
  B.S., 1977, George Mason University; M.S., 1992, Ball State University
  Ed.D., 2004, Ball State University

Patricia (Lynn) Hartley, 2006, *Assistant Professor of Nursing*
  School of Nursing
  B.S., 1999, Indiana Wesleyan University; M.S.N., 2003, Xavier University

J. Russell Hawkins, 2009, *JWHC Postdoctoral Teaching Fellow, John Wesley Honors College*
  College of Arts and Sciences
  B.A., 1999, Wheaton College; M.A., 2002, Montana State University

Lisa Hayes, 2008, *Reference Librarian, Off Campus Library Services, Cincinnati*
  B.A., 1984, Indiana University; M.L.S., 1989, Indiana University

Jerry Hellinga, 2000, *Director, Faculty Development, Teaching and Learning*
  College of Adult and Professional Studies
  B.A., 1978, Northwest Nazarene College; M.A., 1984, Central Michigan University
  Ed.S., 1995, Troy State University; Ph.D., 2001, Trinity College and Seminary

Roberta Henson, 1992, *Professor of English; Director of the Writing Center, School of Arts and Humanities*
  College of Arts and Sciences
  A.B., 1989, Indiana Wesleyan University; M.A., 1990, Ball State University
  Ph.D., 1995, Ball State University

Brian Hertzog, 2004, *Director, Instructional Resource Center; Assistant Professor*
  College of Arts and Sciences
  B.S., 1998, Milligan College; M.S., 2003, East Tennessee State University

Erick Hilbert, 2005, *Instructional Designer, Center for Online Learning*
  College of Adult and Professional Studies
  B.A., 2002, Anderson University; M.S., 2004, Boise State University

Joeanna Hill-Thornton, 2008, *Assistant Professor, School of Educational Leadership*
  College of Adult and Professional Studies
  B.A., 1978, University of Dayton; M.Ed., 1993, Miami University
  Ph.D., 1995, Miami University

Charles Hobbs, 2005, *Assistant Professor, School of Educational Leadership*
  College of Adult and Professional Studies
  B.M., 1972, Butler University; M.M., 1975, Butler University; Ph.D., 1983, Purdue University

Patricia Hodges, 2008, *Assistant Professor of Nursing*
   School of Nursing
   B.S., 1979, Arlington Baptist College; B.S.N., 1999, Andrews University
   M.S.N., 2007, Walden University

Karen Hoffman, 1996, *Associate Dean for the College of Arts and Sciences; Associate Professor of Nursing; Interim Associate Dean, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1977, Grace College; M.S., 1995, Ball State University
   D.N.P., 2006, Rush University Medical Center

Becky Hoffpauir, 2006, *Coordinator of Post-licensure Program, RNBSNO*
   School of Nursing
   B.S.N., 1980, McNeese State University; M.S., 2006 University of Phoenix

Stephen Horst, 1999, *Associate Professor of Religion and Philosophy, School of Theology and Ministry*
   College of Arts and Sciences
   B.A., 1977, Houghton College; M.Div., 1983, Trinity Evangelical Divinity School
   M.A., 1984, Trinity Evangelical Divinity School; M.A., 1991, Syracuse University

George Howell, 1998, *Associate Dean, School of Business and Leadership*
   College of Adult and Professional Studies
   B.A., 1977, Ripon College; M.B.A., 1992, Indiana Wesleyan University
   D.B.A., 2008, Anderson University

Kyle Huckins, 2009, *Assistant Professor of Communication, School of Arts and Humanities*
   College of Arts and Sciences
   B.A., 1989, West Texas A&M University; M.A., 1996, Baylor University
   Ph.D., University of Texas at Austin

Denita Hudson, 2005, *Assistant Professor of Graduate Studies in Counseling, Coordinator of Clinical Mental Health Counseling, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.A., 1996, Wright State University; M.S., 2000, Wright State University
   Ph.D., 2006, Ohio University

Christina Huff, 2008, *Instructor of Music, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 2003, Indiana Wesleyan University; M.M., 2004, The Ohio State University

Tammie Huntington, 2007, *Assistant Professor of Music, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1991, Grace College; M.M., 2004, Ball State University
   D.A., 2008 Ball State University

Barbara Ihrke, 1994, *Executive Director of the School of Nursing; Professor of Nursing*
   School of Nursing
   B.S., 1977, Crown College; M.S., 1993, Indiana Wesleyan University
   Ph.D., 2002, Purdue University

Cheryl Irish, 2008, *Professor, School of Educational Leadership*
   College of Adult and Professional Studies
   B.S., 1985, Western Baptist Bible College; M.S.E., 1987, University of Wisconsin
   Ed.D., 2001, University of Cincinnati

Mary Jacobs, 2004, *Assistant Professor of Athletic Training; Head Athletic Trainer, School of the Physical and Applied Sciences*
   College of Arts and Sciences
   B.S., 1995, Indiana University; M.A., 1996, Western Michigan University

R. Boyd Johnson, 1998, *Associate Professor, Doctor of Educational Leadership, School of Business and Leadership*
   College of Adult and Professional Studies
   B.A., 1974, University of California; M.A., 1976, California State University
   Ph.D., 1998, Oxford, England

Sharon Johnson, 2009, *Assistant Professor of Nursing*
   School of Nursing
   B.S.N., 1986, Trinity Christian College; M.S.N., 2003, Purdue University

Daniel Jones, 2002, *Associate Professor of Biology; Co-coordinator, Biology Department, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1984, Purdue University; D.D.S., 1987, Indiana University
Ph.D., 1997, Wright State University

Kevin Jones, 2005, *Assistant Director, Bachelors Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.R.E., 1984, Allegheny Wesleyan College; M.Ed., 2005, Indiana Wesleyan University

Sarah Jones, 2007, *Instructor of Special Education, School of Teacher Education*
College of Arts and Sciences
B.S., 2002, Indiana Wesleyan University; M.Ed., 2007, Indiana Wesleyan University

Judith Justice, 2005, *Assistant Professor of Graduate Studies in Counseling, Coordinator of School Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1991, Indiana University; M.A., 1994, Indiana University
Ed.D., 2003, Nova Southeastern University

Katrina Karnehm, 2008, *Instructor of English, School of Arts and Humanities*
College of Arts and Sciences
A.B., 2002, Indiana Wesleyan University
M.Litt., 2004, University of St. Andrews
Ph.D., 2009, University of St. Andrews, Scotland

Karla Karr, 2009, *Assistant Professor of Education, School of Teacher Education*
College of Arts and Sciences
B.S., 1995, Indiana Wesleyan University; M.Ed., 2003, Indiana Wesleyan University

Eric Kern, 2005, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 2002, Ball State University; M.S., 2005, Ball State University

Jule Kind, 1993, *Director, Off-Campus Library Services*
B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky

Randall King, 2005, *Professor of Communication; Director, Broadcast Media, School of Arts and Humanities*
College of Arts and Sciences
A.B., 1984, Olivet Nazarene University; M.A., 1991, Southwestern Baptist
Theological Seminary; Ph.D., 1998, University of Tennessee-Knoxville

Yvonne Kirk, 2004, *Assistant Professor, Department of Adult Teacher Licensure Programs, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1990, Martin University; M.Ed., 1998, University of Indianapolis
Ed.D., 2003, Nova Southeastern University

Barbara Kirkwood, 1996, *Associate Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1974, Anderson University; M.S.W., 1994, IUPUI

Daniel Kiteck, 2008, *Assistant Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
A.B., 2001, Asbury College; M.A., 2003, University of Kentucky
Ph.D., 2008, University of Kentucky

James Kraai, 1986, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies
A.B., 1968, Calvin College; M.A., 1970, Western Michigan University
Ed.D., 1973, Western Michigan University
M.B.A., 1983, University of Chicago

Matthew Kreitzer, 2003, *Associate Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1999, Olivet Nazarene University
Ph.D., 2003, University of Illinois at Chicago

R.B. Kuhn, 2001, *Director, School of Liberal Arts*
College of Adult and Professional Studies
B.A., 1977, Allegheny Wesleyan College; M.S., 1983, Pensacola Christian College

John Lakanen, 1995, *Associate Professor of Chemistry; Coordinator, Chemistry Department, School of the Physical and Applied Sciences*
   College of Arts and Sciences
   B.S., 1987, Hope College; M.S., 1988, University of Michigan
   Ph.D., 1994, University of Michigan

Karla Larson, 2009, *Assistant Professor of Nursing*
   School of Nursing
   B.S.N., 1997, Bethel University; M.S.N., 2000, University of Minnesota

Gwendolyn Lavert, 1999, *Assistant Professor of Education, School of Teacher Education*
   College of Arts and Sciences
   B.S., 1974, Texas A&M University; M.Ed., 1976, Texas A&M University-Commerce
   Ph.D., 2007, Indiana State University

Judith Leach, 1993, *Coordinator, Post-licensure Program, RNBSN*
   School of Nursing
   B.S., 1980, Marion College; M.S.N., 1988, Indiana University

Angela Leffler, 2008, *Instructor of Education, School of Teacher Education*
   College of Arts and Sciences
   B.S., 1991, Ball State University

Thomas Lehman, 1997, *Professor of Economics, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 1992, Indiana Wesleyan University; M.A., 1994, Ball State University
   Ph.D., 2004, University of Louisville

Dave Leitzel, 2000,   *Instructional Designer, Center for Online Learning*
   College of Adult and Professional Studies
   B.S., 1973, Indiana Wesleyan University

Andrea Lemire, 2006, *Assistant Professor of Spanish, School of Arts and Humanities*
   College of Arts and Sciences
   B.A., 1998, Wichita State University; M.A., 2000, Wichita State University
   Ph.D., 2009, Texas Tech University

Stephen Lennox, 1993, *Professor of Religion, School of Theology and Ministry*
   College of Arts and Sciences
   B.A., 1979, Houghton College; M.Div., 1982, Evangelical School of Theology
   Ph.D., 1992, Drew University

Pamela Leslie, 2005, *Assistant Professor of Nursing*
   School of Nursing
   B.S., 1977, Marshall University-West Virginia
   M.S., 1987, Indiana Wesleyan University

Chris Lessly, 1993, *Professor of Music, School of Arts and Humanities*
   College of Arts and Sciences
   B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas
   Ph.D., 1996, University of Kansas

Jennifer Light, 2009, *Assistant Professor of English, School of Arts and Humanities*
   College of Arts and Sciences
   B.A., 1991, Indiana Wesleyan University; M.A., 1997, Ball State University

Larry Lindsay, 1995, *Executive Assistant to the President*
   B.S., 1961, Ball State University; M.A., 1966, Ball State University
   Ed.D., 1977, Ball State University

James Lo, 1996-2006; 2007, *Dean of the Chapel; Professor of Religion*
   College of Arts and Sciences
   A.B., 1978, Oklahoma Wesleyan University
   M.A., 1982, Indiana Wesleyan University; M.A., 1992, Wheaton College
   D.Th., 1998, University of South Africa

Al Long, 1993, *Associate Professor, School of Educational Leadership*
   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

Amy Lorson, 2003, *Librarian, Off Campus Library Services, Louisville*
   B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky

Becky Luckey, 1993, *Assistant Director, Electives and Special Programs, School of Liberal Arts*
College of Adult and Professional Studies
B.S., 2000, Indiana Wesleyan University
M.S., 2003, Indiana Wesleyan University

Vern Ludden, 2002, *Professor, Chair, Doctor of Educational Leadership, School of Business and Leadership*
College of Adult and Professional Studies
B.A., 1971, Asbury College; M.P.A., 1973, Ball State University
Ed.D., 1985, Ball State University

James Luttrull, Jr., 1984, *Associate Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1978, Indiana Wesleyan University; J.D., 1981, Indiana University

John Maher, 1978-1987; 1988, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
B.S., 1975, Indiana Wesleyan University; M.M., 1979, Ball State University
D.A., 1986, Ball State University; M.L.S., 1988, Indiana University

Tammy Mahon, 2003, *Director, Department of Adult Teacher Licensure, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1993, Anderson University; M.A., 2001, Ball State University
Ed.D., 2006, Ball State University

Robert Mallison, 2004, *Associate Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1979, Indiana Wesleyan University; M.S., 1981, Purdue University
M.S., 1983, Purdue University; Ph.D., 2007, IUPUI

Mike Manning, 2002, *Director, Bachelors Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1988, Sterling College; M.S., 1996, Arkansas State University

Anita Manwell, 2008, *Instructor of Education, School of Teacher Education*
College of Arts and Sciences
B.S., 1992, Indiana Wesleyan University; M.S., 2000, Indiana University-Kokomo

Ronald Mazellan, 1993, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
B.A., 1981, Wheaton College; M.A., 1991, California State University at Fullerton

John McCracken, 2000, *Associate Professor of Education, School of Teacher Education*
College of Arts and Sciences
B.S.Ed., 1978, Miami University at Oxford, Ohio; M.Ed., 1984, Miami University at Oxford, Ohio
Ph.D., 2001, The Ohio State University

Diane McDaniel, 2008, *Director of Faculty Recruitment*
College of Adult and Professional Studies
B.S., 1982, Indiana University; M.S., 1996, Indiana State University

Margaret McNeely, 2005, *Instructor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1988, Indiana Wesleyan University

Mike Mendenhall, 1999, *Assistant Director, School of Liberal Arts*
College of Adult and Professional Studies
B.A., 1978, Loma Linda University; M.S.M., 1997, Indiana Wesleyan University

J. Michael Metzcar, 1996, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.A., 1970, Ball State University; M.A., 1976, Ball State University
M.B.A., 1983, Ball State University

Philip Millage, 1980-1983; 1986-1997; 2000, *Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1976, Indiana Wesleyan University
M.A., 1977, Ball State University; M.B.A., 1980, Ball State University
Ed.D., 1990, Ball State University

Alban Willis Millard, 1999, *Executive Director, Center for Life Calling and Leadership; Professor of Leadership Studies, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   A.B., 1970, Atlantic Union College; M.A., 1976, Loma Linda University
   M.S., 1982, Brigham Young University; Ed.D., 1991, Pepperdine University

Grace Ju Miller, 2009, *Associate Professor of Biology, School of the Physical and Applied Sciences*
   College of Arts and Sciences
   B.A., 1980, Duke University; M.S., 1984, University of California-Davis
   Ph.D., 1990, Purdue University

Peter Miller, 2002, *Associate Professor of Music, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1981, Indiana University of Pennsylvania; M.M., 1983, Cleveland Institute of Music
   M.M., 1994, Cleveland Institute of Music

William Miller, 2008, *Assistant Professor of Spanish, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1984, East Stroudsburg University of Pennsylvania
   M.A., 1991, Middlebury College

Dennis Mixer, 2007, *Assistant Professor, School of Business and Leadership*
   College of Adult and Professional Studies
   B.A., 1981, University of Maryland; M.Div., 1984, Southwestern Baptist Theological Seminary
   Doctor of Ministry, 1991, Golden Gate Baptist Theological Seminary; M.B.A., 2001, University of Phoenix

Matthew Mize, 2009, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 1993, Manchester College; M.A., 1994, Manchester College
   C.P.A., 1997; J.D., 2000, Indiana University

Michael J. Moffitt, Sr., 2001, *Vice President of Student Development*
   College of Arts and Sciences
   A.A., 1984, Los Angeles City College; A.B., 1987, Fresno State University
   M.A., 2001, Bethel College

Jill Morrison, 2007, *Coordinator of Internships, Center for Life Calling and Leadership, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.A., 2000, Spring Arbor University; M.Ed., 2003, Azusa Pacific University

William Muench, 2007, *Assistant Professor, School of Business and Leadership*
   College of Adult and Professional Studies
   B.S., 1980, Rider University; J.D., 1990, Rutgers Law School

Terry T. Munday, 1988, *Assistant to the President for University Relations*
   B.S., 1970, Indiana Wesleyan University; M.A., 1974, Ball State University
   Ed.S., 1978, Ball State University

Nancy Murray, 2008, *Associate Professor of Nursing*
   School of Nursing
   B.S., 1990, Indiana Wesleyan University; M.S., 1991, Indiana Wesleyan University;
   Ed.D., 1999, Ball State University

Marcus Myers, 2003, *Assistant Professor, School of Business and Leadership*
   College of Adult and Professional Studies
   B.A., 1972, Evangel College; M.B.A., 1993, University of Akron
   Ph.D., 2008, Cappella University

Terry Neal, 1997, *Assistant Professor of Nursing*
   School of Nursing
   B.S., 1993, Indiana Wesleyan University; M.S., 1996, Indiana Wesleyan University
   Ed.D., 2008, Ball State University

Blake Neff, 2006, *Faculty of Communication, School of Arts and Humanities*
   College of Arts and Sciences
   B.I.A., 1975, Kettering University; M.Div., 1980, Asbury Theological Seminary
   Ph.D., 1982, Bowling Green State University

Daniel Neumann, 2008, *Assistant Professor of Computer and Information Sciences, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.A., 1979, Augsburg College; M.A., 1986, Webster University
Ph.D., 2009, Capella University

Chad Newhard, 2008, *Assistant Professor of Physical Education; Head Baseball Coach, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1999, Grace College; M.S., 2007, Indiana University

Kimberly Nicholson, 2008, *University Registrar*
B.S., 1999, Indiana Wesleyan University; M.A., 2005, Indiana Wesleyan University

Lisa Nieman, 2007, *Instructor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 2000, Central Michigan University
M.B.A., 2002, Anderson University

Lorne Oke, 2007, *Assistant Vice President for Information Technology; Associate Professor of Education*
College of Arts and Sciences
B.A., 1983, Bethel College; M.A., 1992, Indiana University
Ed.D., 2003, Indiana University

Patrick Okorodudu, 2003, *Assistant Director, Special Projects, School of Business and Leadership*
College of Adult and Professional Studies
L.L.B. (J.D. equivalent), 1988, Obafemi Awolowo University; L.L.M., 2001, Indiana University

Brad Oliver, 2008, *Associate Dean, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1992, Marshall University; M.A., 1997, Ball State University
Ed.S., 2001, Ball State University; Ed.D., 2003, Ball State University

Joseph Oloyede, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
H.N.D. (B.S. equivalent), 1986, The Polytechnic
M.B.A., 1997, Enugu State University of Technology
M.B.A., 1999, University of Sarasota (now Argosy University, Sarasota)

Oladele Omosegbon, 2001, *Professor of Economics, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1982, University of Sokoto; M.A., 1992, Lakehead University
Ph.D., 1996, Southern Illinois University

Donald Osborn, 2006, *Assistant Professor of Graduate Studies in Counseling, Director of The Center for Addictions Studies, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.A., 1979, Lincoln Christian College; M.S., 1984, Indiana State University
M.A., 1987, Saint Mary-of-the-Woods College

Oyebade Oyerinde, 2006, *Assistant Professor of Political Science, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1992, Obafemi Awolowo University; M.S., 1998, Obafemi Awolowo University
Ph.D., 2006, Indiana University

John Ozmun, 2009, *Professor of Physical Education, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1982, Taylor University; M.S., 1985, Indiana University
P.E.D., 1991, Indiana University

Jaime Painter, 2005, *Cataloging/Technical Services Librarian, Off Campus Library Services*
B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College

Phoenix Park-Kim, 2005, *Associate Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
B.M., 1999, Yonsei University; B.A., 1999, Yonsei University
M.M., 2001, Miami University; D.M.A., 2005, University of Missouri-Kansas City

Jerry Pattengale, 1997, *Assistant Provost for Scholarship and Public Engagement; Professor of History*
   College of Arts and Sciences
   B.S., 1979, Indiana Wesleyan University; M.A., 1981, Wheaton Graduate School
   M.A., 1987, Miami University; Ph.D., 1993, Miami University

Kris Pence, 2004, *Assistant Professor of Political Science, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 2000, Indiana Wesleyan University; M.A., 2004, Miami University

Mark Perry, 2008, *Assistant Professor of Communication; Radio Advisor, School of Arts and Humanities*
   College of Arts and Sciences
   A.B., 1986, Loyola University of Chicago; M.A., 1989, Northwestern University

Veronica Peters, 2007, *Assistant Professor of Nursing*
   School of Nursing
   B.S., 1983, Roberts Wesleyan College; M.Ed., 1991, University of Central Oklahoma
   M.S.N., 2008, Indiana Wesleyan University

Stephen Pettis, 2005, *Associate Professor of Intercultural Studies; Director, World Impact, School of Theology and Ministry*
   College of Arts and Sciences
   A.B., 1972, Point Loma Nazarene University; M.Div., 1978, Nazarene Theological
   Seminary; Th.M., 1993, Fuller Theological Seminary; Ph.D., 1996, Fuller Theological
   Seminary

Debbie Philpott, 2008, *Instructor of Business, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 1994, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University

Daniel Pocock, 2003, *Assistant Professor of Art, School of Arts and Humanities*
   College of Arts and Sciences
   A.A., 1989, Shepherd College; R.B.A., 1989, Shepherd College
   M.F.A., 1993, Rochester Institute of Technology

Daniel Poff, 2003, *Associate Professor of Leadership Studies; Life Coach, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 1981, The Ohio State University; M.S., 1987, The Ohio State University
   Ph.D., 1999, Purdue University

Ivan Pongracic, 1986, *Associate Professor of Economics, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   M.L., 1968, University of Zagreb (Yugoslavia); M.A., 1986, International College

Betty Porter, 1981, *Assistant Professor of English, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1967, Indiana Wesleyan University; M.A., 1969, Ball State University

Terry Porter, 1966, *Associate Professor of Mathematics; Women's Tennis Coach, School of the Physical and Applied Sciences*
   College of Arts and Sciences
   A.B., 1966, Taylor University; M.A., 1969, Ball State University

Keith Puffer, 1993, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
   College of Arts and Sciences
   B.S., 1979, Michigan State University
   M.A., 1990, International Christian Graduate University
   M.A., 1991, Trinity Evangelical Divinity School; Ph.D., 1998, Purdue University

Wendy Puffer, 2006, *Assistant Professor of Art, School of Arts and Humanities*
   College of Arts and Sciences
   B.S., 1983, Indiana State University; M.A., 2001, Ball State University

Todd Ream, 2007, *Assistant Professor of Humanities; Associate Director, John Wesley Honors College*
   College of Arts and Sciences
   B.A., 1993, Baylor University; M.Div., 1996, Duke University
   Ph.D., 2001, Pennsylvania State University

Joy Reed, 1994, *Assistant Professor of Nursing*
   School of Nursing
   A.S., 1977, Kent State University; B.S.N., 1981, Cleveland State University
   M.S., 1985, Indiana Wesleyan University

Stephen J. Resch, 1991, *Associate Professor, School of Liberal Arts*
College of Adult and Professional Studies
B.A., 1979, Purdue University; M.A., 1982, Purdue University
M.S., 1984, Purdue University

Nenetzin Reyes, 2007, *Assistant Professor of Graduate Studies in Counseling, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 2001, Baylor University; M.S., 2004, Texas Tech University
Ph.D., 2007, Texas Tech University

Peter Rhetts, 2008, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1973, Indiana University; M.P.A., 1975, Indiana University
J.D., 1981, Indiana University (Indianapolis)

Curt Rice, 2008, *Librarian, Off Campus Library Services, Merrillville*
B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University
M.A.,1979, Wheaton College; M.A., 1989, Northern Illinois University

Paul Richardson, 2001, *Director, Masters Programs, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1969, UCLA; M.S.M., 1975, Purdue University

Eunice Rickey, 1998, *Associate Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
A.A., 1969, Miltonvale Wesleyan; B.S., 1971, Indiana Wesleyan University
M.A., 1977, Ball State University; D.A., 2004, Ball State University

Linda Rieg, 2008, *Associate Professor of Nursing*
School of Nursing
B.S.N., 1980, Edgecliff College; M.B.A., 1982, Xavier University
M.S.N., 1985, University of Cincinnati; Ph.D., 2000, University of Cincinnati

Barbara Riggs, 2003, *Assistant Professor of Graduate Studies in Counseling, Coordinator of Marriage and Family Therapy, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S.N., 1978, University of Evansville; M.S.N., 1981, Indiana University
Ph.D., 1988, Purdue University

David Riggs, 2000, *Associate Professor of History; Executive Director, John Wesley Honors College*
College of Arts and Sciences
B.A., 1991, Azusa Pacific University; M.Div., 1994, Princeton Theological Seminary
M.Phil., 1997, University of Oxford; D.Phil., 2006, University of Oxford

Betsye Robinette, 2000, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1982, Virginia Tech; M.A., 1984, Wheaton College
Ph.D., 1993, University of Tennessee

Harriet Rojas, 1999, *Associate Professor of Business Administration; Chairperson, Division of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1976, Indiana Wesleyan University; M.A., 1980, Ball State University
Ph.D., 1998, University of Idaho; M.B.A., 2004, Capella University

Chuck Roome, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
B.S., 1983, Indiana Wesleyan University; M.S., 2002, Indiana Wesleyan University

Karen Roorbach, 1980, *Assistant Provost for Academic Support Services*
B.S., 1971, Indiana Wesleyan University; M.A., 1982, Ball State University

Melvin Royer, 2001, *Associate Professor of Mathematics; Chairperson, Division of Mathematics and Computer Information Sciences, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1988, Purdue University; M.S., 1989, Purdue University
Ph.D., 1997, Purdue University

Carl Rudy, 2008, *Instructor of Art, School of Art and Humanities*
College of Arts and Sciences
B.S., 2006, Indiana Wesleyan University

Jason Runyan, 2007, *Instructor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.A., 2001, Wheaton College
M.S., 2003, University of Texas Health Science Center at Houston
M.S., 2005, University of Oxford
Ph.D., 2009, University of Oxford

Allison Sabin, 2006, *Assistant Professor of Nursing*
School of Nursing
B.S.N., 1987, Kent State University; M.S.N., 1990, Valdosta State College

Nancy G. Saunders, 1997, *Professor, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1974, Vassar College; M.A.E., 1995, Ball State University
Ed.D., 1998, Ball State University

Kenneth Schenck, 1997, *Dean of The Seminary*
The Seminary
A.B., 1987, Southern Wesleyan University; M.Div., 1990, Asbury Theological Seminary
M.A., 1993, University of Kentucky; Ph.D., 1996, University of Durham

Sharon Schulling, 2005, *Assistant Professor of Nursing*
School of Nursing
B.S., 1986, University of Alaska-Anchorage; M.S., 1988, University of Alaska-Anchorage
Ph.D., 2003, University of Nebraska-Lincoln

Russell Schwarte, 2008, *Assistant Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1992, Indiana Wesleyan University; Ph.D., 2006, Old Dominion University

Doris Scott, 1979, *Professor of Nursing*
School of Nursing
B.S., 1968, Columbia University; M.A., 1982, Ball State University;
Ed.D., 1989, Ball State University

Monica Scrubb, 2008, *Assistant Professor, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1986, Queens College; M.Ed., 1993, University of Louisville
Ph.D., 1996, Walden University

Mary Seaborn, 1984, *Professor of Education; Director, Certification and Student Teaching, School of Teacher Education*
College of Arts and Sciences
A.B., 1976, Southern Wesleyan University; M.A.Ed., 1979, Eastern Kentucky University
Ed.D., 1985, Boston University

Gale Sewell, 2006, *Assistant Professor of Nursing*
School of Nursing
B.S.N, 1986, Houston Baptist University; M.S., 1997, University of Zimbabwe

Jeannie Short, 2004, *Assistant Professor of Nursing*
School of Nursing
B.S., 1978, Ball State University; M.S., 1983, Indiana University

Marilyn Simons, 1980, *Professor of Nursing*
School of Nursing
A.B., 1975, Asbury College; B.S., 1977, Indiana Wesleyan University
M.S., 1979, Wayne State University; D.N.S., 1992, Indiana University

Brenda Sloan, 1979, *Assistant Professor of Nursing*
School of Nursing
A.A., 1972, Delta College; B.S., 1976, Indiana Wesleyan University
M.A., 1982, Ball State University

Christy Smith, 2009, *Assistant Professor of Nursing*
School of Nursing
B.S.N., 1999, East Tennessee State University; M.S.N., 2002, East Tennessee State University

David Smith, 2000, *Associate Professor of Biblical Studies; Associate Dean, School of Theology and Ministry*
College of Arts and Sciences
B.A., 1988, Asbury College; M.A., 1992, Asbury Theological Seminary
M.Div., 1996, Asbury Theological Seminary
Ph.D., 2003, University of Durham, England

Mark Smith, 2001, *Associate Professor of History, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1981, Asbury College; M.A.R., 1984, Asbury Theological Seminary
M.A., 1989, University of Kentucky; Ph.D., 1992, University of Kentucky

Steven Smith, 2007, *Assistant Professor of Physics, School of the Physical and Applied Sciences*
College of Arts and Sciences
B.S., 1981, Wayne State University; M.S., 1984, Wayne State University
Ph.D., 1989, Wayne State University

Katti Sneed, 2002, *Associate Professor of Addictions Counseling and Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
A.B., 1992, Purdue University, M.S.W., 1995, Indiana University
Ph.D., 2007, Capella University

Bradley Spaulding, 2002, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences
A.B., 1996, Indiana Wesleyan University; M.A., 2003, University of Wisconsin-Eau Claire

Roxie Sporleder, 2005, *Assistant Professor, School of Educational Leadership*
College of Adult and Professional Studies
B.A., 1967, Wheaton College; M.Ed., 1990, Northern Montana College
Ed.D., 1998, Montana State University

Jerilynn Spring, 2008, *Assistant Professor of Nursing*
School of Nursing
B.S., 1994, Indiana Wesleyan University; M.S.N., 2004, Oakland University

Keith Springer, 1990, *Associate Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
A.A., 1966, Oklahoma Wesleyan University; A.B., 1969, Southern Nazarene University
M.Div., 1972, Nazarene Theological Seminary
D.Min., 2002, Northern Baptist Theological Seminary

L. Sue Sprinkle, 2004, *Assistant Professor of Nursing*
School of Nursing
B.S., 1975, Indiana University; M.S.N., 1988, Indiana University

Rose Sprunger, 2009, Assistant Professor of Nursing
School of Nursing
B.S.N., 2005, Indiana Wesleyan University
M.S.N., 2008, Indiana Wesleyan University

Donald Sprowl, 2006, *Associate Provost*
B.A., 1978, Houghton College; Ph.D., 1985, University of Minnesota

Stephen Stahlman, 1979, *Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.A., 1973, Anderson University; M.S.W., 1979, University of Michigan
Ph.D., 1992 Virginia Commonwealth University

Keith Starcher, 2007, *Associate Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1973, Pennsylvania State University; Ph.D., 1986, University of South Florida
M.B.A., 1988, University of South Florida; M.Div., 2003, Trinity Theological Seminary

Timothy Steenbergh, 2003, *Associate Professor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
B.S., 1993, Indiana Wesleyan University; M.A., 1995, Ball State University
Ph.D., 2001, University of Memphis

Jill Steinke, 2005, *Instructor of Nursing*
School of Nursing
B.S., 1981, Indiana Wesleyan University; M.S., 2009, Ball State University

Sharon Stephenson, 2001, *Assistant Professor of English, School of Arts and Humanities*
  College of Arts and Sciences
  B.A., 1970, Ball State University; M.A., 2005, Ball State University

Kenton Stiles, 2007, *Assistant Professor of Art; Art Gallery Curator, School of Arts and Humanities*
  College of Arts and Sciences
  B.A., 1989, Northwest Nazarene University; M.Div., 1993, Nazarene Theological Seminary
  M.A., 1997, University of Missouri; Ph.D., 2007, Graduate Theological Union

Carole Storch, 2003, *Assistant Professor, School of Educational Leadership*
  College of Adult and Professional Studies
  B.S., 1975, Butler University; M.Ed., 1979, Butler University
  Ed.D., 1997, Nova Southeastern University

Sonia Strevy, 2003, *Assistant Professor of Nursing*
  School of Nursing
  B.S.N., 1989, Indiana University; M.S., 1993, Ball State University; Ph.D., 2009, Indiana University

Bruce Stuard, 2005, *Assistant Director, Criminal Justice, School of Liberal Arts*
  College of Adult and Professional Studies
  B.S., 1984, Ball State University; M.P.A., 1993, Ball State University
  J.D., 1998, Indiana University

Keith Studebaker, 1999, *Assistant Professor, School of Liberal Arts*
  College of Adult and Professional Studies
  B.A., 1979, Indiana Wesleyan University; M.Div., 1999, Asbury Theological Seminary

Todd Syswerda, 2000, *Associate Professor of Music, School of Arts and Humanities*
  College of Arts and Sciences
  B.M., 1991, Taylor University; M.M., 1994, University of Northern Colorado
  D.A., 2002, University of Northern Colorado

Budd Teare, 1991, *Assistant Professor of Graduate Studies in Counseling, Clinic Coordinator, School of Social and Behavioral Sciences and Business*
  College of Arts and Sciences
  B.A., 1971, Cornerstone University; M.S., 1989, Nova Southeastern University
  Ph.D., 2006, Capella University

Adam Thompson, 1999, *Associate Professor of Athletic Training; Director, Athletic Training Education, School of the Physical and Applied Sciences*
  College of Arts and Sciences
  B.A., 1996, Anderson University; M.S.P.E., 1997, Ohio University
  Ph.D., 2005, Capella University

Jason Thompson, 2006, *Assistant Professor of Music, School of Arts and Humanities*
  College of Arts and Sciences
  B.S., 2003, Indiana University; M.M., 2005, Bowling Green State University

Rob Thompson, 1993, *Assistant Professor of Graduate Studies in Counseling, Coordinator of Student Development Counseling and Administration, School of Social and Behavioral Sciences and Business*
  College of Arts and Sciences
  B.S., 1982, Iowa State University; M.S., 1985, University of Tennessee (Knoxville)
  Ph.D., 2002, Indiana State University

Lisa Toland, 2008, *JWHC Postdoctoral Teaching Fellow, John Wesley Honors College*
  College of Arts and Sciences
  A.B., 2001, Indiana Wesleyan University; M.A., 2003, Miami University of Ohio
  M.St., 2004, Oxford University
  Ph.D., 2009, Jesus College, Oxford, England

Robert Townsend, 2003, *Interim Director, Masters in Education Program, School of Educational Leadership*
  College of Adult and Professional Studies
  B.M., 1983, Western Michigan University; M.M.Ed., 1991, Indiana University
  Ph.D., 1996, University of Illinois

Michael Trego, 2008, *Director, Department of Educational Administration, School of Educational Leadership*
  College of Adult and Professional Studies
  B.S., 1975, University of Dayton; M.S., 1993, University of Dayton
  Ed.D., 2002, Miami University

Jeannie Wei Yin Trudel, 2004, *Regional Dean, Louisville*
College of Adult and Professional Studies
B.A., 1988, Monash University, Melbourne, Australia
L.L.B., (JD equivalent) 1989, Monash University, Melbourne, Australia
M.A., 2002, California State University
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College of Arts and Sciences
B.S., 1996, Indiana Wesleyan University; Ph.D., 2003, Purdue University

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College of Arts and Sciences
B.A., 1982, Eastern Nazarene College; M.Ed., 1983, Boston University
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B.A., 1976, Illinois Wesleyan University; M.A., 1978, University of North Carolina
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School of Nursing
B.S.N., 2002, Indiana Wesleyan University
F.P.N., 2004, Frontier School of Midwifery and Family Nursing
M.S.N., 2004, Case Western Reserve University

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College of Arts and Sciences
B.S., 1974, Delft University of Technology; M.S., 1975, Delft University of Technology
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D.S.N., 1994, University of Alabama

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A.A., 1975, Grand Rapids Junior College; B.S., 1977, Michigan State University
M.S., 1980, Western Michigan University; Ed.D., 1985, Western Michigan University

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B.A., 1972, Graceland College; M.A., 1987, Iowa State University
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A.A., 1973, Kalamazoo Valley Community College; B.S., 1989, Western Michigan University
B.S.N., 1996, Grand Valley State University; M.S., 1999, University of Michigan

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College of Arts and Sciences
A.B., 1972, Southern Wesleyan University; M.Acct., 1975, Virginia Polytechnic Institute and State University
Ph.D., 2003, University of Tennessee-Knoxville

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The Seminary
B.S., 1973, Purdue University; M.Div., 1977, Fuller Theological Seminary
D.Min., 1987, Fuller Theological Seminary

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College of Adult and Professional Studies
B.A., 1970, Valparaiso University; M.A., 1973, Indiana State University
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College of Arts and Sciences
B.S., 1984, Olivet Nazarene University; M.B.A., 2002, Ball State University; C.P.A.

Wilbur Williams, 1967, *Associate Professor of Biblical Literature and Archaeology, School of Theology and Ministry*
College of Arts and Sciences
A.B., 1951, Indiana Wesleyan University; M.S., 1957, Butler University
M.A., 1965, New York University; D.D., 1992, Oklahoma Wesleyan University

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College of Arts and Sciences
A.B., 1974, Indiana Wesleyan University; M.Div., 1978, Christian Theological Seminary
S.T.M., 1985, Christian Theological Seminary; Ph.D., 1993, Trinity International University

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College of Adult and Professional Studies
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B.S., 1985, Messiah College; M.S., 1987, Russell Sage

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B.S., 1984, Eastern Nazarene College; M.A.T., 1997, Jacksonville University
Ph.D., 2003, Walden University

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College of Arts and Sciences
B.M., 1981, Indiana University; M.F.A., 1983, University at Buffalo
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College of Adult and Professional Studies
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College of Adult and Professional Studies
B.S., 1975, IUPUI; M.S., 1988, IUPUI; Ed.S., 1994, Indiana University
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M.Div., 2007, Beacon University

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