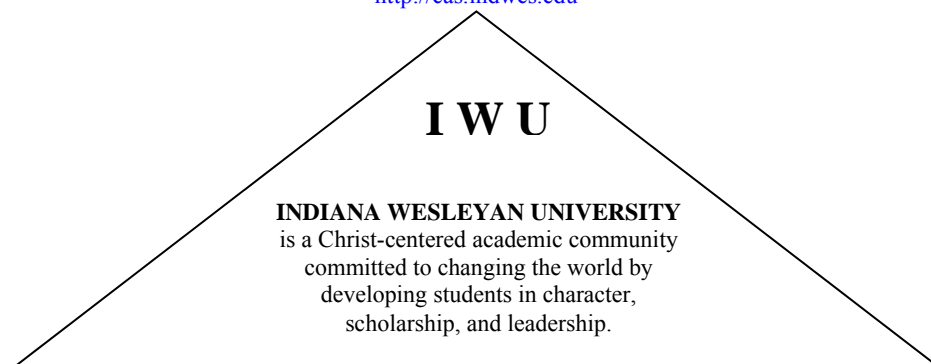# GUIDE TO INDIANA WESLEYAN UNIVERSITY...

Founded in 1920, Indiana Wesleyan University is accredited to award associate,
bachelor's, master's and doctoral degrees.

COLLEGE OF ARTS AND SCIENCES (CAS)
The College of Arts and Sciences (CAS) has 11 divisions,
serving undergraduate students on the home Marion campus.
http://cas.indwes.edu

I W U

INDIANA WESLEYAN UNIVERSITY
is a Christ-centered academic community
committed to changing the world by
developing students in character,
scholarship, and leadership.

**COLLEGE OF
GRADUATE STUDIES (CGS)**
The College of Graduate Studies (CGS) offers master's-
level programs in counseling, ministry and nursing
(Note: CAPS offers graduate programs in business and
education). CGS also offers the Ed.D. in organizational
leadership. Classes are taught in Marion and at select
locations. Some course work is available online.
http://cgs.indwes.edu

**COLLEGE OF
ADULT AND PROFESSIONAL
STUDIES (CAPS)**
The College of Adult and Professional Studies (CAPS)
offers adult-focused undergraduate and graduate
programs in business, education
and nursing at on-site locations throughout
Indiana, Ohio, and Kentucky, as well as
online.
http://caps.indwes.edu

▲▲

HOW TO PURSUE COURSEWORK AT IWU:

HOME CAMPUS: (**CAS**)	**SATELLITE CAMPUSES:** (**CGS** & **CAPS**)	**ONLINE:** (**CGS** & **CAPS**)
Residential and commuter campus in Marion, Ind.	Approximately 90 on-site commuter locations throughout Indiana, Ohio, and Kentucky	IWU's web-based delivery system
-Undergraduate degrees	-Programs designed for busy, working adults and for recent high school graduates who can't relocate to the Marion campus	-Undergraduate and graduate programs designed for busy, working adults
-Over 70 majors		-Current programs include business, computer, education, nursing, ministry, criminal justice, general studies, organizational leadership, biblical studies, and Christian ministries
-Semester format	-Classes meet once a week at convenient times and locations	
-Over 3,000 enrolled students	-Undergraduate and graduate degree programs in business, computer, criminal justice, education, general studies, nursing, ministry, biblical studies, Christian ministries, counseling, and organizational leadership.	-Certificates are offered in several disciplines
	-Lockstep, cohort model of education*	-Lockstep, cohort model of education*
	-Over 6,500 enrolled students	-Over 4,500 enrolled students

EDUCATION CENTERS

INDIANA

Columbus (IN) Education Center	726 Washington Street	Columbus, Indiana 47201
812-376-7346, 866-709-0067	Fax: 812-376-7356	*http://caps.indwes.edu/locations/ed_centers/columbus.htm*
Fort Wayne Education Center	8211 West Jefferson Boulevard	Fort Wayne, Indiana 46804
260-436-7874, 866-248-2435	Fax: 260-432-0196	*http://caps.indwes.edu/locations/ed_centers/fortwayne.htm*
Indianapolis Education Center North	3777 Priority Way South Drive	Indianapolis, Indiana 46240
317-574-3980, 800-456-5327	Fax: 317-818-4883	*http://caps.indwes.edu/locations/ed_centers/indynorth.htm*
Indianapolis Education Center West	6325 Digital Way, Suite 222	Indianapolis, IN 46278
317-713-6150	Fax: 317-713-6161	*http://caps.indwes.edu/locations/ed_centers/indywest.htm*
Kokomo Education Center	1916 East Markland Avenue	Kokomo, Indiana 46901
765-868-7305	Fax: 765-452-0742	*http://caps.indwes.edu/locations/ed_centers/kokomo.htm*
Merrillville Education Center	8415 Georgia St	Merrillville, IN 46410
219-769-5100	Fax: 219-769-5104	*http://merrillville.indwes.edu*
Shelbyville Education Center	2325 Intelliplex Drive	Shelbyville, IN 46176
317-392-5180	Fax: 317-392-5181	*http://caps.indwes.edu/locations/ed_centers/shelbyville.htm*
Greenwood Education Center	1500 Windhorst Way	Greenwood, IN 46143
317-859-3101	Fax: 317-859-3105	*http://greenwood.indwes.edu*

KENTUCKY

Lexington Education Center	1792 Alysheba Way Ste 150	Lexington, KY 40509
859-519-3000	Fax: 859-519-3006	*http://lexington.indwes.edu*
Louisville Education Center	1500 Alliant Ave	Louisville, Kentucky 40299
502-261-5000	Fax: 502-261-5009	*http://louisville.indwes.edu*

OHIO

Cincinnati Education Center	9286 Schulze Drive	West Chester, OH 45069
513-881-3600	Fax: 513-881-3607	*http://cincinnati.indwes.edu*
Cleveland East Education Center	58885 Landerbrook Dr. Ste 215	Mayfield Heights, OH 44124
216-328-1073	Fax: 216-328-1190	*http://cleveland.indwes.edu*
Cleveland Education Center	4100 Rockside Road	Independence, Ohio 44131
216-525-6200	Fax: 216-525-6169	*http://cleveland.indwes.edu*
Dayton Education Center	2912 Springboro West Road	Moraine, OH 45439
937-298-4401	Fax: 937-298-4406	*http://dayton.indwes.edu*

COMMUNICATION WITH THE UNIVERSITY

▲College of Adult and Professional Studies

ADDRESS:
Indiana Wesleyan University
College of Adult and Professional Studies
1900 W 50th Street
Marion, IN 46953-5279
http://caps.indwes.edu
http://myIWU.indwes.edu (current students)

ADMINISTRATION
Vice President, CAPS
765-677-2352
Dean, CAPS
765-677-2390

ADMISSIONS OFFICES
caps.indwes.edu/contactUs/index.htm
866-IWU-4-YOU

ACADEMIC DEPARTMENTS
Business and Management
765-677-2345
General Studies
765-677-2343
Nursing Completion
765-677-2898
Education
765-677-2384
Center for Distributed Learning
765-677-2850

Bulletin available online at:

http://www.indwes.edu/bulletin

STUDENT SERVICES
Office of Student Services
765-677-2359
Fax: 765-677-2380
Assessed Learning
765-677-2374
Accounting Offices:
Business/Management
765-677-3265
Fax: 765-677-3298
All other programs:
765-677-2878
Fax: 765-677-2760
Resources
765-677-2854
Records Office
765-677-2131
Financial Aid
765-677-2516
Fax: 765-677-2030

▲College of Graduate Studies

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

ADMINISTRATION
Dean, CGS
765-677-2090

ADMISSIONS OFFICE
http://cgs.indwes.edu/contact.htm
Office of Graduate Admissions
800-895-0036
765-677-2860
Fax: 765-677-1717

ACADEMIC DEPARTMENTS
Graduate Counseling
765-677-2995
Graduate Ministry
765-677-2245
Graduate Nursing
765-677-2148
Doctoral Program
765-677-1388

Bulletin available online at:

http://www.indwes.edu/bulletin

STUDENT SERVICES
Office of Student Services
765-677-2359
Fax: 765-677-2380
Assessed Learning
765-677-2374
Accounting Offices
765-677-2878
Fax: 765-677-2760
Resources
765-677-2854
Records Office
765-677-2131
Financial Aid
765-677-2516
Fax: 765-677-2030

▲College of Arts and Sciences

ADDRESS
Indiana Wesleyan University
4201 South Washington Street
Marion, IN 46953-4974
http://cas.indwes.edu
http://myIWU.indwes.edu (current students)

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

ADMINISTRATION
Academic Affairs, CAS
765-677-2493

ADMISSIONS OFFICE
Undergraduate Admissions
866-GO-TO-IWU; 765-677-2138
admissions@indwes.edu
New Student Information

STUDENT SERVICES
Business Office/Cashier
765-677-2411
Billing, Cashiering
Center for Life Calling and Leadership
765-677-2520
clcl@indwes.edu
Career Guidance
Financial Aid
765-677-2116
finaid@indwes.edu
Scholarships and Financial Assistance
Records
765-677-2131
recordsinfo@indwes.edu
Registration, Course Information, Transcripts, and Grade Reports

Student Accounts
765-677-2122
howtopay@indwes.edu
Cashier/Business Office
Student Development
765-677-2201
studev@indwes.edu
Housing, Student Organizations, and Activities
Student Support Services (Aldersgate Center)
765-677-2257
CSSS@indwes.edu
Counseling, Handicapped Student Assistance, Tutoring

Catalog available online at:

http://www.indwes.edu/catalog

CONTENTS

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

INDIANA WESLEYAN IS...

Founded in 1920, Indiana Wesleyan University is Christian liberal arts, coeducational university related to The Wesleyan Church. The original campus was well known in Indiana for teacher education when operated by Marion Normal College (1890-1912) and Marion Normal Institute (1912-1918). Beginning in 1906, The Wesleyan Methodist Church operated Fairmount Bible School in Fairmount, Indiana, and in 1920 this became the Religion Department of Marion College. The institution was known as Marion College from 1920-1988, at which time the name was changed to Indiana Wesleyan University. Today the university is one of the fastest-growing Christian universities in the country.

Indiana Wesleyan University has three colleges: College of Arts and Sciences (CAS), College of Graduate Studies (CGS), and College of Adult and Professional Studies (CAPS). The IWU Catalog offers a comprehensive overview of all three colleges, while the IWU Bulletin presents detailed CGS and CAPS content.

The "home" Marion campus has long been known for preparing students for service and leadership roles in teacher education, health care, social work, business, industry, government, Christian ministries, and other areas. The educational activity of the university reaches beyond the 325-acre campus through association with other organizations and institutions, especially in the greater Marion area (population 80,000). The Marion Community School System, Marion General Hospital, the Marion Veterans Administration Hospital, and other health, educational, social, and religious organizations, and the American Studies Program in Washington, D.C., are important links in the students' career preparation for service and leadership. For specialized educational experience in the May and summer terms, students have opportunities to study and travel to places such as Chicago, Los Angeles, New York, Washington, England, Europe, Mexico, Costa Rica, and Israel.

For over 20 years, Indiana Wesleyan University has offered graduate studies programs. The graduate studies in Nursing and Ministry have prepared hundreds of professionals to succeed in their chosen professions. Indiana Wesleyan University's graduate studies in Counseling is one the nation's few programs that prepares counselors to integrate their Christian faith and values with integrity in their practice of counseling. The latest offering through CGS is IWU's first doctoral program---the Ed.D. with a major in organizational leadership. This 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 who purpose to contribute to Indiana Wesleyan University's mission to raise up Servant Leaders as World Changers. The Indiana Wesleyan University College of Graduate Studies provides a home for innovative, relevant, and responsive programs in a more traditional graduate studies format.

Since 1985, Indiana Wesleyan University has met the educational needs of the working adult and, consequently, has earned a reputation as a national leader in adult education. IWU currently offers undergraduate and graduate degree programs in Biblical studies, business, Christian ministries, criminal justice, education, general studies, and nursing at more than 90 locations throughout Indiana, Kentucky, and Ohio. Classes meet evenings and Saturdays. Many of the courses offered onsite are also offered through online, which has grown rapidly to a current enrollment of more than 4,500.

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

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

- 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

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

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

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

- Commitment
- Learning
- Serving
- Stewardship

Mission

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

Vision for Indiana Wesleyan University

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

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

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

- a powerful message to our students;
- a way of building positive student self-image and Christian character;
- the basis for integrating faith with learning and living;
- an integrated theme in all our programs;
- the focal point for a student-centered campus experience that integrates spiritual, educational, and leadership development;

- the lens we use for faculty recruitment and development;
- a new way of thinking about who our distinguished alumni are; and
- a basis for rethinking how we relate to our alumni.

RIGHT RESERVED TO CHANGE

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

STATEMENT OF NONDISCRIMINATION IN UNIVERSITY PROGRAMS

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

ACADEMIC FREEDOM

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

SERVICES FOR DISABLED STUDENTS

The Aldersgate Center at Indiana Wesleyan University assumes responsibility for seeing that the university is properly interpreting federal regulations requiring that the university take such steps as are reasonable to ensure that no disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual or speaking skills, or with properly diagnosed learning disabilities. The Aldersgate Center will be responsible for coordinating the university's compliance with these regulations. See more detailed information in the General Information sections.

COLLEGE OF ADULT AND PROFESSIONAL STUDIES (CAPS)

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.

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

OBJECTIVES - CAPS

The objectives of CAPS programs are:

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

ADMISSION REQUIREMENTS - CAPS

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

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

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

CAPS FACULTY

CAPS employs a core of full-time faculty who are responsible for instruction and curriculum development in selected specialty areas. These individuals also mentor and develop adjunct faculty in the selected area of study.

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.

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting candidates, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission fit, academic qualification, professional experience, and the ability to facilitate adult learning. Faculty candidates are screened through an application, a series of interviews, and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

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

CAPS FOUNDATIONS

CAPS programs offer a challenging educational experience for adult learners. The curricular format is accelerated, interaction among participants is emphasized, and project teams play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. As working adults, 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 foundations of the CAPS 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 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 without having to rely on an instructor as a "fountain" from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, 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.

ADMISSION AND REGISTRATION - CAPS

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

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

- Probation - Students who's 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 (Nursing program 2.0 and graduate programs - 3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean for CAPS. Any student failing to remove the probationary status will be academically suspended from the program.

- Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not allowed to continue. Provisional students are not eligible to receive financial aid.

- 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 a CAPS program.

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:

- 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.)

- 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.

- 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 semester hours may be accepted through assessed learning and/or ACE credit.

- The following pertain to applicants to the Bachelor of Science in Nursing degree:
  - 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

Transcripts from foreign institutions are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

FORMER STUDENT RE-ENROLLMENT

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from a CAPS program may make application to the Dean of CAPS 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 CAPS admission procedure. Students who were academically suspended from the traditional campus and wish to apply to a CAPS program must meet the following criteria:

- All other CAPS admission criteria met;
- At least two years have passed since the suspension; OR
- The student has successfully completed 12 hours elsewhere;
- There are no other holds on the student's record.

ACADEMIC CALENDAR

CAPS courses are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite 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). Online core groups meet in an asynchronous environment through Blackboard. Students are also required to complete project team assignments.

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/her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, email, 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 elective and/or liberal arts credits 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.

STUDENT WITHDRAWAL/CHANGE IN STATUS

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the 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.

SUBJECT AREA PROFICIENCY EXAMS

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

Prerequisite deficiencies in accounting must be fulfilled in the bachelor degree programs as follows:

- Business Administration - prior to ADM-471
- Management and Business Information Systems - prior to MGT-412
- Marketing - prior to ADM-474

The mathematics proficiency required by the Accounting program must be fulfilled prior to beginning the core program.

These proficiency exams are 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% or higher indicates satisfactory completion.

ENROLLMENT - LIMITATIONS

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 Office of Student Services for more information.

ACADEMIC INFORMATION - CAPS

DEGREES OFFERED

CAPS offers the following degrees:
Associate of Science (A.S.) with majors in:

- Accounting
- Business
- Christian Ministries
- Computer Information Technology
- Criminal Justice
- General Studies
- Nursing

Bachelor of Science (B.S.) with majors in:

- Accounting
- Biblical Studies
- Business Administration
- Business Information Systems
- Criminal Justice
- General Studies
- Management
- Marketing

Bachelor of Science in Nursing (B.S.N.) with a major in Nursing

Master of Science (M.S.) with a major in Management

Master of Business Administration (M.B.A.)

Master of Education (M.Ed.)

NON-DEGREE PROGRAMS OFFERED

CAPS offers the following non-degree programs:

- Certificates in Religious Studies, Communications, Human Services, and Criminal Justice (undergraduate)
- Certificates in Accounting and Health Care Management (graduate)
- Principal Licensure Program (graduate)
- Transition to Teaching (graduate)

- Exceptional Learners (graduate)
- Career Builders for Educators (graduate)
- Kentucky Rank 1 Program (graduate)

See each program listing for individual program requirements.

DEGREE REQUIREMENTS

COLLEGE OF ADULT AND PROFESSIONAL STUDIES (CAPS)

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 (2.75 for Nursing) or higher.
3. Completion of core requirements with a GPA of 2.25 (2.5 for Biblical Studies, 2.75 for Nursing) or higher.
4. For Nursing students - a grade of "C" or higher in each core course.
5. 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."

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.

WHICH BULLETIN?

Students must meet the graduation requirements as stated in the university bulletin under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the bulletin under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the bulletin under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the bulletin that is current at the time they make such changes. The same holds true for students moving from the College of Adult and Professional Studies to the College of Arts and Sciences or the College of Graduate Studies, or vice versa.

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.

CORE REQUIREMENTS

The integrity of the degree program demands that the core requirements 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. Certain graduate programs allow up to six hours in transfer.

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 (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	

D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals.)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

REPEATED COURSES

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

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

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

INCOMPLETE GRADES

Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.

2. The instructor must obtain approval from the appropriate Regional Dean/Program Director.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

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 Program Director.
8. No change may be made from audit to credit, or credit to audit, after registration closes.

PLACEMENT ON PROBATION

Students enrolled in a CAPS program will be placed on probation if their **core** GPA at any time falls below:

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

Students will be placed on probation if their **cumulative** GPA at any time falls below:

- 2.00 for the associate and baccalaureate programs;
- 2.50 for the Biblical Studies program;
- 2.75 for the Nursing program; and
- 3.00 for graduate programs.

Students are given two consecutive courses to satisfactorily raise their GPA. If the GPA is successfully raised, the probationary status is removed. Academic suspension will result if the student'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, and 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 Dean of CAPS.

ACADEMIC DISMISSAL

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

GRADE REPORTS AND TRANSCRIPTS

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

The student's official transcript is prepared by the Indiana Wesleyan University Records Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of course work at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student. Financial obligations must be met before a transcript will be released.

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

ATTENDANCE POLICY

Because of the accelerated nature of the CAPS 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 (1) absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.

- Under emergency circumstances, a student may be allowed two (2) absences in courses that are 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 CAPS programs requires students to attend all class sessions. Classes are held once per week for four (4) hours, or in the case of the M.Ed. program, once per week for eight (8) hours. At these sessions, the entire class meets with the faculty member. Class attendance records are maintained by the faculty member and submitted to the 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 (3) hours or more of a class that is four (4) hours in length or six (6) hours or more of classes that are eight (8) hours in length. 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.

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

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.

STUDENT HONESTY/CHEATING

Coursework

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

Cheating is defined as submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism in research writing is considered cheating.

- Plagiarism is defined by the MLA Handbook as "the act of using another person's ideas or expressions in writing without acknowledging the source... to repeat as your own someone else's sentences, more or less verbatim."

- 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).

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

An 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 Dean of the College of Adult and Professional Studies. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

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

Academic Records

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.

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 Dean of the College of Adult and Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

GRADE APPEAL

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the 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 request for subcommittee review form. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.

6. Upon receipt of the request for subcommittee review form, the matter will be brought to the next regularly scheduled Academic Appeals Subcommittee meeting. (NOTE: The subcommittee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the subcommittee, then that individual will recuse himself/herself from deciding the appeal. The subcommittee will notify the student of its decision, which will be final.

ACADEMIC POLICY GRIEVANCE

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. The student must first contact the person who has made the decision for a full explanation of the policy and how

the policy was followed. If the policy has been followed, then the student has no further recourse.

2. If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director by filing a request for review form, which can 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 CAPS 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) will notify the student of the decision.

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

PROJECT TEAMS

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the University to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of 3-4 individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

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

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

WAYS TO EARN UNIVERSITY CREDIT TOWARD A DEGREE

UNDERGRADUATE 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 (6) 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 the CAPS 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 (1) year after the student's core completion date.

PORTFOLIO FEES

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

GRADUATION AND HONORS

GRADUATION CEREMONIES

CAPS 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 courses from other colleges/universities, elective courses, CLEP/DANTES tests, or completing a portfolio need to make sure that transcripts, grades, and scores can be received and transcripted by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies.

Students who have 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, 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:

*   GPA of 3.5 or higher - "cum laude" (with honors)
*   GPA of 3.7 or higher - "magna cum laude" (with high honors)
*   GPA of 3.9 or higher - "summa cum laude" (with highest honors)

DIPLOMAS

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

GENERAL INFORMATION - CAPS

BOOKS AND MATERIALS

Indiana Wesleyan University is the sole provider of all books and materials for students who enroll in a program within Adult and Professional Studies. 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 150,000 titles (including e-books), more than 12,000 audiovisual titles, 680 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 email, 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. This guide further describes all provided services.

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:

- Confidential and caring support for student and family members as requested
- Spiritual guidance and prayer support
- Intervention and support during life crises
- Referrals to counseling and support groups for special needs
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith

For additional information about the Chaplaincy Program, contact the Office of Student Services or visit the Web site at http://caps.indwes.edu/studentServices/chaplain/.

TOBACCO USAGE PROHIBITED

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

ALCOHOL, ILLEGAL DRUGS, AND 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.

STUDENT RECORDS, RIGHTS, AND PRIVACY

The university complies with the Family Educational Rights and Privacy Act of 1974 and as it appears in final form in 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:

- Permanent grade records (transcripts) for all students are kept in the Marion Campus Records Office.
- For CAS students, discipline records are kept in the Student Development Office, and financial records are kept in the CAS Financial Aid and Accounting Offices.
- CAPS students' personal records are kept in the Office of Student Services. Financial records are kept in the Adult and Graduate Operations Financial Aid and Accounting Offices.

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

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

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

A student may request in writing 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.

CAS students would file such a request with the Records Office. CAPS and CGS students would file such a request with the Office of Student Services.

STUDENT EMAIL ACCOUNTS

Upon acceptance, students are given an IWU student email 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.

SERVICES FOR DISABLED STUDENTS - CAPS

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

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need, and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the CAPS coordinator will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The CAPS coordinator, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The CAPS coordinator will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

INCLEMENT WEATHER PROCEDURES

The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. The university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students

should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the Dean's office. 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 CAPS and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call the CAPS administrative offices or class sites. In addition to the telephone calling tree, information about postponement will be announced on the university's website 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

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 Adult and Graduate Operations Human Resources Coordinator. 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. The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within thirty (30) days of the incident that generates the dispute.

2. If the matter is not satisfactorily resolved at level 1, the student may submit a written request within thirty (30) days of the level 1 decision to the AGO HR Coordinator for a review by the Operations Appeals Committee, which is comprised of the Associate Vice Presidents for Adult and Graduate Operations. The request from the student should include thorough documentation supporting the student's claims. The AGO HR Coordinator will communicate the committee's findings and decision to the student.

3. If the complaint is not satisfactorily resolved at level 2, the student may submit a written request within thirty (30) days of the level 2 decision to the AGO HR Coordinator for a review by the Vice President of Adult and Graduate Operations. Appeals at this level will be considered only to ensure that University procedures were followed in levels 1 and 2. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level 2 is deemed unsatisfactory. The Vice President will consider the situation and will inform the student of the decision, which will be final.

DRUG ABUSE PREVENTION

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug

abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The 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.

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

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

IWU 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 Regulatory Affairs at 765-677-2401 or regulatoryaffairs@indwes.edu.

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% 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 Specialist. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

FEE STRUCTURE - ELECTIVE COURSES

Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund policies are outlined in the Undergraduate Electives section.

FINANCIAL AID - CAPS

TYPES OF FINANCIAL AID AVAILABLE - CAPS

The following types of financial aid are available to persons enrolled as degree seeking students who meet the eligibility criteria for the financial aid.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree. Recipients must show financial need, be a US Citizen (or eligible non-citizen), and complete the Free Application for Federal Student Aid (FAFSA). The amount of eligibility is determined by the enrollment of the student as well as the financial resources the student and family are able to provide. The Pell Grant award is based on the number of credits a student will complete during the fiscal year (July 1 – June 30). Students enrolled in either core or elective classes are eligible for Pell Grant consideration if all other criteria are met. Pell Grant is disbursed directly to the student's account in two payments during the year.

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

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

Ohio State Aid – The Ohio Instructional Grant (OIG) is available to Ohio residents who are enrolled in classes located with Ohio. Students must be undergraduates and show financial need as defined by the state of Ohio. Students must complete the FAFSA by the Ohio state deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 and/or January 1 to June 30 for full time eligibility. State grants are a tuition only grant. Any tuition reimbursement that a student may receive will affect state grant eligibility.

Federal Stafford Loan – is available to virtually any student enrolled who files the FAFSA and all other required financial aid forms. The maximum loan amounts for dependant students are $3,500 for a freshman, $4,500 for a sophomore, $5,500 for juniors and seniors, and $8,500 for graduate students in a graduate program. For students who demonstrate financial need, the federal government subsidizes the loan interest while the student is enrolled in school. Interest rates are a fixed 6.0% beginning July 1, 2008, for Subsidized Undergraduate Stafford Loans. All other Stafford Loans have a 6.8% interest rate. Self-supporting students may borrow an additional unsubsidized Stafford Loan for up to $4,000 for freshmen and sophomores, up to $5,000 for juniors and seniors, and up to $12,000 for students enrolled in graduate programs. Lifetime maximums for the loans are $46,000 for undergraduate and $138,000 for graduate (including undergraduate borrowing) students. ALL FIRST-YEAR, FIRST-TIME BORROWERS AT IWU MUST COMPLETE LOAN ENTRANCE COUNSELING ONLINE AT: www.indwes.edu/financialaid.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins 6 months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a 6-month grace period during which no interest or principal payments are due on subsidized loans, and only interest continues to accrue on the unsubsidized loans. The minimum monthly payment is $50 but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

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. A student must be accepted as a regular student (cannot be unclassified or provisional).

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information.) If additional circumstances arise which require stopping out of class again, the student should contact the Financial Aid Office to discuss options.

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

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

HOW TO APPLY FOR FINANCIAL AID

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Include Indiana Wesleyan University as a school to receive your information by listing our school code 001822.

2. Below is a checklist provided by the Financial Aid office outlining the process for obtaining and checking all awards.

   - File the Free Application for Federal Student Aid (FAFSA). You must list Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA. Otherwise IWU will not receive your FAFSA information from the federal processor. File online at www.fafsa.ed.gov.

   - If this is your first year to use your loan eligibility at IWU complete the following steps to provide the information needed to process your loan request. Go to http://www.indwes.edu/financialaid/aps/ and select Financial Aid Forms for assistance with the following processes. An instruction guide is available on the web page as well.

     - Loan Entrance Counseling: An online tool will walk you through the federally required loan entrance counseling and provide a confirmation

page at the end. You will want to print the confirmation page for your records.

   - Application/Lender Selection: Once you select the appropriate lender, you will complete the loan request form. You will want to print the data verification page prior to clicking submit. Once you submit, you will also see a confirmation that your page was submitted, please print for your records. You will want to click continue to go to the next step of completing the master promissory note.

   - Master Promissory Note (MPN): You will be directed to a web page to complete your MPN for your lender. We encourage you to sign electronically to speed the loan process, but you do have the option to complete the form online and print an original to sign to submit your signature. You will see a confirmation page at the end of your MPN process, please print and keep a copy of your records.

3. Please make sure that you fill all information requested in these processes as any incomplete information will delay the processing of your loan. Also watch for the confirmation pages before continuing to the next step. Lastly, we strongly recommend that you print copies for your records

4. Respond to requests for additional information from the financial aid office. You may be asked to provide a copy of your federal tax return (and your spouse tax return or your parents' tax as appropriate), verification of untaxed income, a verification of household members, or other documentation required to determine aid eligibility due to Department of Education regulations.

5. Provide documentation on any assistance provided by other agencies (i.e. tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc)

6. 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 must be received in the CAPS Financial Aid Office before eligibility can be determined.

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

3. The student will receive a financial aid award letter indicating the types and amounts of aid for which he/she qualifies. If you do not want aid that is awarded (i.e. unsubsidized Stafford Loan) you must contact the

financial aid office to remove the awards, otherwise the aid will be processed and disbursed to your student account.

HOW AND WHEN FINANCIAL AID IS DISBURSED

Federal Pell Grant is disbursed as a credit to the student's account in two separate disbursements in each academic year.

Federal Stafford Loan is certified and processed after classes have begun. The first disbursement is generally received within 45 days of the first date of class. The funds are applied as a credit to the student's account typically in two disbursements.

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

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

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

To be eligible for state grants a student must be enrolled in 12 credit hours in the Fall (July 1-December 31) and then 12 credit hours in the Spring (January 1-June 30)

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

Applying for financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- 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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if

the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after 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 class or classes 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:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal financial aid received.

The Financial Aid Office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, Perkins Loan, PLUS, Pell Grant, SEOG and other Title IV grants. The student will have 45 days to contact the CAPS 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:

- What financial assistance is available, including information on all Federal and State programs.
- The deadlines for submitting application for each of the financial aid programs available.
- The cost of attending the programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.
- What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the CAPS Financial Aid Office or the agency to which you submitted your FAFSA.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.

- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal procedures.
- Repay student loans in agreement with the loan promissory note.

FURTHER INFORMATION

The Financial Aid staff is here to assist in any way possible. If you have questions about any of the information pertaining to financial aid, please contact: Indiana Wesleyan University, CAPS Financial Aid, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030

CAPS UNDERGRADUATE PROGRAMS

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

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

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

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

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

CAPS ASSOCIATE DEGREE PROGRAMS

ADMISSION REQUIREMENTS - AS

The admission requirements 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. (For admission into the General Studies program, 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 - AS

To graduate with an associate degree with majors in Accounting, Business, Christian Ministries, Computer Information Technology, or 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.

To graduate with an associate 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 62 credit hours. Thirty of the 62 must be taken at Indiana Wesleyan University.
2. Cumulative GPA of 2.0 or higher.
3. Completion of a 15 credit hour concentration with a GPA of 2.0 or higher. Nine of the 15 credits required must be taken at Indiana Wesleyan University.
4. Completion of the 23 credit hour liberal arts requirement.
5. Completion of 3 credit hours of required electives.

ACCOUNTING - AS

The Associate of Science degree with a major in Accounting consists of 62 credits of course work, 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.

ACCOUNTING COURSE DESCRIPTIONS - AS

UNV-111 Philosophy and Practice of Lifelong Learning I   2
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-140 Concepts of Wellness   2
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

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 be 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

The Associate of Science degree with a major in Business consists of 62 credits of course work, 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.

BUSINESS COURSE DESCRIPTIONS

UNV-111 Philosophy and Practice of Lifelong Learning I   2
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-140 Concepts of Wellness   2
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

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-140 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.

CHRISTIAN MINISTRIES

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 some of the requirements for ordination in The Wesleyan Church and other churches, and prepares the student for bachelor-level work in Ministry or Biblical Studies.

Christian Ministries graduates 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 organizations.

CHRISTIAN MINISTRIES COURSE DESCRIPTIONS

UNV-111 Philosophy and Practice of Lifelong Learning I   **2**
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-140 Concepts of Wellness   **2**
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

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-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 further personal and professional use of the Bible. Prerequisites: BIL-101, BIL-102, BIL-120 or department permission

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

COMPUTER INFORMATION TECHNOLOGY

The Associate of Science degree with a major in Computer Information Technology consists of 62 credits of course work, 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.

COMPUTER INFORMATION TECHNOLOGY COURSE DESCRIPTIONS

UNV-111 Philosophy and Practice of Lifelong Learning I   2
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-140 Concepts of Wellness   2
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

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 E-Commerce and Web Development   3
This course provides an overview of electronic commerce and business models underlying these electronic commerce applications. It also reviews the WWW technology and e-commerce trends and issues, such as, authentication, security,

privacy, intellectual property rights, and so on. It then introduces HTML and a common web design application.

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.

CRIMINAL JUSTICE - AS

The Associate of Science degree with a major in Criminal Justice consists of 62 credits of course work 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.

CRIMINAL JUSTICE COURSE DESCRIPTIONS - AS

UNV-111 Philosophy and Practice of Lifelong Learning I   **2**
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-140 Concepts of Wellness   **2**
A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

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.

GENERAL STUDIES - AS

The Associate of Science degree with a major in General Studies consists of 62 credits of course work, 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.

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.

The total of 62 credit hours must include 23 hours in Liberal Arts, 15 hours in a concentration, and 3 credits in required electives as specified below:

Liberal Arts Requirements
- 9 credits in Humanities (ENG-242, HST-160, FINA-180, PHL-283)
- 3 credits in Biblical Literature (BIL)
- 3 credits in English Composition (ENG-140 or ENG-141 or the equivalent, must be completed with grade of "C" or better)
- 3 credits in Social Science (ECO, HST, POL, PSY, SOC)
- 2 credits in Physical Education (PHE)
- 3 credits in Science or Math (BIO, EAR, SCI, MAT)

Required Electives
- 2 credits in first-year seminar (UNV-111 or UNV-181)
- 1 credit in Liberal Arts Appreciation (UNV-201)

Concentration
- 15 credit hours total with a 2.0 G.P.A.
- 9 of 15 hours must be completed at IWU
- Concentrations include those listed below.
- Individualized concentrations must be approved by the General Studies Faculty Committee.

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

CAPS BACCALAUREATE DEGREE PROGRAMS

CAPS baccalaureate degree programs consist of a 40-43 credit hour core requirement. Successful completion of the core courses fulfills the minimum requirements for the major.

ADMISSION REQUIREMENTS - BS

The admission requirements are as follows:

1. Proof of high school graduation or GED certification.
2. Original transcripts from all previous college or university study 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. A minimum of two years of significant full-time work experience beyond high school.
   - For the Nursing program, admission requires present nursing employment (either full or part time), or at least one year of prior nursing work employment (either full or part time).
   - For the General Studies program, 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.

Additional admission requirements for the Nursing program:

1. Proof of current UNENCUMBERED RN licensure;
2. 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.

Additional requirements for the Accounting program:

1. Evidence of the equivalent of one semester of mathematics or statistics

GRADUATION REQUIREMENTS - BS

To graduate with a baccalaureate degree with a major in Accounting, Biblical Studies, Business Administration, Business Information Systems, Criminal Justice, Management, Marketing, or Nursing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

1. Completion of 124 semester hours.
2. Completion of the required core courses with a GPA of 2.25 (2.50 for the Biblical Studies program; 2.75 for the Nursing program) or higher.
3. Cumulative GPA of 2.0 (2.75 for the Nursing program) or higher.
4. Completion of 30 hours of liberal arts as specified.
5. Payment of all tuition and fees is required to receive a diploma.

For the Nursing program:

1. All individual core courses must be completed with a grade of "C" or better.

To graduate with a baccalaureate degree with a major in General Studies, the following requirements must be met:

1. Completion of 124 semester hours. Thirty of the 124 must be taken at Indiana Wesleyan University.
2. Cumulative GPA of 2.0 or higher.
3. Completion of a 20 hour concentration with a GPA of 2.25 or higher. Nine of the 20 credits required must be taken at Indiana Wesleyan University.
4. Completion of 30 hours of liberal arts as specified.
5. Completion of 30 hours of upper level coursework.
6. Completion of 3 credit hours of required electives.
7. 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 students in CAPS baccalaureate programs. This 30-credit liberal arts core includes:

6 semester credits in Philosophy/Religion/Biblical Literature (3 of the 6 semester credits MUST be in Biblical Literature)

9 semester credits in English/Composition/Speech/Literature (General Studies students must take ENG-140 and ENG-141 or the equivalent; must be completed with grade of "C" or better)

6 semester credits in Social Sciences

3 semester credits in Math

3 semester credits in Science

3 semester credits in Fine Arts/Foreign Language

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 their state if they plan to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the 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 course work in mathematics or statistics by meeting one of the following options:

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

PREREQUISITES - ACCOUNTING

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 the above two courses from an accredited university with a grade of "C" or higher.

ACCOUNTING COURSE DESCRIPTIONS - 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.)

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.

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.

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

BIBLICAL STUDIES

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 degree with a major in Christian Ministries and the Bachelor of Science degree with a major in Biblical Studies.

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.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at http://www.IWUOnline.com.

PREREQUISITES - BIBLICAL STUDIES

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:

- BIL-101 Old Testament Survey
- BIL-102 New Testament Survey
- BIL-201 Methods in Bible Study OR BIL-202 Inductive Bible Study
- BIL-232 Basic Christian Doctrine

* Note: For students lacking the prerequisites required for entrance into the Biblical Studies major, a Certificate in Religious Studies can provide the required courses. See under Certificate Programs, Religious Studies.

BIBLICAL STUDIES COURSE DESCRIPTIONS

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 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 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 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 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 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 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 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 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

BUSINESS ADMINISTRATION

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

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.

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

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.

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.

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.

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

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

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

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.

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.

BUSINESS INFORMATION SYSTEMS COURSE DESCRIPTIONS

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.

CRIMINAL JUSTICE - BS

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 42 credits in fifteen core courses and a total of 124 credits of course work. 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.

CRIMINAL JUSTICE COURSE DESCRIPTIONS - 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 Practicum in Criminal Justice and Homeland Security   1
Over the course of the criminal justice program, students will participate in field experiences. This course will permit students to further reflect on those experiences, conduct research, and integrate their research findings with their experiences.

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 course work, 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.

The total of 124 credit hours must include 30 hours in Liberal Arts, 30 hours in upper-level coursework, 20 hours in a concentration, and 3 hours in required electives as specified below:

Liberal Arts Requirements

- 6 semester credits in Philosophy/Religion/Biblical Literature (three of the six semester credits MUST be in Biblical Literature)
- 9 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)
- 6 semester credits in Social Sciences
- 3 semester credits in Math
- 3 semester credits in Science
- 3 semester credits in Fine Arts/Foreign Language

Required Electives

- 2 credits in Introductory Seminar (ADM-201, UNV-181, or UNV-111)
- 1 credit in General Studies Colloquium (UNV-401)

Concentration

- 20 credit hours total with a 2.25 G.P.A.
- 9 of 20 hours must be completed at IWU
- Concentrations include those listed below
- Individualized concentrations must be approved by the General Studies Faculty

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 Concentration - permits customized concentration with approval of General Studies Faculty

MANAGEMENT

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

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.

MANAGEMENT COURSE DESCRIPTIONS - 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-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-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-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.

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-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.

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-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

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

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.

MARKETING COURSE DESCRIPTIONS

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.

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.

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   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.

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

MKG-353 Sales   3
A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills.

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.

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.

NURSING

The College of Adult and Professional Studies offers an 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 College of Adult and Professional Studies 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 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 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 of the baccalaureate program is designed to:

1. Call students to Christian character in development of professional values;
2. Expect students to develop academic excellence in core knowledge;
3. Equip students with core competencies for success in the nursing profession;
4. Mentor students in leadership through professional role development;
5. Prepare students for service.

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.

RN LICENSE REQUIREMENT

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 - 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.

NURSING PROGRAM COURSE DESCRIPTIONS

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.

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 (6) 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 regularly updated. 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

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 (6) 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 emailing 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 (2) weeks before the course begins, all payments may be refunded.

If a student withdraws less than two (2) weeks before the course begins, a $50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a $50 processing fee, 10% of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

BOOKS

UPS ships textbooks and class materials approximately one week before the class start date. UPS cannot deliver to a post office box number. 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. Email allows students to communicate with the instructor, while electronic bulletin board capabilities allow students and instructor to post, share, and read threaded discussions, questions, and comments. Students 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.

ONSITE AND ONLINE UNDERGRADUATE ELECTIVES COURSE DESCRIPTIONS

(*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.

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.

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.

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 or MUS-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 or MUS-180.

MUS-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.

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.

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-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 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 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 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-202 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 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 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

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**
An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance.

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-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.

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 ELECTIVES

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.

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 lectures from various exercise professionals. The completion of a significant running event as a group will be the culmination of the class.

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 email and FTP to get information on the Internet and be able to use a browser to get information on the WWW. Further, the student will be introduced to the search tools available in order to help locate information on the Internet and WWW.

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.

CAPS UNDERGRADUATE CERTIFICATE PROGRAMS

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in 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 fifteen credit hours from the selected courses in the specified certificate area. Degree-seeking student must earn at least nine of the fifteen 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 fifteen 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
PSY-365   Psychology of Personality
           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 GRADUATE DEGREE PROGRAMS

The College of Adult and Professional Studies offers graduate degrees designed specifically to help working adults advance their professional and personal proficiencies. These graduate degree programs offer intensive study in the disciplines and skill areas required for success in today's challenging social and economic conditions. Further, they are designed to equip working professionals to function as lifelong learners in their areas of specialty and to strengthen their ability to serve as leaders in their chosen professions.

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

Each course is a required component of the program (core) and is generally taken in sequence.

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.) 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.

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 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 (2) years of significant full-time work experience.

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.

ASSESSMENTS, PREREQUISITES, AND TUTORIALS

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 tutorial class is required for accounting and finance. At the completion of each of the first two courses and the accounting tutorial 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.

MASTER OF BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

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 accounting 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. 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 6 hours) for any core course except MGT-510 and MGT-557

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

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 (2) years of significant full-time work experience.

GRADUATION REQUIREMENTS - MANAGEMENT

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.

MANAGEMENT COURSE DESCRIPTIONS - 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 accounting.

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.

MASTER OF EDUCATION

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 two options:

1. **Option I**: 30-hour master's degree in Education with no electives required.
2. **Option II**: 30-hour master's degree core program with six hours of Indiana Wesleyan University elective courses leading to the Master of Education degree with a specialty in one of the areas listed below:
   - Early Childhood Education, K-3
   - Elementary Education, K-6
   - Literacy Education, K-12
   - English, 5-12
   - Science, 5-12
   - Special Education, K-12
   - History, 5-12
   - Mathematics, 5-12
   - Music, K-12
   - Differentiated Teaching and Learning, K-12
   - English Language Learner, K-12

The six semester hours of elective credit for the specialties may be earned through IWU's prescribed elective offerings only.

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 ten 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; course work 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 and to explore a contemporary education issue.
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 ten 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; course work 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 and to explore a contemporary education issue.

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 in education 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. Prospective candidates whose baccalaureate degree is in an area other than education must meet the following criteria:

   - Have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

   - Hold an Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) temporary, standard, or professional teaching license.

   - Have one year (i.e., a minimum of one semester and one day) of teaching experience.

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), under contract and performed in a classroom.

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.

PROGRAM ADMITTANCE POLICY

Formal admittance to candidacy for the Master of Education Degree from Indiana Wesleyan University will commence at the time a student successfully completes the Assessment Day One requirements. *(Note to Students: Assessment Day One occurs after the first three core courses are completed.)* An admissions committee composed of 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/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/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/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/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 - M.ED.

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 Program 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.

GRADUATION REQUIREMENTS - M.ED.

To graduate, candidates must have completed the following:

1. Successful completion of the M.Ed. thirty (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 (1) 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).

5. Successful completion of six hours of electives for those candidates desiring the Master of Education degree with a specialty.

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/CBEI) 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 EDU-559A, EDU-565, EDU-556A, EDU-559B, EDU-550, EDU-597, EDU-553, EDU-589, EDU-556B, EDU-551, EDU-559C, and EDL-557. Prospective candidates entering an M.Ed. program in this way will take 24 hours of M.Ed. courses. Six hours of their previous coursework will complete the requirements of the 30-hour degree.

EXCEPTIONAL LEARNERS 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 EDU-559A, EDU-565, EDU-556A, EDU-559B, EDU-550, EDU-597, EDU-553, EDU-556B, EDU-551, EDU-559C, and EDL-557. Prospective candidates entering an M.Ed. program in this way will take 22 hours of M.Ed. courses. Eight hours of their previous coursework will complete the requirements of the 30-hour degree.

MASTER OF EDUCATION COURSE DESCRIPTIONS

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.

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
This course is a one (1) credit hour course consisting of an attendance at a seminar and a field experience component. Cohort members 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 and field experiences.

LICENSE RENEWAL

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

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

PROFESSIONAL LICENSE

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

RECERTIFICATION REQUIREMENTS

1. Applicants must have a valid standard/provisional license from the State of Indiana. (IWU cannot process a reciprocal license. This must be sent directly to the Professional Standards Board for processing.)
2. Applicants must complete the Application for Indiana Teaching, Administration, or School Services License provided by Indiana Wesleyan University.
3. Applicants must include a copy of their license. If the license is unobtainable, please contact IWU.
4. Applicants must provide a $25 personal check payable to Indiana Wesleyan University as a processing fee. (Fee is waived for IWU graduates.)

5. A maximum of three (3) credit hours may be taken outside of Indiana Wesleyan University for the renewal process. IWU will need an official transcript of those credit hours.
6. The Indiana Professional Standards Board does not accept applications until two months prior to the expiration date of license.

ADMISSION AS A NON-DEGREE STUDENT

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

1. Unclassified student application.
2. A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned a baccalaureate or graduate degree.

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

GENERAL INFORMATION - GRADUATE EDUCATION ELECTIVES

Graduate elective courses provided by Indiana Wesleyan University meet at various days and times throughout the state of Indiana and may also be offered online. At times, Indiana Wesleyan University partners with other learning associates to provide more diverse graduate elective course offerings that will fulfill the requirements of renewal in the state of Indiana. Courses offered by other learning associates are identified as such and are not open to Kentucky students.

GRADUATE EDUCATION ELECTIVE COURSE DESCRIPTIONS

* indicates courses offered through Performance Learning Systems

* * indicates courses offered through Canter and Associates

EDS-500 Methods for Effective Inclusion   3
Review of effective methods for working with learners who have special needs in the regular classroom. Topics include identification of learner needs, programming for individual needs in the regular classroom, and team building for successful program implementation. Not open to students who have received credit for EDU-530 or EDU-593.

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-515 Advanced Teacher Effectiveness and Classroom Handling Lab*   3

This course focuses on the practice of, experimentation with, and the internalization of the skills taught in EDU-500. Included in the class are verbal skills to uncover student agenda, to meet resistances presented by students, and to move students to problem resolution, creating a positive classroom environment through team building, recognition and use of

student satisfactions, and implementation of the P.O.W.E.R. Judgment as a structure for problem exploration and resolution. Prerequisite: EDU-500

EDU-516 Coaching Skills for Successful Teaching*   **3**
This course is designed to prepare administrative personnel to coach teachers to perform at higher levels of effectiveness. Superintendents, principals, assistant principals, supervisors, and department chairpersons will be synthesizing the research on effective teaching, identifying teacher strengths and areas for growth using observation based on effective teaching research, practicing the verbal and nonverbal skills vital to the coaching process, and practicing the conference and coaching process specifically designed to improve teacher performance.

EDU-517 Advanced Professional Refinements in Developing Effectiveness Lab*   **3**
This course focuses on the practice of, experimentation with, and the internalization of the skills taught in EDU-502. Significant emphasis will be given to utilization of the eleven Questions for Life as well as teaching the questions to students so that they can answer and ask the questions themselves. Techniques will be demonstrated to help teachers develop positive nonverbals to generate enthusiasm, upstage the environment, and motivate students. Prerequisite: EDU-502

EDU-518 Advanced Teaching Through Learning Channels Lab*   **3**
The Advanced Teaching Through Learning Channels Lab focuses on the practice of, experimentation with, and the internalization of the skills taught in Teaching Through Learning Channels. Emphasis is given to recognizing student learning styles and teaching to those styles, internalizing formats for lesson design that utilize various forms of concrete and abstract concepts, learning techniques to expand students' short- and long-term memory, and designing assessment and processes to identify student learning using these strategies. Prerequisite: EDU-503

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-528 Strategies for Preventing Conflict and Violence (Grades 5-12)**   **3**
This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to reduce the threat of violence and increase the safety for themselves and their students. Learning activities will direct course participants toward understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

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-530 Including Students with Special Needs in the Regular Classroom* *   3**
This course specifically addresses the diverse learning and behavioral needs of exceptional students in the regular classroom. The focus will be on those students who have been formally identified as having disabilities, as well as students without disabilities who demonstrate the need for special accommodations in the classroom. Topics include identifying students with special needs, legal issues regarding students with special needs, classroom accommodations, collaboration, and the use of outside resources. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. Not open to students who have received credit for EDS-500.

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.

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-536 Technology and Learning in Today's Classroom**   3**
Technology is revolutionizing education. Infusing technology into classroom instruction can help teachers engage their students in ways they never thought possible. This course will show teachers how to incorporate technology to actually improve learning and help teachers to understand the barriers and the dynamics of technological change. Technology and Learning will give practical classroom techniques to design projects that take advantage of the vast new resources available to students.

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-544 Using the Internet to Enhance Teaching and Learning** 3
This course is designed to provide teachers with both the theoretical foundations and practical skills and strategies for using the Internet in their personal lives, professional development and in the classroom learning opportunities they provide to their students. Participants will learn effective search strategies, explore a variety of free and pay-for educational resources available online, and investigate three models for Internet-based learning: Research Modules, WebQuests and Telecollaborative Projects.

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 mused 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-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-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.

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.

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.

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.

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.

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.

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.

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. 15 credit hours of cognate courses as included in Indiana Wesleyan University's M.Ed. program;
2. 9 credit hours of professional studies courses, one of which is included in the IWU M.Ed. program; and
3. 9 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.

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 Graduate Studies in Education department 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.

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.

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

PLP 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 (3/4) 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 an 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.

PREREQUISITES POLICY RELATED TO INTERNSHIP PHASE COURSES

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.

GRADES: MAINTAINING GRADES OF "B" OR BETTER

EDL-557, EDL-616, and EDL-618

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.

EDL-610, EDL-612, and EDL-625

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.

MATRICULATION POLICY

All candidates will have a maximum of three (3) 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.

PRINCIPAL LICENSURE PROGRAM 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.

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.

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.

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 - PLP

Students who have previously withdrawn from a Graduate Studies in Education (GSE) program of study and who wish to be re-admitted to the program are welcome to return to the GSE Department. The following conditions related to re-admission apply:

1. Existing program admission criteria at the time of re-admission apply.
2. The Program 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.

PRINCIPAL LICENSURE PROGRAM - COURSE DESCRIPTIONS

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.

TRANSITION TO TEACHING

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. Students provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program.

1. **Subject Knowledge**: The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT students to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.

2. **Education Theory and Methods**: The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the student for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.

3. **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 Board of Education's Division of Professional Standards 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 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/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; or
   - 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; or
   - 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 (5) 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**: 3 hours of writing/composition and 3 hours of children's literature
   - **Social Studies**: 3 hours of US history and 3 hours of world history
   - **Mathematics**: 6 hours of basic math or higher
   - **Science**: 3 hours of life sciences: biology, life science, botany or anatomy/physiology and 3 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 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; or
   - 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; or

- 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 (5) years of full-time professional employment in an education-related field or in the filed in which the person intends to be licensed; or
- 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 3 hours biology laboratory course(s), 3 hours of zoology course(s), 3 hours of botany course(s), and 3 hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.
   - **Chemistry:** 18 semester hours including 3 hours of a laboratory chemistry course(s), 3 hours of organic chemistry, and 3 hours of inorganic chemistry.
   - **English:** 18 semester hours including 6 hours of writing/composition, 3 hours of American literature, and 3 hours of English/British literature. A maximum of 3 hours of speech/communication will be accepted.
   - **Mathematics:** 18 semester hours including a 3 hour calculus one course (mathematics for elementary teachers is not accepted.)
   - **Music**:
     - Certification in instrumental music: 18 semester hours including 3 hours of music theory, 6 hours of instrumental courses, and 2 hours of conducting. A maximum of 3 hours of instrumental participation courses will be accepted.
     - Certification in vocal music: 18 semester hours including 3 hours of music theory, 6 hours of vocal courses, and 2 hours of conducting. A maximum of 3 hours of vocal participation courses will be accepted.
     - Combined certification in instrumental and vocal music: 24 semester hours including 3 hours of music theory, 6 hours of instrumental courses, 2 hours of conducting, and 6 hours of vocal courses. A maximum of 3 hours of participation courses will be accepted.
   - **Physical Education**: 18 semester hours including 3 hours of adaptive physical education and 3 hours of anatomy or kinesiology. A maximum of 3 hours of participation courses will be accepted.
   - **Health:**
     - As an add on licensure area to a PE license: 9 semester hours including 3 hours of alcohol and

drug education, 3 hours of nutrition and health, and 3 hours from any of the following: personal health, school and community health, and/or public and community health.

- As a stand alone license: 18 semester hours including 3 hours of alcohol and drug education, 3 hours of nutrition, 3 hours of personal health, 3 hours of school, public, or community health, and 3 hours of anatomy.

- **Spanish**: 18 semester hours including 6 hours of 2nd year or higher Spanish conversation/grammar, 3 hours of Spanish literature, 3 hours of history or culture of Mexico/ Latin American country(ies)/Spain.

- **Visual Arts:** 18 semester hours including 3 hours of two dimensional (i.e. drawing or painting), 3 hours of three dimensional (i.e. ceramics, clay, or sculpture), and 3 hours of art history. A maximum of 3 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: 9 hours of United States history and 9 hours of world history

  - Government/political science: 12 hours of government and 6 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: 6 semester hours including 3 hours of macro economics and 3 hours of micro economics.

  - Psychology: 9 semester hours. Educational psychology is not accepted for this area.

  - Sociology: 6 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 student's academic record may be forwarded to the cooperating school corporation to facilitate field placements in local K-12 schools.

PHASE ONE REQUIREMENTS - TTT

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 TWO REQUIREMENTS - TTT

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 THREE REQUIREMENTS - TTT

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.

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.)

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 5 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 5 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 5 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 5 hours per week and two full weeks of all day experience. The same make-up requirements apply.

REQUIREMENTS FOR TEACHER'S LICENSE RECOMMENDATION

To be eligible to be recommended for licensure a student 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.

LICENSING AREAS - TTT

- Elementary Generalist K-6
- Biology Jr/Sr High
- Chemistry Jr/Sr High
- Social Studies-Economics Jr/Sr High
- Social Studies-Government Jr/Sr High
- Social Studies-Psychology Jr/Sr High
- Social Studies-Historical Perspectives Jr/Sr High
- Social Studies-Sociology Jr/Sr High
- English Jr/Sr High
- Physical Education Jr/Sr High
- Health Education Jr/Sr High
- Mathematics Jr/Sr High
- Music-Choral Jr/Sr High
- Music-Instrumental Jr/Sr High
- Music-Choral, General, and Instrumental Jr/Sr High
- Spanish Language Jr/Sr High
- Visual Arts Jr/Sr High

TRANSITION TO TEACHING COURSE DESCRIPTIONS

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

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.

PROGRAM OBJECTIVES - CBE

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 - CBE

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/her continuance in a program, or to recommend him/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 3 hours biology laboratory course(s), 3 hours of zoology course(s), 3 hours of botany course(s), and 3 hours from the disciplines of genetics, cellular biology, or anatomy and/or physiology or microbiology.
   - **Chemistry:** 18 semester hours including 3 hours of a laboratory chemistry course(s), 3 hours of organic chemistry, and 3 hours of inorganic chemistry.
   - **English:** 18 semester hours including 6 hours of writing/composition, 3 hours of American literature,

and 3 hours of English/British literature. A maximum of 3 hours of speech/communication will be accepted.

- **Mathematics:** 18 semester hours including a 3 hour calculus one course (mathematics for elementary teachers is not accepted.)
- **Music**:
  - Certification in instrumental music: 18 semester hours including 3 hours of music theory, 6 hours of instrumental courses, and 2 hours of conducting. A maximum of 3 hours of instrumental participation courses will be accepted.
  - Certification in vocal music: 18 semester hours including 3 hours of music theory, 6 hours of vocal courses, and 2 hours of conducting. A maximum of 3 hours of vocal participation courses will be accepted.
  - Combined certification in instrumental and vocal music: 24 semester hours including 3 hours of music theory, 6 hours of instrumental courses, 2 hours of conducting, and 6 hours of vocal courses. A maximum of 3 hours of participation courses will be accepted.
- **Physical Education**: 18 semester hours including 3 hours of adaptive physical education and 3 hours of anatomy or kinesiology. A maximum of 3 hours of participation courses will be accepted.
- **Health:**
  - As an add on licensure area to a PE license: 9 semester hours including 3 hours of alcohol and drug education, 3 hours of nutrition and health, and 3 hours from any of the following: personal health, school and community health, and/or public and community health.
  - As a stand alone license: 18 semester hours including 3 hours of alcohol and drug education, 3 hours of nutrition, 3 hours of personal health, 3 hours of school, public, or community health, and 3 hours of anatomy.
- **Spanish**: 18 semester hours including: 6 hours of 2nd year or higher Spanish conversation/grammar, 3 hours of Spanish literature, 3 hours of history or culture of Mexico/ Latin American country(ies)/Spain.
- **Visual Arts:** 18 semester hours including 3 hours of two dimensional (i.e. drawing or painting), 3 hours of three dimensional (i.e. ceramics, clay, or sculpture), and 3 hours of art history. A maximum of 3 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: 9 hours of United States history and 9 hours of world history
- Government/political science: 12 hours of government and 6 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: 6 semester hours including 3 hours of macro economics and 3 hours of micro economics.
- Psychology: 9 semester hours. Educational psychology is not accepted for this area.
- Sociology: 6 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**: 3 hours of writing/composition and 3 hours of children's literature
- **Social Studies**: 3 hours of US history and 3 hours of world history
- **Mathematics**: 6 hours of basic math or higher
- **Science**: 3 hours of life sciences: biology, life science, botany or anatomy/physiology and 3 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 email 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 - CBE

Students 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 student 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.

CANDIDACY REQUIREMENTS - CBE

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 3 years of teaching experience.

PROGRAM OF STUDY - CBE

The program of study will vary with each individual student. Each student 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:

Course	Title	Credits
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

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.

REQUIREMENTS FOR RECOMMENDATION FOR LICENSURE - CBE

To be eligible to be recommended for licensure a student 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. Provide a recent criminal history search.

LICENSING AREAS - CBE

- Elementary Generalist K-6
- Biology Jr/Sr High
- Chemistry Jr/Sr High
- Social Studies-Economics Jr/Sr High
- Social Studies-Government Jr/Sr High
- Social Studies-Psychology Jr/Sr High
- Social Studies-Historical Perspectives Jr/Sr High
- Social Studies-Sociology Jr/Sr High
- English Jr/Sr High
- Physical Education Jr/Sr High
- Health Education Jr/Sr High
- Mathematics Jr/Sr High
- Music-Choral Jr/Sr High
- Music-Instrumental Jr/Sr High
- Music-Choral, General, and Instrumental Jr/Sr High
- Spanish Language Jr/Sr High
- Visual Arts Jr/Sr High

CAREER BUILDERS FOR EDUCATORS COURSE DESCRIPTIONS

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

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. Students 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 the areas of learning disabilities, cognitive disabilities, orthopedic impaired, autism, and emotional disorders.

- Elementary/Primary (beginning with kindergarten)
- Elementary/Intermediate
- Middle School/Junior High
- High School
- 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.

The program of study consists of 25 semester hours of graduate credit. The typical length of this program is 16-18 months of year-round study. Holidays such as Easter, Christmas, New Years, and the Fourth of July are observed.

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. Students should be proficient in word processing knowledge and skills and familiarity with other applications such as spread sheets is recommended before entering the program.

MISSION - EXCEPTIONAL LEARNERS

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 - EXCEPTIONAL LEARNERS

1. **Content/Subject Matter Expertise**: 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 - EXCEPTIONAL LEARNERS

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/her continuance in a program, or to recommend him/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.

ADMISSION REQUIREMENTS:

1. All Applicants:
   - 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:
   - Passing Scores on the Praxis 1 - Math 175, Reading 176 and Writing 172
   - 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 (3) 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:
   - 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.

PROBATIONAL ADMISSION - EXCEPTIONAL LEARNERS

Students 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 student must have received no grades lower than a "B-" and have earned a cumulative GPA of 3.00.

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 ten 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.

PROGRAM OF STUDY - EXCEPTIONAL LEARNERS

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 course work. 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.

REQUIREMENTS FOR TEACHER'S LICENSE RECOMMENDATION - EXCEPTIONAL LEARNERS

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.

LICENSE AND PROCESS

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.

EXCEPTIONAL LEARNERS COURSE DESCRIPTIONS

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 a Applied Competency Assessment Portfolio. This course may be repeated for additional areas of licensure. Graded on a CR/NC basis.

KENTUCKY RANK 1 PROGRAM

MISSION - RANK 1

Indiana Wesleyan University's (IWU) Rank I Program provides experienced, post master's level teachers in Kentucky with an opportunity to enhance their skills and knowledge in the practice of their profession. Throughout the program, teachers expand their professional knowledge base and demonstrate research-based and best practices in the classroom and in their respective content area.

OBJECTIVES - RANK 1

The Rank I program is a standards-based program with an emphasis on teacher leadership. It is guided by the Kentucky Teacher Standards, the Kentucky Core Content for Assessment, and Indicators for School Improvement. It is also guided by the standards of each discipline's national organization, National Board of Professional Teaching Standards, and the IWU Conceptual Framework. In addition, the program addresses the themes set forth by the Kentucky EPSB.

The specific goals of the Rank I Program are to:

1. Expand professional knowledge base in content, diversity, and technology.
2. Advance pedagogical skills that address the needs of all students.
3. Enhance abilities to conduct, analyze, and implement research to improve practice.
4. Increase professional skills essential for teacher leadership in curriculum, assessment, professional development, and mentoring.
5. Strengthen skills that foster collaboration and communication with colleagues and parents.

PROGRAM OVERVIEW

The Kentucky Rank I program consists of an individualized post-master's degree or post-Rank II planned program of 30 credit hours. It is designed to prepare teachers to become leaders in their professional communities and to increase their knowledge and skills in a chosen area of specialization. All candidates enrolled in IWU's Rank I Program are required to take 24 hours of Professional Core Courses that are prescribed by the University and six hours of courses in an area of specialization selected by the candidate at the time of enrollment. The individual teacher's Rank I Program will be approved after signing a Curriculum Contract in consultation with an assigned advisor. In addition, candidates will also complete will an Advanced Professional Growth Plan based upon Kentucky Teacher Standards.

ADMISSION REQUIREMENTS - RANK 1

In order to be admitted to the Rank I program, candidates must have:

1. A Kentucky Rank II teaching certificate or show proof of application to Kentucky Education Professional Standards Board.
2. A minimum of 30 hours of education-related graduate work from an accredited college or university verified by official transcripts sent directly to Indiana Wesleyan University.
3. A GPA of 2.75 or higher in all graduate work.

TRANSFER OF CREDIT

Up to six hours of specialization credit may be transferred from an accredited college or university if the courses meet the specialization criteria and have a final minimum grade of "B." Credit earned from Performance Learning Systems courses, correspondence courses, or video-based courses such as Canter and Associates will not be accepted for the Rank I program.

PROGRAM OF STUDY - RANK 1

Professional Core Courses		24
EDUE-617A	Directed Field Project	1
EDUE-602	The Art of Inquiry	3
EDUE-605	Knowledge Base for Skilled Practitioners	3
EDUE-608	Standards-Based Backward Design	3
EDUE-617B	Directed Field Project	1
EDUE-615	Instructional Leadership	3
EDUE-620	Mentoring and Coaching	3
EDUE-617C	Directed Field Project	1
EDUE-622	Advanced Reading, Writing, and Content Learning	3
EDUE-611	Active Learning Results	3

Professional Specialization Courses	6

Professional Elective Courses—6 credit hours

Six (6) hours of courses are selected from one of the following areas of specialization in consultation with the advisor. These electives do not lead to initial certification or endorsement but are designed to enhance professional skills and content knowledge.

- Curriculum and Instruction
- Early Childhood Education, K -3
- Elementary Education, K – 6
- English, 5 – 12
- English Language Learner
- History, 5 - 12
- Literacy Education, K – 12
- Mathematics, 5 - 12
- Music, K – 12
- Science, 5 - 12
- Special Education

PROGRAM EXIT CRITERIA

1. Rank I candidates must complete a total of 30 credit hours beyond Rank II or 60 credit hours beyond Rank III with a minimum final GPA of 3.0 in all Rank I coursework.
   - 24 credit hours of Professional Core Courses as indicated above
   - 6 additional credit hours of courses in an area of specialization
2. The candidate and advisor negotiate a plan that meets the requirements of the university and the professional needs of the candidate and serves as a contract between the university and the candidate. This is known as the Curriculum Contract.
3. Candidates have completed the program when they have:
   - Completed all coursework with a minimum grade of "B"
   - Completed the Directed Field Project
   - Completed an oral examination related to the program and the Directed Field Project
   - Completed all paperwork on the Curriculum Contract and Advanced Professional Growth Plan
4. Continued participation in the program is based upon complying with the university's attendance policy and maintaining the minimum grade requirement of a "B."

RANK 1 COURSE DESCRIPTIONS

EDUE-617A Directed Field Project A   1
The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, candidates will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, candidates must demonstrate an understanding of state

and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE-602 The Art of Inquiry   3
This course focuses on understanding the purposes and design of qualitative and quantitative research with a special emphasis placed on action research. Candidates will develop the ability to read, analyze, and evaluate both qualitative and quantitative research studies. In addition, candidates will develop the ability to distinguish between inferential and descriptive statistics and demonstrate an understanding of basic statistical terms. Methods of data collection and analysis used for action research will also be explored.

EDUE-605 Knowledge Base for Skilled Practitioners   3
This course emphasizes the need for teachers to be experts in their subject area and to be able to use best practices to communicate that information. Candidates focus on increased knowledge of their teaching content area and on professional skills which will increase student learning and close the achievement gap. The course requires candidates to review standards related to their teaching area and align them to the curriculum. In addition, candidates will develop the ability to identify a clear research question for action research and to write a comprehensive review of the literature as a means to become skilled practitioners. Prerequisite: EDUE-602

EDUE-608 Standards-Based Backward Design   3
This course focuses on developing instructional units that will meet the needs of diverse learners using the principles of depth of knowledge, standards, and backward design. Candidates will learn how to read, analyze, and identify student achievement needs from data, standards, and school improvement plans as well as investigate diversity and developmental needs that impact learning. In addition, candidates will design clear curriculum objectives and learning targets, assessment instruments, and instructional strategies based upon needs and standards. Prerequisite: EDUE-605

EDUE-617B Directed Field Project B   1
This course is a continuation of EDUE-617A. Prerequisite: EDUE-617A

EDUE-615 Instructional Leadership   3
This course is designed to provide teachers with foundational knowledge that will enable them to take teacher leadership roles within schools. Topics include communication strategies, learning styles, educational models for planned change, and best practices in educational training. Specific skills in developing a professional learning community, leading study groups, and conducting professional development workshops

will also be addressed. In addition, candidates will learn how to use aggregated and disaggregated data to make decisions that lead to improved student learning and develop plans for change within their schools.

EDUE-620 Mentoring and Coaching   3
This course focuses on the various approaches to mentoring and coaching teachers in the K-12 classrooms. Differences between supervision, mentoring, and coaching will be explored as well as when to use directive, collaborative, or coaching approaches. In addition, the supervision cycle will be addressed. This course has a practicum to give candidates experience in mentoring and coaching.

EDUE-617C Directed Field Project C   1
This course is a continuation of EDUE-617B. Prerequisite: EDUE-617B

EDUE-622 Advanced Reading, Writing, and Content Learning   3
This course explores research-based reading and writing strategies that K - 12 teachers can use to help students interact meaningfully with text. A primary focus is how reading and writing complement each other while supporting content-based inquiry.

EDUE-611 Active Learning Results   3
The purpose of this course is to teach practitioners how to analyze, interpret, and report data from action research. Additional topics include analyzing the implications of the data, revising the curriculum based upon student achievement data, preparing an abstract of a study, and preparing an article, conference presentation, or professional development to effectively communicate results to various audiences. Prerequisite: EDUE-622

CERTIFICATES - GRADUATE

In order to provide graduate students opportunities to focus on specific career-oriented areas, the College of Adult and Professional Studies offers certificates in the areas of Accounting and Health Care Management.

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. Accounting Certificate requires an MBA or six graduate credits in accounting or 12 undergraduate credits in accounting with a minimum of "B" in each course.

To be awarded the certificate, a student will need to take the specified twelve (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

DIRECTORIES - CAPS

BOARD OF TRUSTEES

Mr. Paul G. Anthes
Dr. Harold E. Bardsley
Rev. J. Daniel Bickel
Rev. Glenn D. Black
Dr. David L. Blanchard
Dr. Donald L. Bray
Rev. John A. Bray
Michael J. Carmichael, M.D.
Dr. Mark S. Eckart
Dr. Steven D. Emery
Dr. G. Malcolm Evans
Rev. Mark Gorveatte
Mrs. Barbara Green
Mr. Norris Hall
Mr. Barry Hines
Mrs. Karen Hollenbeck

Dr. Paul S. Hontz
Mr. Edwin L. Hoover
Robert L. Jackson, M.D.
Mr. Mark Meeks
Rev. Kevin Myers
Dr. Donald Ott
Mr. Gary L. Ott
Dr. Thomas E. Phillippe, Sr.
Dr. Paula S. Quinn
Rev. Thomas K. Schmidt
Mrs. Pamela A. Shattuck
Mr. Carl Shepherd
Dale A. Sloan, M.D.
Evrett E. Smith, M.D.
Mr. John M. Storey
Mrs. Margaret C. Tornga

TRUSTEE EMERITUS
Rev. Donald C. Fisher

OFFICERS OF ADMINISTRATION

Henry L. Smith, Ph.D.	President
James B. Barnes, Ed.D.	Chancellor
David W. Wright, Ph.D.	Provost
Todd S. Voss, Ed.D.	Executive Vice President
Michael Bonner, Ph.D.	Vice President for Adult and Graduate Operations
Brendan Bowen, M.P.A.	Vice President for Operations and Facilities Planning
Kris Douglas, M.Ed.	Vice President for Enrollment Management and Marketing
Dwight Jessup, Ph.D.	Interim Vice President, Dean of the College of Arts and Sciences
John Jones, M.B.A.	Vice President for Information Technology
Michael Moffitt, M.A.	Vice President for Student Development
Brian Simmons, Ed.D.	Vice President for University Relations
Elvin Weinmann, M.B.A.	Vice President for Business Affairs and Chief Financial Officer

EMERITI FACULTY

Jeanne Argot, Ph.D.	Professor of Biology, 1979-2000
Donald Chilgreen, Ph.D.	Professor of Biology, 1967-2001
Wenda Clement, M.A.T.	Associate Professor of Education, 1979-2003
Paul D. Collord, Ph.D.	Vice President for Academic Affairs, 1989-1998
Lois Ellis, Ed.D.	Professor of Nursing Education, 1973-1996
Malcolm Ellis, Ed.D.	Professor of Religion, 1979-1996
Susan Frase, Ph.D.	Professor of Education, 1995-2007
Marvin Hinds, Ph.D.	Professor of Biology, 1973-1996
Carolyn Kindley, D.A.	Professor of Music, 1967-2005
Robert R. Luckey, Ph.D.	President, 1976-1984; Acting President, 1986-1987
Robert Mitchell, Ph.D.	Professor of History, 1969-2000
Owen Snyder, M.S.Ed.	Associate Professor of Spanish, 1965-2000
R. Duane Thompson, Ph.D.	Professor of Religion, 1957-1997

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

FACULTY

Mark Alexander, *Director, Center for Distributed Learning*   2002
 Adult and Graduate Operations
 A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Dave Arnold, *Associate Professor, Graduate Education*   2003
 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

Barbara Baker, *Assistant Director, Curriculum Development*   1998
 College of Adult and Professional Studies
 B.S.B.A., 1994, Indiana Wesleyan University;
 M.S.M., 1998, Indiana Wesleyan University

Theodore Batson, *Director, Adult Teacher Licensure Programs*   1996
 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, *Associate Vice President, Planning and Development*   2001
 Adult and Graduate Operations
 B.S., 1973, Michigan State University; M.B.A., 2004, Indiana Wesleyan University

Julie Beekman, *Assistant Director, Transition to Teaching/Career Builders for Educators*   2001
 College of Adult and Professional Studies
 B.S., 1973, Central Michigan University; M.A., 2001 Western Seminary

Carol Bence, *Director, Nursing Programs*   2004
 College of Adult and Professional Studies
 B.S., 1968, Columbia University; M.S., 1987, Ball State University

Ken Bielen, *Director, Grants Management*   2007
 Adult and Graduate Operations
 B.A.., 1971, Rutgers College; M.A., 1978, University of Rhode Island;
 Ph.D., 1994, Bowling Green State University

Joshua Black, *Regional Dean, Merrillville*   2002
 Adult and Graduate Operations
 B.S., 1997, Lee University; M.A., 2003, Malone College

F. Michael Bonner, *Vice President*   2001
 Adult and Graduate Operations
 B.S., 1966, Frostburg State College; M.Ed., 1970, Loyola College, Baltimore;
 Ph.D., 1974, University of Maryland

Melissa Brock, *Assistant Professor, Nursing*   2004
 College of Adult and Professional Studies
 R.N.B.S., 1998, Indiana Wesleyan University;
 M.S.M., 2000, Indiana Wesleyan University

Mark Brooker, *Assistant Professor, Business and Management*   2007
 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

William Burton, III, *Assistant Professor, Business and Management*   2002
    College of Adult and Professional Studies
    B.S., 1975, Kettering University;
    M.B.A., 1989, Indiana Wesleyan University

Ella Bush, *Assistant Professor, Graduate Education*   1999
    College of Adult and Professional Studies
    B.S., 1959, Tuskegee University; M.S., 1970, Indiana University;
    Ph.D., 1996, Indiana State University

Kevin Cabe, *Director, Associate Business Programs*   2004
    College of Adult and Professional Studies
    B.S., 1994, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Carson Castleman, *Regional Dean, Kentucky and Cincinnati*   2004
    Adult and Graduate Operations
    B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University

Larry Chamberlain, *Assistant Professor, Business and Management*   2004
    College of Adult and Professional Studies
    B.A., 1969, Bob Jones University; M.S., 1980, Indiana University;
    D.S.L., 2006, Regent University

Michael Chase, *Associate Vice President, Adult and Graduate Operations/Academic Services* 2007
    Adult and Graduate Operations
    B.A., 1978, Spring Arbor College; M.S., 1996, Central Michigan University;
    Ed.D., 2006 University of Sarasota

Clifford Churchill, Sr., *Assistant Professor, Graduate Education Online*   1999
    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, *Assistant Director, Graduate Education Electives and Rank I*   2008
    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

Jeanne Craig, *Assistant Director, Associate Programs, Business and Management Online*   2003
    College of Adult and Professional Studies
    B.S., 1978, Ball State University; M.B.A., 1999, Middle Tennessee State University

Sarah Crume, *Reference Librarian, Off Campus Library Services, Marion*   2002
    College of Adult and Professional Studies; College of Graduate Studies
    B.S., 1981, Hanover College; M.L.S., 1987, Indiana University

Anne Decker, *Associate Professor, Graduate Education Online*   2003
    College of Adult and Professional Studies
    B.A., 1981, God's Bible College; Masters, 1999, Mid-American Nazarene University;
    Ed.D., 2003, Regent University

David Dial, *Librarian, Off Campus Library Services, Cleveland*   2003
    College of Adult and Professional Studies
    B.A., 1977, Baldwin-Wallace College; M.L.S., 1978, Clarion State University

Edgar Elliston, *Regional Dean, Cleveland*   2008
    Adult and Graduate Operations
    A.B., 1966, Manhattan Christian College; M.A., 1971, School of World Mission;
    Ph.D., 1981, Michigan State University

Cheryl Fleming, *Assistant Dean, Teaching and Learning*   2000
    College of Adult and Professional Studies
    B.A., 1975, Indiana University; M.S., 1979, Indiana University;
    Ph.D., 2001, Andrews University

Joseph Flowers, *Associate Professor, Business and Management* 1997
    College of Adult and Professional Studies
    B.S., 1978, Indiana University; M.P.A., 1982, Indiana University;
    Ph.D., 2003, Andrews University

Dale Fowler, *Instructional Designer, Center for Distributed Learning* 2000
    Adult and Graduate Operations
    B.A., 1983, Cornerstone University; M.B.A., 1986, Western Michigan University

Patricia Franklin, *Director, Graduate Studies in Education, Kentucky* 1998
    College of Adult and Professional Studies
    B.A., 1974, Kentucky Wesleyan; M.A.E., 1982, Ball State University;
    Ph.D., 1996, Purdue University

Paul Garverick, *Assistant Director, Religion Programs, Liberal Arts and Electives* 2007
    College of Adult and Professional Studies
    B.A., 1986, Asbury College; M.Div., 1990, Asbury Theological Seminary

Audrey Hahn, *Associate Vice President, Student Services* 1991
    Adult and Graduate Operations
    B.S., 1976, Manchester College; M.S., 1983, St. Francis College

Harry Hall, *Associate Dean, Graduate Studies in Education, Education Unit Head* 2001
    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

Robert Harper, *Associate Professor, Liberal Arts and Electives* 1991
    College of Adult and Professional Studies
    B.S., 1968, University of Evansville; M.A., 1974, University of Evansville;
    Ed.D., 1992, Ball State University

Patricia (Lynn) Hartley, *Assistant Professor, Nursing, Cincinnati* 2004
    College of Adult and Professional Studies
    B.S., 1999, Indiana Wesleyan University; M.S.N., 2003, Xavier University

Jerry Hellinga, *Director, Faculty Development* 2000
    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

Erick Hilbert, *Instructional Designer, Center for Distributed Learning* 2005
    Adult and Graduate Operations
    B.A., 2002, Anderson University; M.S., 2004, Boise State University

Joeanna Hill-Thornton, *Assistant Professor, Graduate Education* 2008
    College of Adult and Professional Studies
    B.A., 1978, University of Dayton; M.Ed., 1993, Miami University;
    Ph.D., 1995, Miami University

Charles Hobbs, *Assistant Professor, Graduate Education* 1996
    College of Adult and Professional Studies
    B.M., 1972, Butler University; M.M., 1975, Butler University; Ph.D., 1983, Purdue University

Patricia Hodges, *Assistant Professor, Nursing* 2008
    College of Adult and Professional Studies
    B.S., 1979, Arlington Baptist College; B.S.N., 1999, Andrews University;
    M.S.N., 2007 Walden University

Becky Hoffpauir, *Assistant Director, Nursing Online* 2006
    College of Adult and Professional Studies
    B.S.N., 1980, McNeese State University; M.S., 2006, University of Phoenix

George Howell, *Associate Dean, Business and Management*   1998
  College of Adult and Professional Studies
  B.A., 1977, Ripon College; M.B.A., 1992, Indiana Wesleyan University
  D.B.A., 2008, Anderson University

Cheryl Irish, *Assistant Professor, Education, Ohio*   2008
  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

Kevin Jones, *Assistant Director, Bachelor Programs, Business and Management Online* 2005
  College of Adult and Professional Studies
  B.R.E., 1984, Allegheny Wesleyan College; M.Ed., 2005, Indiana Wesleyan University

Jule Kind, *Director, Off-Campus Library Services*   1993
  College of Adult and Professional Studies; College of Graduate Studies
  B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky

Yvonne Kirk, *Assistant Director, Exceptional Learners Online*   2004
  College of Adult and Professional Studies
  B.A., 1990, Martin University; M.E.D., 1998, University of Indianapolis;
  Ed.D., 2003, Nova Southeastern University

James Kraai, *Associate Professor, Business and Management*   2003
  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

R.B. Kuhn, *Director, Liberal Arts and Electives*   2001
  College of Adult and Professional Studies
  B.A., 1977, Allegheny Wesleyan College; M.S., 1983, Pensacola Christian College

Judith Leach, *Assistant Director, Nursing*   1993
  College of Adult and Professional Studies
  B.S., 1980, Marion College; M.S.N., 1988, Indiana University

Dave Leitzel, *Instructional Designer, Center for Distributed Learning*   2000
  Adult and Graduate Operations
  B.S., 1973, Indiana Wesleyan University

Al Long, *Assistant Professor, Graduate Education*   1993
  College of Adult and Professional Studies
  B.S., 1969, Purdue University; M.S., 1974, Purdue University;
  Ph.D., 1991, Purdue University

Amy Lorson, *Librarian, Off Campus Library Services, Louisville*   2003
  College of Adult and Professional Studies; College of Graduate Studies
  B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky

Becky Luckey, *Assistant Director, Electives and Special Programs, Liberal Arts and Electives*1993
  College of Adult and Professional Studies
  B.S., 2000, Indiana Wesleyan University;
  M.S., 2003, Indiana Wesleyan University

Tammy Mahon, *Assistant Director, Exceptional Learners*   2003
  College of Adult and Professional Studies
  B.A., 1993, Anderson University; M.A., 2001, Ball State University;
  Ed.D., 2006 Ball State University

Mike Manning, *Director, Bachelor Programs, Business and Management*   2002
  College of Adult and Professional Studies
  B.S., 1988, Sterling College; M.S., 1996, Arkansas State University

Mike Mendenhall, *Assistant Director, Liberal Arts & Electives* 1999
  College of Adult and Professional Studies
  B.A., 1978, Loma Linda University; M.S.M., 1997, Indiana Wesleyan University

J. Michael Metzcar, *Assistant Professor, Business and Management* 1996
  College of Adult and Professional Studies
  B.A., 1970, Ball State University; M.A., 1976, Ball State University

Dennis Mixer, *Assistant Professor, Business and Management* 2003
  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

William Muench, *Assistant Professor, Business and Management* 2003
  College of Adult and Professional Studies
  B.S., 1980, Rider University; J.D., 1990, Rutgers Law School

Marcus Myers, *Assistant Professor, Business and Management* 2003
  College of Adult and Professional Studies
  B.A., 1972, Evangel College; M.B.A., 1993, University of Akron;
  Ph.D., 2008, Cappella University

Patrick Okorodudu, *Assistant Director, Special Projects, Business and Management* 2003
  College of Adult and Professional Studies
  L.L.B., 1988, Obafemi Awolowo University; L.L.M., 2001, Indiana University

Brad Oliver, *Director, Master of Education* 2003
  College of Adult and Professional Studies
  B.A., 1992, Marshall University; M.A., 1997, Ball State University;
  Ed.S., 2000, Ball State University; Ph.D., 1995, Miami University

Joseph Oloyede, *Assistant Professor, Business and Management* 2003
  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, The University of Sarasota (now Argosy University, Sarasota)

Oladele Omosegbon, *Associate Professor, Business and Management* 2001
  College of Adult and Professional Studies
  B.S., 1982, University of Sokoto; M.A., 1992, Lakehead University;
  Ph.D., 1996, Southern Illinois University

Jaime Painter, *Cataloging/Technical Services Librarian, Off Campus Library Services* 2005
  College of Adult and Professional Studies; College of Graduate Studies
  B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College

Stephen J. Resch, *Associate Professor, Liberal Arts and Electives* 1991
  College of Adult and Professional Studies
  B.A., 1979, Purdue University; M.A., 1982, Purdue University

Curt Rice, *Librarian, Off Campus Library Services, Merrillville* 2008
  College of Adult and Professional Studies; College of Graduate Studies
  B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University;
  M.A., 1989, Northern Illinois University

Paul Richardson, *Director, Masters Programs, Business and Management* 2001
  College of Adult and Professional Studies
  B.S., 1969, UCLA; M.S.M., 1975, Purdue University

Chuck Roome, *Assistant Professor, Business and Management* 2003
  College of Adult and Professional Studies
  B.S., 1983, Indiana Wesleyan University; M.S., 2002, Indiana Wesleyan University

Allison Sabin, *Assistant Professor, Nursing*   2006
  College of Adult and Professional Studies
  B.S.N., 1987, Kent State University; M.S.N., 1990, Valdosta State College

Bradford Sample, *Dean*   2003
  College of Adult and Professional Studies
  B.A., 1991, Indiana University; M.A., 1998, IUPUI; Ph.D., 2006, Purdue University

Nancy G. Saunders, *Associate Professor, Graduate Education*   1997
  College of Adult and Professional Studies
  B.S., 1974, Vassar College; M.A.E., 1995, Ball State University;
  Ed.D., 1998, Ball State University

Monica Scrubb, *Assistant Professor, Graduate Education*   2008
  College of Adult and Professional Studies
  B.A., 1986, Queens College; M.Ed., 1993, University of Louisville;
  Ph.D., 1996, Walden University

Jeannie Short, *Assistant Professor, Nursing*   2004
  College of Adult and Professional Studies
  B.S., 1978, Ball State University; M.S., 1983, Indiana University

Roxie Sporleder, *NCATE/Assessment Coordinator*   2005
  College of Adult and Professional Studies
  B.A., 1967, Wheaton College; M.Ed., 1990, Northern Montana College;
  Ed. D., 1998, Montana State University

Carole Storch, *Assistant Professor, Graduate Education*   2003
  College of Adult and Professional Studies
  B.S., 1975, Butler University; M.Ed., 1979, Butler University;
  Ed.D., 1997, Nova Southeastern University

Sonia Strevy, *Assistant Professor, Nursing Online*   2003
  College of Adult and Professional Studies
  B.S.N., 1989, Indiana University; M.S., 1993, Ball State University

Bruce Stuard, *Assistant Director, Criminal Justice*   2005
  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, *PT Faculty; Conference Coordinator, Louisville Education Center*   1999
  College of Adult and Professional Studies
  B.A., 1979, Indiana Wesleyan University; M.Div., 1999, Asbury Theological Seminary

Robert Townsend, *Assistant Director, Master of Education*   2003
  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, *Director, Principal Licensure Program*   2008
  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, *Assistant Professor, Business & Management*   2004
  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, The California State University

Cynthia Tweedell, *Associate Dean, Institutional Effectiveness*   1998
Adult and Graduate Operations
B.A., 1976, Illinois Wesleyan University; M.A., 1978, University of North Carolina;
M.A., 1985, University of Chicago; Ph.D., 1996, Walden University

Grace Urquhart, *Assistant Professor, Nursing*   2005
College of Adult and Professional Studies
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

Melanie Wachs, *Instructional Designer, Center for Distributed Learning*   2003
Adult and Graduate Operations
B.A., 1999, Ball State University; M.A., 2000, Ball State University

Gary Wilkinson, *Associate Professor, Business and Management*   1993
College of Adult and Professional Studies
B.A., 1970, Valparaiso University; M.A., 1973, Indiana State University;
Ph.D., 1980, Indiana State University

Michael Wisley, *Assistant Professor, Business and Management*   2005
College of Adult and Professional Studies
B.A., 1976, Franklin College; M.B.A., 1977, Indiana University

Jerry Woodbridge, *Assistant Director, Master of Education Online*   2004
College of Adult and Professional Studies
B.S., 1984, Eastern Nazarene College; M.A.T., 1997, Jacksonville University;
Ph.D., 2003, Walden University

John Wrightsman, *Director, Chaplain Ministries*   1996
Adult and Graduate Operations
A.A., 1969, Kentucky Mountain Bible College; B.A., 1975, Indiana Wesleyan University;
M.A., 1987, Indiana Wesleyan University

Sherri L. Wynn, *Associate Professor, Graduate Studies in Education*   1998
College of Adult and Professional Studies
B.S., 1975, IUPUI; M.S., 1988, IUPUI; Ed.D., 1997, Indiana University

Fanyu Zeng, *Assistant Professor, Business and Management*   2003
College of Adult and Professional Studies
B.S., 1985, Southeast University; M.S., 1988, Southeast University

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

COLLEGE OF GRADUATE STUDIES

MISSION - CGS

The College of Graduate 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.

Indiana Wesleyan University's College of Graduate Studies will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

A goal of CGS is to train scholars who exemplify professionalism in their fields through advanced research and study of their discipline.

VISION - CGS

We will be a Christ-centered academic community with a mandate to become a redemptive force for change in the following three areas:

Cultural Engagement
- adaptive
- innovative
- responsive

Academic Quality
- innovative
- accountable
- pragmatic

Social/Global Outreach
- sacrificial
- passionate
- compassionate

VALUES - CGS

The faculty and staff of the College of Graduate Studies are committed to the following values, and believe they are the foundation for the programs offered.

- Christ-centeredness
- Truth
- Equality
- Professionalism
- Advanced Research
- Academic Depth and Breadth
- Independent and Critical Thinking
- Scholarly focus

HISTORY AND PURPOSE - CGS

The College of Graduate Studies was created in 2001 at the time of Indiana Wesleyan University's restructuring. The graduate programs that were considered to be more traditional, and semester-based were grouped together. The Graduate Nursing Department offered the Master of Science degree with two majors: Primary Care (Nurse Practitioner) and Community Health; the Graduate Counseling Department offered the Master of Arts degree with two majors: Community Counseling and Marriage and Family

Therapy; and the Graduate Religion Department offered the Master of Arts degree with a major in Ministry. Since that time Nursing Administration and Nursing Education have been added to the Nursing program, School Counseling and Addictions Counseling have been added to Counseling, and two concentrations were implemented in the Ministry program: Youth Ministry and Ministerial Leadership.

In 2004, the College of Graduate Studies offered its first doctoral program, the Ed.D. - Organizational Leadership. The first group of students admitted to that program took their first classes during the summer intensive institute in July 2004.

All of the graduate programs are designed to provide advanced study toward servant leadership roles in the professions.

PROGRAMS OFFERED - CGS

Programs of graduate study are offered by Indiana Wesleyan University in Primary Care Nursing, Nursing Administration, Nursing Education, Community Counseling, Marriage and Family Therapy, School Counseling, Addictions Counseling, Ministry, and Organizational Leadership. The programs are designed to provide advanced study toward servant leadership roles in the professions.

ACCREDITATION - CGS

Indiana Wesleyan University is accredited by The Higher Learning Commission (http://www.ncahigherlearning commission.org/ or call 312-263-0456) and is a member of the North Central Association of Colleges and Schools. Graduate Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). The Graduate Counseling concentrations of Community Counseling, Marriage and Family Therapy, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave, Alexandria, VA 22304, 703-823-9800) in Indiana and adhere to their standards. The major in Addictions Counseling is approved by the National Association of Alcohol and Drug Abuse Counselors (NADAAC).

FACULTY - CGS

CGS employs a core of full-time faculty who are responsible for instruction and curriculum development in selected specialty areas. These individuals also mentor and develop adjunct faculty in the selected area of study.

CGS recruits, trains, and schedules Christian professionals whose academic qualifications and workplace experiences equip them to provide adult learners with an invigorating and motivating classroom environment. In doing so, CGS maintains a quality faculty for all its programs.

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting candidates, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission fit, academic qualification, professional experience, and the ability to facilitate adult learning.

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

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

ADMISSION AND REGISTRATION - CGS

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

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

- Probation - Students who's 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 of 3.0. In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean for CGS. Any student failing to remove the probationary status will be academically suspended from the program.

- Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President of Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not allowed to continue. Provisional students are not eligible to receive financial aid.

- Unclassified - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 12 hours. Students must provide a copy of a transcript showing an undergraduate or graduate conferred degree. 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.

ADMISSION TO GRADUATE STUDY

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

1. Applicants must have a baccalaureate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.

2. Each graduate program within the College of Graduate Studies has specific minimum GPA requirements for admission. Applicants should see the specific requirements in the bulletin section describing the graduate program of interest.

3. Graduate Studies in Nursing requires one year of professional experience. Please refer to the Graduate Nursing section for additional health care experience requirements related to admission.

INTERNATIONAL/NON-ENGLISH SPEAKING STUDENTS - CGS

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 a CGS program.

TRANSFER OF CREDIT POLICY - CGS

The university may allow a maximum of nine credits in transfer to some graduate programs. Transfer of credit will be determined by the Program Chair 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. For the doctoral program, transfer courses must be at the 600 level or above and must have a grade of "B" or higher.

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 - CGS

Transcripts from foreign institutions are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

FORMER STUDENT RE-ENROLLMENT - CGS

Students who have previously withdrawn from a program or 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 a CGS program may make application to the Dean of CGS for readmission after six months.

ACADEMIC CALENDAR - CGS

Some CGS courses are offered under the traditional semester hour system but others are offered in a non-traditional academic calendar. In these programs, specific courses are taught in a modular format and taken sequentially. The Counseling programs are offered in the semester calendar format.

ACADEMIC ADVISING - CGS

Academic advising is done in each department.

REGISTRATION - CGS

Registration for the programs offered in the sequential, cohort model occurs upon the first class session of the program. At this point, students are registered for the entire degree program.

Registration for programs offered in the traditional semester format takes place at the end of each semester for the following semester, and require an advisor's signature.

Registration for the doctoral program will take place once a year for the following year. New students will register upon coming to campus in the summer; continuing students will register prior to the April term each year.

Any changes in registration must be made through the Office of Student Services. Staff will work with the student to process the changes in a way that will minimize the impact on the student's financial aid. Students need to be aware that registration changes could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

STUDENT WITHDRAWAL/CHANGE IN STATUS - CGS

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.

Students enrolled in the Graduate Counseling program may make schedule changes through the second Friday of each regular semester (additions may be made through Friday of the first week; class deletions through Friday of the second week), or through the second day of classes in the summer term. Any schedule changes made thereafter, require the approval of the student's advisor, the professors involved, and the Office of Student Services.

A student receiving financial aid may request a 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. 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. An "F" will be assigned to a student who stops attending but does not officially withdraw.

Students not attending class for six consecutive months or more will be considered withdrawn from the program.

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 who have been out for more than 90 days are subject to the current tuition rate upon returning. Students re-entering a core program after six consecutive months or more will be enrolled under the current Bulletin and are subject to any changes in policy and 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 - CGS

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 www.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 INFORMATION - CGS

DEGREES OFFERED - CGS

CGS offers the following degrees and programs:
Master of Arts (M.A.)

- Community Counseling
- Marriage and Family Therapy
- School Counseling
- Addictions Counseling
- Ministry

Master of Science in Nursing (M.S.N.)

- Nursing Education
- Nursing Administration
- Primary Care Nursing

Doctor of Education (Ed.D.) - Organizational Leadership

DEGREE REQUIREMENTS - CGS

Master's Degree

1. Completion of 36-60 semester hours depending on specific program requirements.
2. Cumulative GPA of 3.0 or higher.
3. Minimum grade requirements as defined by each program

Doctorate Degree

1. Completion of a minimum of 60 semester hours.
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 a diploma.

WHICH BULLETIN? - CGS

Students must meet the graduation requirements as stated in the university bulletin under which they enrolled. Students may meet the graduation requirements as stated in the bulletin under which they enrolled provided: continuous enrollment is maintained, normal progress is made toward the degree, and the maximum number of years to receive the degree allowed by the individual program has not been exceeded. **Students who withdraw or are out of attendance from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the bulletin under which they resume enrollment.** Students changing

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

CORE REQUIREMENTS- CGS

For programs that are in the cohort model, the integrity of the degree program demands that the core requirements 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 in the program.   In general, no waivers are allowed for courses taken at other colleges/universities. Some programs allow a maximum of nine hours in transfer.

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 - CGS

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals.)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit

NC   No Credit
AU   Audit

REPEATED COURSES - CGS

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 - CGS

Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the appropriate Program Director or Chairperson.

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 (or until the end of the following semester for courses offered in the semester format) to complete course requirements and turn them in to the instructor. If, at the end of the appropriate 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.

Some programs within the College of Graduate Studies require enrollment in a continuation course upon receipt of an "I" in specific courses. See each program for additional information.

AUDIT OF COURSES - CGS

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

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 Program Director.
8. No change may be made from audit to credit, or credit to audit, after registration closes.

PLACEMENT ON PROBATION - CGS

Students enrolled in a CGS program will be placed on probation if their cumulative GPA at any time falls below 3.0. Additional probation information for Ed.D. students can be found in that section under Satisfactory Academic Progress.

Students are given two consecutive courses (or one semester for Graduate Counseling students) 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 - CGS

Academic suspension will result if:

1. A student fails to clear the academic probationary status within the probationary period of two consecutive courses or one semester for Graduate Counseling.
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 Office of Student Services. 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 CGS.

ACADEMIC DISMISSAL - CGS

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

GRADE REPORTS AND TRANSCRIPTS - CGS

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

The student's official transcript is prepared by the Indiana Wesleyan University Records Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of course work at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student. Financial obligations must be met before a transcript will be released.

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

ATTENDANCE POLICY - CGS

Attendance is required and monitored in the Graduate Nursing and Ministry programs. 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 (1) absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two (2) absences in courses that are 6 or more class sessions in length. Students need to contact the faculty member regarding make up work.

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 temporary 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 CGS programs requires students to attend all class sessions. Classes are held once per week for four (4) hours. At these sessions, the entire class meets with the faculty member. Class attendance records are maintained by the faculty member and submitted to the administrative office.

3. **Class Attendance Policy –** Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three (3) hours or more of a class that is four (4) hours in length or six (6) hours or more of classes that are eight (8) hours in length.

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.

STUDENT HONESTY/CHEATING

Coursework

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

Cheating is defined as submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism in research writing is considered cheating.

- Plagiarism is defined by the MLA Handbook as "the act of using another person's ideas or expressions in writing without acknowledging the source... to repeat

as your own someone else's sentences, more or less verbatim."

- 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).

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

An 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 Dean of the College of Graduate Studies. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

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

Academic Records

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.

POLICIES GOVERNING GRADUATE PROGRAMS

1. The number of credits required in a specific graduate program will range from a minimum of 36 credits to a maximum of 60 credits.
2. Students must maintain a GPA of 3.0 on a 4.0 scale to continue in a master's program, and a 3.25 to continue in the doctoral program.
3. Student must earn the minimum grade required by specific program requirements.
4. All graduate programs require one or more of the following: 1) a component of scholarly research, 2) an applied project, and/or 3) a supervised internship. The specific nature of this requirement will be specified by the department offering the program.
5. The university may allow a maximum of nine credits in transfer to some graduate programs. Transfer of credit will be determined by the Program Chair or designee.
6. Only those credits earned in the seven years prior to admission will be eligible to be applied in transfer to a graduate program.
7. Credits earned in a graduate degree course may not, at the same time, apply to undergraduate and graduate program requirements.
8. The maximum number of years in which to complete a master's degree program is six years. Graduate Nursing students are allowed a maximum of four years to complete degree requirements. Doctoral students are allowed a maximum of four years to complete the dissertation from the point the dissertation was started.

GRADE APPEAL AND ACADEMIC POLICY GRIEVANCE - CGS

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 College of Graduate Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

GRADE APPEAL

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice, or (b) had 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 written, detailed grade appeal to the Program Director or Chairperson. If a properly completed grade appeal is not received by the Program Director or Chairperson 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 appeal is received, the Program Director or Chairperson will notify the instructor and will do an appropriate investigation.

4. If after investigation, the Program Director or Chairperson agrees that the grade should be changed, the Program Director or Chairperson will notify Student Services to change the grade, and the student will also be notified.

5. If after investigation, the Program Director or Chairperson does not agree that the grade should be changed, the student will be notified of and given the rationale behind the decision.

6. If the student is not satisfied with this decision and continues to believe that the grading policies mentioned above have been violated, he/she can file his/her appeal with the Dean of the College of Graduate Studies, who will conduct an appropriate investigation and offer a ruling on the appeal. The Dean of CGS will notify the student of his/her decision, and the decision will be final.

Note: if the Program Director, Chairperson, or Dean of CGS is involved in the matter being appealed, then that person shall recuse himself/herself, and the matter will be referred to the next higher administrator for review.

ACADEMIC POLICY GRIEVANCE

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.

2. If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Program Director or Chairperson by filing a written and detailed account of the matter. If the complaint involves the Program Director or Chairperson, the student may request that the Dean of CGS review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Program Director or Chairperson (or, if applicable, the Dean) will notify the student of the decision.

3. If the matter is not satisfactorily resolved at the Dean's level, then the student may request that the Provost of the University review the matter by filing a request. If the university does not receive a properly completed policy grievance within 15 days of the date on which the decision notice in step 2 was sent, then the student will forfeit any further right to appeal. The office of the Provost will notify the student of its decision, which will be final.

GRADUATION CEREMONIES - CGS

CGS graduation ceremonies are held three times a year: April, August, and December. Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

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 - CGS

All requirements must be met and transcripted by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking courses from other colleges/universities and elective courses need to

make sure that transcripts and grades 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.

DIPLOMAS - CGS

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

GENERAL INFORMATION - CGS

BOOKS AND MATERIALS - CGS

Indiana Wesleyan University is the sole provider of all books and materials for students who enroll in a program within the College of Graduate Studies with the exception of those enrolled in the Graduate Counseling program, the Doctoral Leadership program, and select courses in Graduate Studies in Ministry. 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 - CGS

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 150,000 titles (including e-books), more than 12,000 audiovisual titles, 680 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 email, 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 - CGS

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:

- Confidential and caring support for student and family members as requested
- Spiritual guidance and prayer support
- Intervention and support during life crises
- Referrals to counseling and support groups for special needs
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith

For additional information about the Chaplaincy Program, contact the Office of Student Services or visit the Web site at http://caps.indwes.edu/studentServices/chaplain/.

TOBACCO USAGE PROHIBITED - CGS

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

ALCOHOL, ILLEGAL DRUGS, AND FIREARMS - CGS

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

STUDENT RECORDS, RIGHTS, AND PRIVACY - CGS

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:

- Permanent grade records (transcripts) for all students are kept in the Marion Campus Records Office.
- CAPS and CGS students' personal records are kept in the Office of Student Services. Financial records are kept in the Adult and Graduate Operations Financial Aid and Accounting Offices.

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

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

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

A student may request in writing 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.

CAS students would file such a request with the Records Office. CAPS and CGS students would file such a request with the Office of Student Services.

STUDENT EMAIL ACCOUNTS - CGS

Upon acceptance, students are given an IWU student email 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 - CGS

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 - CGS

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

SERVICES FOR DISABLED STUDENTS - CGS

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

1. Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need, and a recommendation concerning the nature of special assistance required.

2. Once this documentation is in hand, the CGS coordinator will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The CGS coordinator, in coordination with the DDO, will then recommend a plan of accommodation to the student.

3. The CGS coordinator will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

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

INCLEMENT WEATHER PROCEDURES - CGS

The university is reluctant to postpone classes because the schedule is already very compressed and it is difficult to schedule make-up classes. The university consults with the instructors and obtains information from the National Weather Service, the State Police, the site managers (when appropriate), and occasionally consults with other universities that serve adult populations. The university cannot make the decision based on an individual student's geographical

situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work.

Decisions to postpone classes will be announced by the Dean's office. 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 CGS and/or the instructor will call the students. No notification will be made unless classes are postponed. Students should contact their class representatives, rather than call the CGS administrative offices or class sites. In addition to the telephone calling tree, information about postponement will be announced on the university's website 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 - CGS

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 - CGS

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 Adult and Graduate Operations Human Resources Coordinator. 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. The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within thirty (30) days of the incident that generates the dispute.

2. If the matter is not satisfactorily resolved at level 1, the student may submit a written request within thirty (30) days of the level 1 decision to the AGO HR Coordinator for a review by the Operations Appeals Committee, which is comprised of the Associate Vice Presidents for Adult and Graduate Operations. The request from the student should include thorough documentation supporting the student's claims. The AGO HR Coordinator will communicate the committee's findings and decision to the student.

3. If the complaint is not satisfactorily resolved at level 2, the student may submit a written request within thirty (30) days of the level 2 decision to the AGO HR Coordinator for a review by the Vice President of Adult and Graduate Operations. Appeals at this level will be considered only to ensure that University procedures were followed in levels 1 and 2 The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level 2 is deemed unsatisfactory. The Vice President will consider the situation and will inform the student of the decision, which will be final.

DRUG ABUSE PREVENTION - CGS

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.

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

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

(800) 662-4357

IWU SAFETY POLICIES AND CAMPUS CRIME STATISTICS - CGS

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 Regulatory Affairs at 765-677-2401 or regulatoryaffairs@indwes.edu.

FINANCIAL INFORMATION - CGS

FEE STRUCTURE - CGS 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 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 - CGS DEGREE PROGRAMS

For students enrolled in a cohort program:

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a $100 fee. All other tuition and fees will be refunded.

2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.

3. Tuition is refunded according to the following policy for all subsequent courses:
   - Written notification of withdrawal prior to the first class session of a course - full tuition refund.
   - Written notification of withdrawal prior to the second class session of a course - 90% tuition refund.
   - Withdrawal after second class session - no refund.

4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.

6. Students who are unable to complete a course or who receive a grade lower than a "C" will be allowed to repeat that course with another group of students if arrangements are made with the Registration Specialist. Tuition and fees will be charged for repeating the course.

For students enrolled in a semester based program:

1. Up through and including the first two weeks: 100% refund of charges

2. During the third week: 75% refund of charges

3. During the fourth week: 50% refund of charges

4. During the fifth week: 25% refund of charges

5. After the fifth week: 0% refund of charges

Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.

FINANCIAL AID - CGS

GENERAL ELIGIBILITY REQUIREMENTS - CGS

1. A student must be accepted as a regular student (cannot be unclassified or provisional).

2. A student must maintain enrollment in classes.

3. No longer than 180 days may elapse between classes in any 12 month period; a leave of absence must be requested through the Office of Student Services. If there is a gap between classes of up to 180 days, a leave of absence will be reported to the lender, but no loan repayment will be required. If there is a gap between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information.) If additional circumstances arise which

require stopping out of class again, the student should contact the Financial Aid Office to discuss options.

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

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

HOW TO APPLY FOR FINANCIAL AID - CGS

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov Include Indiana Wesleyan University as a school to receive your information by listing our school code 001822.

2. Below is a checklist provided by the Financial Aid office outlining the process for obtaining and checking all awards.

   - File the Free Application for Federal Student Aid (FAFSA). You must list Indiana Wesleyan University Title IV Code 001822 in step six of the FAFSA. Otherwise IWU will not receive your FAFSA information from the federal processor. File online at www.fafsa.ed.gov.

   - If this is your first year to use your loan eligibility at IWU complete the following steps to provide the information needed to process your loan request. A link on http://www.indwes.edu/financialaid/aps/ entitled Financial Aid Forms will walk you through the following processes. An instruction guide is available on the web page as well.

   - Loan Entrance Counseling: An online tool will walk you through the federally required loan entrance counseling and provide a confirmation page at the end. You will want to print the confirmation page for your records.

   - Application/Lender Selection: Once you select the appropriate lender, you will complete the loan request form. You will want to print the data verification page prior to clicking submit. Once you submit, you will also see a confirmation that your page was submitted, please print for your records. You will want to click continue to go to the next step of completing the master promissory note.

   - Master Promissory Note (MPN):   You will be directed to a web page to complete your MPN for your lender. We encourage you to sign electronically to speed the loan process, but you do have the option to complete the form online and print an original to sign to submit your signature.   You will see a confirmation page at the end of your MPN process, please print and keep a copy of your records.

3. Please make sure that you fill in all information requested in these processes as any incomplete information will delay the processing of your loan. Also watch for the confirmation pages before continuing to the next step. Lastly, we strongly recommend that you print copies for your records

4. Respond to requests for additional information from the financial aid office. You may be asked to provide a copy of your federal tax return (and your spouse tax return or your parents' tax return as appropriate), verification of untaxed income, a verification of household members, or other documentation required to determine aid eligibility due to Department of Education regulations.

5. Provide documentation on any assistance provided by other agencies (i.e. tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc)

6. 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 - CGS

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

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

3. The student will receive a financial aid award letter indicating the types and amounts of aid for which he/she qualifies. If you do not want aid that is awarded (i.e. unsubsidized Stafford Loan) you must contact the financial aid office to remove the awards, otherwise the aid will be processed and disbursed to your student account.

HOW AND WHEN FINANCIAL AID IS DISBURSED - CGS

Federal Stafford Loan is certified and processed after classes have begun. The first disbursement is generally received within 45 days of the first date of class. The funds are applied as a credit to the student's account in disbursements.

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

Applying for financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

SATISFACTORY ACADEMIC PROGRESS (SAP) - CGS

Students are expected to maintain satisfactory academic progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- 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.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after 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 - CGS

If a student finds it necessary to withdraw from the program, withdraw from a class or classes 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:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal financial aid received.

The financial aid office will determine the amount of the refund that is owed by Indiana Wesleyan University and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the amount of the refund and what was done with it. Monies will be returned to the federal financial aid programs in the following order if the student received money in the program: unsubsidized Stafford loan, subsidized Stafford Loan, and Graduate PLUS.

STUDENT'S RIGHTS AND RESPONSIBILITIES - CGS

A student has the right to know:

- What financial assistance is available, including information on all Federal and State programs.
- The deadlines for submitting application for each of the financial aid programs available.
- The cost of attending the programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award which was made to you.
- What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for financial aid. Errors can result in delays of receipt of your financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the CGS Financial Aid Office or the agency to which you submitted your FAFSA.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal procedures.
- Repay student loans in agreement with the loan promissory note.

FURTHER INFORMATION - CGS

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, CGS Financial Aid, 1900 W. 50th Street, Marion, IN 46953-5279 Voice 1-800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030

GRADUATE 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 NURSING

Admission to all Nursing programs within the College of Graduate studies begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Primary Care (PYC) applications will be accepted January – April of each year. Nursing Administration and Education (NRAO/NREO) applications will be accepted year round. Completed PYC applications will be evaluated by the Graduate Nursing Admissions Committee each May/June. NRAO/NREO application files will be reviewed by the Graduate Nursing Admissions Committee each month.

To assist in the decision-making process, the Graduate Nursing Admissions Committee reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE.

Criteria for regular admission are:

1. B.S. degree with an upper-division nursing major 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 with specific guidelines to determine ability to follow instructions. Applicants will choose three specific questions from a list of optional questions.

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 direct contact and/or care for patients 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 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 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.

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.

PRACTICUM CONTINTUATION 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."

PRIMARY CARE NURSING

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (NP). 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-526	Applied Research	4
GNUR-528	Biostatistics and Epidemiology	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**

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-526	Applied Research	4
GNUR-528	Biostatistics and Epidemiology	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-521	Applied Research	4
GNUR-528	Biostatistics and Epidemiology	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**

GRADUATE NURSING COURSE DESCRIPTIONS

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. This course must be passed with a grade of "B" or higher to continue in the program.

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-513A

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.

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-505

GNUR-528 Biostatistics and Epidemiology   4
Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences. Prerequisite: GNUR-526

GNUR-562 Professional Role Development for the Nurse Educator   3
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   4
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   5
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

GNUR-570 Professional Role Development for the Nurse Administrator   3
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   4
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   4
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   4
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

GNUR-590 Nursing Investigation   5
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: Successful completion of all core courses

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. Prerequisites: PYC-502, PYC-512, and PYC-514

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. Prerequisites: PYC-512, PYC-514, and PYC-552

PYC-530C Practicum Continuation   1-3

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

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-530 and PYC-532

PYC-535C Practicum Continuation   1-3

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 PYC-536 Practicum Continuation   1-3

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-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-512

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.

Three majors - 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 or 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 TO THE COUNSELING PROGRAM:

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 - 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.

PROGRESSION POLICY - GRADUATE 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 G.P.A. 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 - 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 and Contextual Dimensions of Community Counseling	3
CNS-523	Knowledge and Skills for the Practice of Community Counseling	3
	Electives	6
TOTAL		**48**

****

COMMUNITY COUNSELING – 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, 554	Supervised Internships	9

Specialization Courses

CNS-512	Psychopharmacology	3
CNS-522	Foundations and Contextual Dimensions of Community Counseling	3
CNS-523	Knowledge and Skills for the Practice of Community Counseling	3
CNS-533	Psychopathology	3
	Electives	9
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	3
CNS-529	Theories and Techniques of School Counseling II	3
	Electives	6

TOTAL **48**

****

POST MASTER'S DEGREE CERTIFICATE

Any individual with an accredited Master's degree with a major in Counseling or a closely related field that is seeking counselor licensure may enroll in IWU's post Master's Degree Certificate program. Interested individuals would need:

- at least a 3.0 GPA in previous graduate work
- a completed application to the graduate counseling program
- a letter stating why they are seeking state licensure
- a letter from the Health Professions Bureau (HPB) stating what coursework is necessary to meet their educational requirements for licensure (at least twelve hours would be necessary for this certificate)

If it is determined by the HPB that only clinical hours (practicum and/or internship) are needed, the student must present a tape of a counseling session and a reference from a qualified (master's level with at least two years of experience) supervisor. This tape and reference will be reviewed by the graduate counseling faculty and be considered in the acceptance process. All students enrolled in clinical experiences must purchase personal liability insurance.

Once the student is admitted into the program, a 3.0 GPA needs to be maintained until the post Master's certificate is completed.

GRADUATE COUNSELING COURSE DESCRIPTIONS

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

**CNS-523 Knowledge and Skills for the Practice of
Community Counseling   3**
Client characteristics and the effective strategies for promoting
growth in individuals seen in community counseling settings.
Additional emphasis will be placed on program development
to address the education and training of individuals,
consultation, crisis counseling, and debriefing issues related to
addiction and recovery.

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 Good3
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.

GRADUATE MINISTRY

The Master of Arts with a major in Ministry is a 36 hour program which provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses are offered in convenient formats including classes that meet for one four hour class session per week for eight weeks or online classes. A very flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

The purpose of Graduate Studies in Ministry is to provide working ministers with an innovative, content-rich, practice-oriented program of graduate studies in Bible, theology, and pastoral leadership. Graduate Ministry strives to promote the following key learning outcomes:

- Development of reflective learning skills whereby ministers are equipped to continue to study and apply the disciplines required for effective ministry;

- Deepening of spiritual character and commitment to integrity in ministry;

- Growth in the disciplines of Biblical study and social awareness as foundations for the ministry of preaching;

- Development of a solid foundation of doctrinal understanding that underpins ministerial calling and service; and,

- Master of a core set of pastoral leadership skills that equip ministers to serve as Christ-like leaders in the church.

ADMISSION REQUIREMENTS - GRADUATE MINISTRY

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to Graduate Studies constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to Graduate Studies are as follows:

1. A baccalaureate degree from 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 (6) hours of introductory studies in Bible. Courses taken to make up the Bible deficiency will not count toward the master's degree.

- Three (3) hours of introductory studies in theology and three (3) hours of introductory studies in church history. Graduate courses taken to make up the deficiency may count toward the master's degree.

3. An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

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

5. Moral character consistent with the principles and policies of Christian conduct at Indiana Wesleyan University. (The student's certificates of recommendation are considered sufficient evidence in this matter.)

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

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 - GRADUATE MINISTRY

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 eleven (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**

Week-long Intensive Program

Students select week-long courses which are offered on a limited basis to fulfill the following requirements:

General Requirements:

Biblical	6
Doctrinal	3
Historical	3
Additional hours (Doctrinal or Historical)	3
Practical	3
Research	1
Thesis/Practicum/Project	5
Electives/Concentration	12
TOTAL	**36**

PROGRESSION POLICY - GRADUATE MINISTRY

1. A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.
2. Minimum grade of "C" in each course.
3. Cumulative grade point average of 3.0.
4. All pre-requisites must be completed before graduating.
5. All requirements for the degree must be completed within 6 years of enrollment.
6. 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.

CONTINUING ENROLLMENT - GRADUATE MINISTRY

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.

GRADUATE MINISTRY - COURSE DESCRIPTIONS

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   2
Examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan "mean of grace" and more contemporary strategies for developing a vibrant personal relationship with God.

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
Each participant is assigned to one of the digging areas. Guidance and instruction are given in every phase of the excavation, including recording and treatment of finds. Weekly surveys are made of the work on the tel, at which time the current progress in each area is summarized. Special finds are exhibited in the study room of the expedition where a study collection of ancient pottery is also displayed. (Biblical)

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.

DOCTOR OF EDUCATION - ORGANIZATIONAL LEADERSHIP

MISSION - ED.D.

To provide a Christ-centered innovative, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, best practices, research, self-directed learning, and teaching.

The College of Graduate Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial business, health care, 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 Graduate 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.

INTEGRATION OF FAITH, LEARNING, AND PRACTICE

The desire of the faculty and administration of the College of Graduate Studies in general and the faculty and administration of the Ed.D. degree in particular is to present a degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ. We value 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 Graduate Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes will 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 develop in that area 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. Students must have an earned master's degree from an accredited university.
3. Send a current resume to include a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards.
4. 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.
5. Send a 4-5 page professionally prepared essay according to the requirements and outline in the application packet.
6. 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.

7. Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE). 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. Clear and convincing response to the questions.
2. Organization and presentation (i.e., readability and formatting).
3. Typed, double spaced, professionally written, evidence of forethought, carefully proofed, and convincing language and phrasing.
4. Evidence of scholarly (academic) writing skills.
5. Minimum of five (5) pages and maximum of six (6) pages.

Essay Questions.

All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

1. How will the attainment of the Ed.D. in Organizational Leadership enhance your ability to fulfill your life purpose?
2. How will your leadership experience prepare you to excel in a doctoral leadership program?
3. How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?
4. What is your understanding of the concept of leadership and of the need for it in your professional field?
5. What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?
6. 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 and the Dean for the College of Graduate Studies.
4. A letter of approval will be sent to the student by the Chair and Dean.
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

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 the Ed.D. in Organizational Leadership course of studies 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.

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.

ADVANCED DEGREE APPEALS FOR TRANSFERRING ADDITIONAL HOURS

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 Dean of the College of Graduate Studies, 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 1 through 5 above.

ATTENDANCE POLICY - ED.D.

Ed-U-Flex 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 (1) absence per course. Students need to contact the faculty member regarding make-up work. The criteria for full participation attendance points will be determined by the professor. Students that are given permission by the Department Chair may attend these live sessions via videoconferencing when that service is available.

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 (1) 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 who 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 with permission of the Department 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. Students are expected to be in attendance all seven days 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 department 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.

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 three Organizational Leadership faculty. After evaluation, an oral defense of the exam is required.

If the student successfully defends his/her doctoral comprehensive examination, he/she then moves on to the dissertation phase of the program. If the student does not successfully defend all or part of his/her comprehensive examination, his/her doctoral advisory committee will decide the next steps for the student to follow, which may include, but not be limited to: a re-write of some or all of the doctoral comprehensive examination; a subsequent defense of all or part of the comprehensive examination; a research project to substantiate or enhance some particular parts of the examination. The details of the comprehensive examination procedures and policies will be distributed to students upon completion of their coursework each academic year during the month of September. Students have one year from the conclusion of their third summer residency to complete their comprehensive examination.

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 Praxis and Dissertation credits are recorded as Credit or No Credit.

2. Payment of tuition and fees.

3. Comprehensive written exam and oral defense following the third summer residency institute and satisfactory completion of all course work.

4. Dissertation successfully completed and defended orally.

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.

SEQUENCE OF COURSES - 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-850	Stewardship	3
DOL-880	Application of Research Methods	3

September Term

DOL-915	Dissertation Seminar	3

January Term

DOL-920	Dissertation	3

April Term

DOL-920	Dissertation	3

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.

SATISFACTORY ACADEMIC PROGRESS - ED.D.

Individuals 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 any program in the College of Graduate Studies 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 course work 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 major department head and with the approval of the Dean of The College of Graduate Studies.

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, the program Chairperson, a representative of the Office of Student Services, and the Dean of the College of Graduate Studies.

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 Department Chair in consultation with faculty members that have taught the courses in which the incompletes were received.

A student must successfully defend her/his dissertation within four years after completing DOL-915 Dissertation Seminar or DOL-900A Dissertation Prospectus.

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 department 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.

WITHDRAWAL FROM A COURSE

A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- none 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.

THE DISSERTATION

The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format. The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements: Minimum of 12 semester hours.

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 (3) 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 the third summer residency. This enables the graduate students to integrate course work, field-based action learning, and organizational improvement initiatives into the research design of their dissertation. Nine (9) 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 Department 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 2008 will be given a Dissertation Policy Manual issued on September 1, 2008, but if the student's dissertation is not completed by August 31, 2009, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued on September 1, 2009.

Degree Completion Limits

The Ed.D. program is designed as a lock-step curriculum, which is to be completed in twenty-seven (27) months, plus the dissertation. The time limit for the dissertation is 4 years from the point of completing DOL-900A - Dissertation Prospectus or DOL-915 - Dissertation Seminar. Any exceptions to this policy must be made via a written petition presented and approved by the Dean of the College of Graduate Studies, and filed in the Office of the College of Graduate Studies.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the 4th term of the 3rd year will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course 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, and (3) completion and committee approval of the dissertation proposal.

ORGANIZATIONAL LEADERSHIP COURSE DESCRIPTIONS

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**
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**
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 co-requisite: 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.

DIRECTORIES - CGS

BOARD OF TRUSTEES

Mr. Paul G. Anthes
Dr. Harold E. Bardsley
Rev. J. Daniel Bickel
Rev. Glenn D. Black
Dr. David L. Blanchard
Dr. Donald L. Bray
Rev. John A. Bray
Michael J. Carmichael, M.D.
Dr. Mark S. Eckart
Dr. Steven D. Emery
Dr. G. Malcolm Evans
Rev. Mark Gorveatte
Mrs. Barbara Green
Mr. Norris Hall
Mr. Barry Hines
Mrs. Karen Hollenbeck

Dr. Paul S. Hontz
Mr. Edwin L. Hoover
Robert L. Jackson, M.D.
Mr. Mark Meeks
Rev. Kevin Myers
Dr. Donald Ott
Mr. Gary L. Ott
Dr. Thomas E. Phillippe, Sr.
Dr. Paula S. Quinn
Rev. Thomas K. Schmidt
Mrs. Pamela A. Shattuck
Mr. Carl Shepherd
Dale A. Sloan, M.D.
Evrett E. Smith, M.D.
Mr. John M. Storey
Mrs. Margaret C. Tornga

TRUSTEE EMERITUS
Rev. Donald C. Fisher

OFFICERS OF ADMINISTRATION

Henry L. Smith, Ph.D.	President
James B. Barnes, Ed.D.	Chancellor
David W. Wright, Ph.D.	Provost
Todd S. Voss, Ed.D.	Executive Vice President
Michael Bonner, Ph.D.	Vice President for Adult and Graduate Operations
Brendan Bowen, M.P.A.	Vice President for Operations and Facilities Planning
Kris Douglas, M.Ed.	Vice President for Enrollment Management and Marketing
Dwight Jessup, Ph.D.	Interim Vice President, Dean of the College of Arts and Sciences
John Jones, M.B.A.	Vice President for Information Technology
Michael Moffitt, M.A.	Vice President for Student Development
Brian Simmons, Ed.D.	Vice President for University Relations
Elvin Weinmann, M.B.A.	Vice President for Business Affairs and Chief Financial Officer

EMERITI FACULTY

Jeanne Argot, Ph.D.	Professor of Biology, 1979-2000
Donald Chilgreen, Ph.D.	Professor of Biology, 1967-2001
Wenda Clement, M.A.T.	Associate Professor of Education, 1979-2003
Paul D. Collord, Ph.D.	Vice President for Academic Affairs, 1989-1998
Lois Ellis, Ed.D.	Professor of Nursing Education, 1973-1996
Malcolm Ellis, Ed.D.	Professor of Religion, 1979-1996
Susan Frase, Ph.D.	Professor of Education, 1995-2007
Marvin Hinds, Ph.D.	Professor of Biology, 1973-1996
Carolyn Kindley, D.A.	Professor of Music, 1967-2005
Robert R. Luckey, Ph.D.	President, 1976-1984; Acting President, 1986-1987
Robert Mitchell, Ph.D.	Professor of History, 1969-2000
Owen Snyder, M.S.Ed.	Associate Professor of Spanish, 1965-2000
R. Duane Thompson, Ph.D.	Professor of Religion, 1957-1997

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

FACULTY

Mark Alexander, *Director, Center for Distributed Learning*   2002
   Adult and Graduate Operations
   A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Tim Beuthin, *Associate Professor, Graduate Studies in Leadership*   2006
   College of Graduate Studies
   B.A., 1974, Spring Arbor College; M.Div., 1980 Asbury Theological Seminary;
   Ph.D., 1989, Michigan State University

Allyn Beekman, *Associate Vice President, Planning and Development*   2001
   Adult and Graduate Operations
   B.S., 1973, Michigan State University; M.B.A., 2004, Indiana Wesleyan University

Ken Bielen, *Director, Grants Management*   2007
   Adult and Graduate Operations
   B.A.., 1971, Rutgers College; M.A., 1978, University of Rhode Island;
   Ph.D., 1994, Bowling Green State University

Joshua Black, *Regional Dean, Merrillville*   2002
   Adult and Graduate Operations
   B.S., 1997, Lee University; M.A., 2003, Malone College

F. Michael Bonner, *Vice President*   2001
   Adult and Graduate Operations
   B.S., 1966, Frostburg State College; M.Ed., 1970, Loyola College, Baltimore;
   Ph.D., 1974, University of Maryland

Carson Castleman, *Regional Dean, Kentucky and Cincinnati*   2004
   Adult and Graduate Operations
   B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University

Michael Chase, *Associate Vice President, Adult and Graduate Operations/Academic*   2007
   Services
   Adult and Graduate Operations
   B.A., 1978, Spring Arbor College; M.S., 1996, Central Michigan University;
   Ed.D., 2006 University of Sarasota

Sarah Crume, *Reference Librarian, Off Campus Library Services, Marion*   2002
   College of Adult and Professional Studies; College of Graduate Studies
   B.S., 1981, Hanover College; M.L.S., 1987, Indiana University

Debra Drake, *Associate Professor, Graduate Studies in Nursing*   1993
   College of Graduate Studies
   B.S.N., 1976, Olivet Nazarene University; M.S.A., 1992, Bradley University

Sharon Drury, *Professor, Graduate Studies in Leadership*   1998
   College of Graduate Studies
   B.S., 1987, Indiana Wesleyan University; M.S.M., 1997, Indiana Wesleyan University,
   Ph.D., 2004, Regent University

Edgar Elliston, *Regional Dean, Cleveland*   2008
   Adult and Graduate Operations
   A.B., 1966, Manhattan Christian College; M.A., 1971, School of World Mission;
   Ph.D., 1981, Michigan State University

Dale Fowler, *Instructional Designer, Center for Distributed Learning*   2000
   Adult and Graduate Operations
   B.A., 1983, Cornerstone University; M.B.A., 1986, Western Michigan University

James Freemyer, *Associate Professor, Graduate Studies in Leadership* 1999
 College of Graduate Studies
 B.S., 1973, Northwest Missouri State University;
 M.S., 1980, Central Missouri State University; Ed.D., 1999, University-North Carolina at Charlotte

James O. Fuller, *Dean* 1996
 College of Graduate Studies
 B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary;
 Ph.D., 1994, University of North Carolina-Greensboro

Mark Gerig, *Associate Professor, Graduate Studies in Counseling, Chair* 2007
 College of Graduate Studies
 B.A., 1980, Purdue University; M.A., 1983, Trinity Evangelical Divinity School
 Ph.D., 1991, University of Toledo

Pam Giles, *Assistant Professor, Graduate Studies in Nursing, Chair* 2004
 College of Graduate Studies
 B.S., 1980 Indiana Wesleyan University; M.S., 1993, Indiana Wesleyan University

Russell Gunsalus, *Associate Professor of Religion; Graduate Studies in Ministry,* 1998
 Interim Chair
 College of Graduate Studies
 A.B., 1986, Oklahoma Wesleyan University; M.Div., 1990, Asbury Theological Seminary

Audrey Hahn, *Associate Vice President, Student Services* 1991
 Adult and Graduate Operations
 B.S., 1976, Manchester College; M.S., 1983, St. Francis College

Erick Hilbert, *Instructional Designer, Center for Distributed Learning* 2005
 Adult and Graduate Operations
 B.A., 2002, Anderson University; M.S., 2004, Boise State University

Denita Hudson, *Assistant Professor, Graduate Studies in Counseling* 2005
 College of Graduate Studies
 B.A., 1996, Wright State University; M.S., 2000, Wright State University; Ph.D., Ohio State University

R. Boyd Johnson, *Associate Professor, Graduate Studies in Leadership* 1998
 College of Graduate Studies
 B.A., 1974, University of California; M.A., 1976, California State University;
 Ph.D., 1998, Oxford, England

Judith Justice, *Assistant Professor, Graduate Studies in Counseling* 2003
 College of Graduate Studies
 A.S., 1989, Indiana University Fort Wayne; B.S., 1991, Indiana University Fort Wayne;
 M.A., 1994, Indiana University Fort Wayne; Ed.D., 2003, Nova Southeastern University

Jule Kind, *Director, Off-Campus Library Services* 1993
 College of Adult and Professional Studies; College of Graduate Studies
 B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky

Dave Leitzel, *Instructional Designer, Center for Distributed Learning* 2000
 Adult and Graduate Operations
 B.S., 1973, Indiana Wesleyan University

Amy Lorson, *Librarian, Off Campus Library Services, Louisville* 2003
 College of Adult and Professional Studies; College of Graduate Studies
 B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky

Vern Ludden, *Professor, Graduate Studies in Leadership, Chair* 2002
 College of Graduate Studies
 B.A., 1971, Ball State University; M.P.A., 1973, Ball State University;
 Ed.D., 1985, Ball State University

Nancy Murray, Associate Professor, Graduate Studies in Nursing   2008
College of Graduate Studies
A.S., 1977, Tulsa Junior College; A.A.S., 1981, Tulsa Junior College;
B.S., 1990, Indiana Wesleyan University; M.S., 1991, Indiana Wesleyan University;
Ed.D., 1999, Ball State University

Terry Neal, *Assistant Professor, Graduate Studies in Nursing*   1997
College of Graduate Studies
B.S., 1993, Indiana Wesleyan University; M.S., 1996, Indiana Wesleyan University

Don Osborn, *Director, Addictions Counseling, Graduate Studies in Counseling*   2006
College of Graduate Studies
B.A., 1979, Lincoln Christian College; M.S., 1984, Indiana State University;
M.A., 1987, St. Mary of the Woods

Jaime Painter, *Cataloging/Technical Services Librarian, Off Campus Library Services*   2005
College of Adult and Professional Studies; College of Graduate Studies
B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College

Curt Rice, *Librarian, Off Campus Library Services, Merrillville*   2008
College of Adult and Professional Studies; College of Graduate Studies
B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University;
M.A., 1989, Northern Illinois University

Linda Rieg, *Associate Professor, Graduate Studies in Nursing*   2008
College of Graduate Studies
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

Nenetzin Reyes, *Assistant Professor, Graduate Studies in Counseling*   2007
College of Graduate Studies
A.A., 1999, Laredo Community College; B.A., 2001, Baylor University;
M.A., 2004, Texas Tech University; Ph.D., 2007, Texas Tech University

Barbara Riggs, *Associate Professor, Graduate Studies in Counseling*   2003
College of Graduate Studies
B.S.N., 1978 University of Evansville; M.S.N., 1981, Indiana University; Ph.D., 1988, Purdue University

Sharon Schulling, *Assistant Professor, Graduate Studies in Nursing*   2005
College of Graduate Studies
B.S., 1986, University of Alaska-Anchorage; M.S., 1988 University of Alaska-Anchorage;
Ph.D., 2003, University of Nebraska-Lincoln

Cynthia Tweedell, *Associate Dean, Institutional Effectiveness*   1998
Adult and Graduate Operations
B.A., 1976, Illinois Wesleyan University; M.A., 1978, University of North Carolina;
M.A., 1985, University of Chicago; Ph.D., 1996, Walden University

Sheila Virgin, *Professor, Graduate Studies in Nursing*   2007
College of Graduate Studies
B.S., 1972, Alderson-Broaddus College; M.S.N., 1979, West Virginia University;
D.S.N., 1994, University of Alabama

Melanie Wachs, *Instructional Designer, Center for Distributed Learning*   2003
Adult and Graduate Operations
B.A., 1999, Ball State University; M.A., 2000, Ball State University

Bob Whitesel, *Associate Professor, Graduate Studies in Ministry*   2005
College of Graduate Studies
B.S., 1973, Purdue University; M.Div., 1977, Fuller Theological Seminary; D.Min., 1987, Fuller Theological Seminary

John Wrightsman, *Director, Chaplain Ministries*   1996
Adult and Graduate Operations
A.A., 1969, Kentucky Mountain Bible College; B.A., 1975, Indiana Wesleyan University;
M.A., 1987, Indiana Wesleyan University

INDEX