

# Courses

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## ACC - Accounting

### ACC 201 - Accounting Principles I (3)

Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization. No prerequisite.

### 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.

### ACC 210 - Using Spreadsheets in Accounting (3)

This course introduces the student to the Microsoft Spreadsheet application. The course provides intensive training in the use of spreadsheets on microcomputers for the accounting profession. The student is taught to automate many of the routine accounting functions. The student will also be taught how to develop spreadsheets for common business functions.

### 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 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.

### ACC 304 - Current Topics in Accounting (1)

A seminar class with the objective of using a current book and/or articles as the basis for discussing new ideas or issues facing the accounting profession. In addition to raising awareness of new ideas and issues, the course requires each student to evaluate the practical application of these new ideas and issues in relation to their discipline. The course may be repeated for a total of 3 hours. Prerequisite: Admission to the Division.

### ACC 310 - Accounting Decisions for Managers (3)

During this course students will integrate planning and integrating managerial accounting concepts into tactical and strategic business decisions for controlling purposes. This course will include appraisal of business decisions using the cost volume profit analysis and will integrate managerial accounting concepts, systems, and tools using a biblical perspective.

### 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. Pre requisites: 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. Prerequisites: ACC-311.

### ACC 341 - Managerial Cost Accounting I (3)

An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on cost behavior and the determination of an organization's long-term, total product costs and total service costs for strategic decisions. Prerequisites: Admission to the Division and ACC-202.

**ACC 342 - Managerial Cost Accounting II (3)**

An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on control systems and the motivation, measurement, and evaluation of short-term and long-term performance. Prerequisites: Admission to the Division and ACC-341.

**ACC 371 - Federal Income Tax I (3)**

A comprehensive study of the federal income tax structure as primarily related to individuals. Prerequisites: Admission to the Division and ACC-202.

**ACC 372 - Federal Income Tax II (3)**

A comprehensive study of the federal income tax structure as related primarily to business returns and related topics, including payroll taxes, estates, and trusts. Prerequisites: Admission to the Division and ACC-371.

**ACC 381 - Accounting Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Division and ACC-312.

**ACC 390 - International Business (3)**

Prepares student to cope with business decisions and business strategies needed to transact business in a foreign land. The influence of cultural, economic, political, and social differences on decision-making will be explored. In addition, complexities created by differing values and beliefs will be evaluated. How such issues impact an American business in an international setting will be carefully studied. Intercultural credit may be met by successfully completing BUS-390. Prerequisite: Admission to the Division.

Crosslisted as: BUS-390.

**ACC 399 - Service Learning (3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Division.

**ACC 381TU - Government Non-Profit Accounting (3)****ACC 410 - Accounting Information Systems (1 to 3)**

This course is designed to provide a broad awareness of the concepts of accounting information systems. Topics considered include data integrity, data-flow, information-flow, information technology, and how these items impact managerial decision-making. Prerequisites: Admission to the Division and ACC-311.

**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. Prerequisites: Admission to the Division and ACC-312.

**ACC 430 - Accounting Ethics (3)**

Students completing this insightful course will have a comprehensive understanding of and the ability to make ethical and moral decisions involved with the accounting profession. During the course students will explore virtue ethics as a basis for understanding the moral expectations that are foundational principles of successful, professional accountants.

**ACC 451 - Advanced Accounting (3)**

Advanced topics in accounting, stressing accounting for consolidations, partnerships, and not-for-profit organizations. Prerequisites: Admission to the Division and ACC-312.

**ACC 471 - Independent Learning in Accounting (1 to 3)**

An opportunity for advanced students to pursue further study in an accounting field of interest in which they have exhausted catalog offerings. Prerequisites: Admission to the Division, Senior Standing, and ACC-312.

**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.

**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 (or 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 and how selecting the form of business entity can impact on the 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.

## **ACCT - Accounting**

**ACCT 510 - Managerial Accounting (3)**

Students in this course study the theory and application of managerial accounting by differentiating product costs as determined through job order versus process costing systems, evaluating managerial decisions using activity based costing, developing optimal sources using a variety of incremental costing and cost-volume-profit tools, and creating operating budgets that support organizational goals. Students will evaluate managerial accounting through the use of standard costing and variance analysis and will integrate Biblical principles into accounting processes and reports. Prerequisite: FINC-525

**ACCT 511 - Ethics and Business Law for Accountants (3)**

Students in this course will recommend the ethical and professional action in potentially unethical situations, assess the impact of potentially unethical behavior of clients on the services being performed, demonstrate the importance of identifying and adhering to requirements, rules, and standards, and evaluate the economic substance of client transactions through the application of business law. Students will evaluate the legal structure of an entity to determine the implications of applicable laws and regulations on how a business is organized, governed, and operated. A biblical worldview will be integrated into all aspects of accounting reporting and decision-making.

**ACCT 512 - Financial Accounting Theory and Issues (3)**

Students in this course will integrate financial theory into the practice of financial reporting using the FASB Accounting Standards Codification; prepare consolidated financial statements on the basis of GAAP and IFRS accounting principles; analyze financial statements including analysis of accounts, variances, trends, and ratios; evaluate assumptions and methods underlying estimates, including fair value measures of financial statement components; design financial statement reports in order to meet regulatory requirements; and determine appropriate accounting treatment for new or unusual transactions. A biblical worldview will be integrated throughout the accounting and financial reporting process.

**ACCT 513 - Accounting Information Systems and Control (3)**

Students in this course will evaluate the information systems within a business that are used to process and accumulate transactional data; assess the effectiveness of an organization's internal control systems, including system design, controls over data, transaction flow, wireless technology, and internet transmissions; evaluate whether there is appropriate segregation of duties, levels of authorization, and data security in an organization to maintain an appropriate internal control structure; assess data accumulation and information flow through the major cycles of an accounting system; and implement effective internal control systems. A biblical worldview will be integrated throughout the entire course.

**ACCT 514 - Advanced Accounting (3)**

Students in this course will evaluate the key requirements of the Sarbanes-Oxley Act, integrate auditor and management responsibilities with auditing procedures to meet audit objectives, evaluate internal controls for effectiveness, evaluate financial statements through comprehensive audit procedures including the use of computer aided audit techniques, and create audit reports that fairly and accurately represent the financial status of an organization. A biblical worldview will be integrated throughout all accounting and audit processes.

**ACCT 515 - Advanced Tax Theory and Research (3)**

Students in this course will apply analytical reasoning tools to assess how taxes affect economic decisions, evaluate the impact of multijurisdictional tax issues on federal taxes, analyze information and identify data relevant for tax purposes, determine alternative tax treatments based on research and write recommendations to optimize client outcomes. A biblical worldview will be integrated into all aspects of accounting reporting and decision-making.

**ACCT 516 - Forensic Accounting and Fraud Examination (3)**

Students in this course will assess situations for the characteristics of fraudulent activities, evaluate the evidence to determine potential types of fraud within the organization, integrate all evidence to detect and investigate the presence of fraud, and develop the body of evidence, using forensic accounting, required to prosecute the perpetrator. Students will recommend improvements to the internal controls to reduce potential fraudulent activities. A biblical worldview will be integrated throughout the forensic accounting and fraud detection process.

**ACCT 517 - Corporate Taxation (3)**

Students in this course will evaluate the tax implications and create tax returns for corporations doing business in different legal structures, calculate and assess proper employer withholding taxes and file appropriate returns, and evaluate the impact of depreciation, cost recovery, amortization and depletion on tax liability for single, multi-state corporations, and international corporations. Students will evaluate estate and trust tax liability, determine the liabilities on taxable federal gifts, and assess the tax impact of partial or complete liquidation and disposal of assets. A biblical worldview will be integrated throughout the entire course.

**ACSI - ACSI Credential Program****00****ACSI ORE - Orientation to the ACSI Credentialing Program (0)**

The Indiana Wesleyan University ACSI Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the ACSI Credentialing program.

**ADC - Addictions Counseling****ADC 202 - Principles of Addictions Counseling (4)**

This course will provide both an overview of addictions counseling and a focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style and analysis, communication processes within groups, goal setting, prioritizing, and time-management. The remainder of the course material will address major concepts and themes in the field of addictions. Many of these themes will be connected to the

student's sense of "life calling". A Christian understanding of the human dilemma of addiction will be developed. This course is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling.

### **ADC 210 - Addictions Theory (3)**

The course is intended to introduce the student to major theories of addiction and compulsive behaviors. Students will consider addictions and case examples from a variety of theoretical perspectives. In addition to the substance addiction, the course will introduce the following topics: eating disorders, sexual compulsivity, and pathological gambling. The course will examine addictions from biological, psychological, social and spiritual domains. Additionally, individual, family, and cultural perspectives will be explored. The course will emphasize familiarity with the current research in the addictions counseling field.

### **ADC 212 - Psychopharmacology (3)**

This course is intended to introduce the student to drug administration, absorption, movement, and drug-receptor interactions. Students will learn the psychoactive properties of each class of psychoactive drugs including the respective withdraw abstinence syndromes. Students will become familiar with current research in regard to biochemical abnormalities and their proposed role in behavioral disorders. Students will also become familiar with the etiology and treatment of co-occurring disorders. The course will also provide an overview of clinical practice guidelines for treating psychological and substance use disorders, including the use, strengths and limitations of pharmacologic treatments.

### **ADC 291 - Urban Encounter for the Helping Profession (1)**

This course is intended to provide students with an urban, cross-cultural experience as well as exposure to the diversity and universality of human experience and behavior. The experience involves a weekend spent in Chicago touring treatment facilities and cultural sites, completion of pertinent readings prior to the experience, and a final reflection paper. This immersion experience will facilitate a greater understanding of those who are culturally different as well as the complexities associated with racism, poverty, substance dependence, and mental illness. Students will reflect on the impact of this experience in terms of their own personal development, the helping profession, their faith, and sense of life calling.

Crosslisted as: PSY-291.

### **ADC 310 - Addictions Counseling Skills (3)**

This course is designed to familiarize the student with the eight practice dimensions necessary for effective performance as an addictions counselor: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family and community education; documentation; and professional and ethical responsibilities. These dimensions along with their associated 12 core competencies, as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA), are the established national standards for addiction counseling practice. These standards are also utilized by state and national addictions counselor certification/license examinations. In this course, the student will develop entry level knowledge and skills across the eight practice dimensions that will help ready them for entering the addictions counseling field. Considerable emphasis will be placed on evidenced-based practices.

### **ADC 320 - Theory and Practice of Group Counseling (3)**

The course is intended to introduce the student to the basic issues of group therapy and group therapy with substance abusers. Emphasis will be given to understanding the group process, artful group facilitation, and tailoring interventions to work with clients in the various stages of the change process. Students will become familiar with the 11 therapeutic factors as outlined by Yalom. The course will include an experiential component, with all students participating in an actual group experience. Students will develop an understanding of group process issues, group facilitation skills, and the merits of curriculum-based group treatment.

### **ADC 330 - Counseling Addicted and Dysfunctional Family Systems (3)**

The course is intended to familiarize the student with a systems view of substance abuse and family life. Students will compare and contrast individual and systemic orientations to assessments, case conceptualization, and intervention. Students will learn the essential characteristics of working systemically as well as the advantages and disadvantages of this approach. This course will address common relational patterns in substance dependent families, systemic approaches to facilitating change, and recovery as a developmental process. Students will examine the various schools of family therapy and the importance of cultural competence.

**ADC 410 - Addictions Seminar (1 to 2)**

Addictions Seminar is a seminar for upper-class addictions majors focusing on special topics and current issues in the addictions field. This course is intended to expose students to visiting lecturers or adjunct faculty with clinical expertise in gambling, sexual compulsivity, eating disorders, 12-step recovery, substance abuse prevention, or other areas. Addictions Seminar may be repeated to earn up to four (4) credit hours. This course may be taken by non-ADC majors with the consent of the Addictions Studies Department.

**ADC 411 - Addictions Seminar-Prevention (1)**

This course will provide the student an understanding of the risk and protective factors for the onset of substance abuse disorders and how these may be targeted in the early intervention activities of preventive counseling and best-practice prevention programming. Program funders and school systems increasingly want services that prevent problems from occurring. Participants in this course will learn the skills needed to be effective in these settings. Participants will learn skills that are applicable at the American Society of Addiction Medicine's Early Intervention level of care (0.5).

**ADC 412 - Addictions Seminar-Eating Disorders (1)**

This course will examine anorexia nervosa, bulimia nervosa, and compulsive eating by means of classic and contemporary readings in the area, case examples, and class discussions. Students will learn to appreciate the role of biology, learning (cognition), and interpersonal factors in the development and treatment of those with an eating disorder, encompassing cultural, developmental, familial, and spiritual considerations. The complexities of eating disorders, their psychological underpinnings and behavioral features, will be recognized and explored. Students will compare and contrast eating disorders to other addictions.

**ADC 413 - Addictions Seminar-Sexual Addictions (1)**

This course will examine sexual compulsivity by means of contemporary readings, case examples, and class discussion. Students will examine the role of biological, developmental, interpersonal, cultural, and spiritual factors in the development of and recovery from compulsive sexual behaviors. The course will consider clinical assessment and intervention as well as community supports (self-help). Students will compare and contrast the spectrum of compulsive sexual behaviors with other compulsive syndromes and addiction. The class will examine prevailing sexual attitudes, beliefs, and scripts in the culture at large and the church. Students will gain an appreciation for the sociocultural and psychological issues pertaining to sexual addiction.

**ADC 414 - Addictions Seminar-Pathological Gambling (1)**

This course will examine pathological and problem gambling by means of contemporary readings, class discussion, and other activities. Students will learn to appreciate the role of biological, developmental, cultural, psychological and spiritual factors in the development and treatment of those with gambling disorders. The complexities of problem gambling behavior will be recognized and explored. Students will compare and contrast the spectrum of problematic gambling behavior with other addictions. Students will become familiar with the recent literature in the area and support offered by Gambler's Anonymous and Gam-Anon.

**ADC 458 - Addiction Programs and Professional Development (3)**

This course will address contemporary perspectives, interventions, and treatment planning in the addictions field as well as their historical origins. Particular emphasis will be given to evidenced-based and ethical practice as well as work with diverse populations. Students will examine the NAADAC Code of Ethics and explore ethical dilemmas and decision-making. Student will examine evidence-based practices with special populations, including dually-diagnosed clients and those with HIV/AIDS.

**ADC 461 - Addictions Counseling Practicum I (2 to 3)**

This course is intended to provide the student with practical experience in the area of addictions. Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. For CAS students, all students, in this section will be assigned to the Behavioral Sciences Counseling Center for this practicum where they will learn, practice and gain proficiency in the essential basic counseling skills needed to successfully engage clients in a collaborative helping relationship. Students will also gain experience in the process of developing and negotiating treatment plans with clients. A total of 50 hours of practice lab experience is required for this course. These counseling skills will provide the foundational skills for the off-site addictions counseling practicum experiences to follow.

**ADC 462 - Addictions Counseling Practicum II (2 to 3)**

This course is intended to provide the student with practical experience in the area of addictions. Students will be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. Additionally, students will read and review current research related to professional practice. Each section requires 175 hours at the field placement site. A minimum of 350 cumulative hours is required for program graduates which also meets state and national standards. Students are encouraged to complete the sequence over the course of two semesters.

**ADC 463 - Addictions Counseling Practicum III (2 to 3)**

See ADC-462. CAS students are also required to take the national alcohol and drug counselor's examination in this section.

**ADC 464 - Addictions Counseling Practicum IV (2)**

See ADC-461; this course is only available to students in the baccalaureate program.

**ADC 540 - Substance Abuse Intervention in Educational Settings (2)**

This course is designed to assist professionals in education and social work to recognize distinctive behavior patterns and learning deficits exhibited by students who are victims of substance abuse. The course will examine theoretical and research foundations related to education and substance abuse. It will help participants avoid the pitfalls of mislabeling these patterns and deficits. It will focus on recognition skills and will provide participants with effective intervention strategies.

## **ADM - Administration**

**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.

**ADM 310 - Applied Technology for Managers (3)**

During this course students will evaluate the manager's role in ensuring best practices for the application of technology in business situations. Students will assess tools and skills with regard to communication, policy, security, management, and technology. Students will apply information technology ethical standards and a biblical perspective to business situations.

**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.

**ADM 370 - Economics for Business (3)**

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

**ADM 372 - Accounting for Managers (4)**

This course discusses the use of accounting in the decision making process for managers. This course will discuss the three primary financial statements, the components of the financial statements, financial statement analysis, and managerial accounting concepts.

**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.

**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 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.

**ADM 470P - Economics Prerequisite (0)**

An introductory course designed to relate economic theory and current economic theory and current economic events to the problem of effective managerial decision-making. Graded on a CR/NC basis.

**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 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. Graded on a CR/NC basis. Must complete with a grade of "CR" in order to proceed to ADM-514.

**ADM 474 - Applied Finance for Business (4)**

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

**ADM 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. Graded on a CR/NC basis. Must complete with a grade of "CR" in order to proceed to ADM-537.

**ADM 495 - Seminar in Business (3)**

This course is designed to integrate the content of 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.

**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 511 - Introduction to Research and Technology (1)**

This asynchronous course will prepare the student to use the Internet and the World Wide Web as informational tools to achieve educational goals in the pursuit of lifelong learning. Topics covered include business research sources, integration of traditional research formats with newer formats, copy right issues, MLA writing style, and evaluation of the quality of information found on the World Wide Web.



**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.

**ADM 514N - Managerial Accounting for Nurse Administrators (3)**

A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions practiced in health care management. Special attention will be given to the preparation and analysis of financial statements, budgeting, and systems of planning and control. This course is only available to students admitted to the MBA/MSN dual degree program.

**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 518 - The Ethical and Legal Environment of Business (4)**

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

**ADM 519 - Methods of Executive Management (4)**

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

**ADM 523 - Advanced Managerial Economics (4)**

The application of economic theory to the problems of contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participant.

**ADM 524 - Managerial Economics (3)**

This course provides an overview of economic theory and methods and their application 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 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.

**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 537N - Managerial Finance for Nurse Administrators (3)**

A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various dilemmas as defined by selected cases that are common in health care management. This course is only available to students admitted to the MBA/MSN dual degree program.

**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 549 - Intercultural and Global Issues (3)**

This course examines the management challenges associated with entering markets 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.

**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 555 - Decision Analysis in Organizations (3)**

This course analyzes how managers in business organizations make better decisions. The course is composed of two major sections. The first has to do with individual decisions made in organizations. The second has to do with methods and technologies used in the decision process.

**ADM 556 - Production and Operations Management (3)**

This course focuses on management approaches to the design, analysis, and control of processes that convert inputs into goods and services. Both quantitative and qualitative management techniques are examined. Emphasis is given to three major topics: process analysis, material management, and quality management.

**ADM 557 - Applied Management Project (4)**

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse education and several years of practical experience. (Note: Any MBA student who has not satisfactorily completed all prior courses ("C" or better) may not register for ADM-557.)

**ADM 557A - Applied Management Project I (1)**

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. Presentations are made and written reports are submitted. This course is distributed over the second half of the student's program to allow for development of more complex, reality-based projects.

**ADM 557B - Applied Management Project II (1)**

A continuation of ADM-557A.

**ADM 557C - Applied Management Project III (1)**

A continuation of ADM-557A and ADM-557B.

**ADM 559 - Management of the Total Enterprise (3)**

A business policy course which is designed to integrate MBA course work by requiring the student to apply a diverse repertoire of management education to the analysis and solution of case problems.

**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.

**ADM 561 - Comprehensive Review & Exam (2)**

This course is designed to help the student prepare for the Comprehensive Master's Exam. This comprehensive exam gives the student the opportunity to demonstrate competency in all subject areas included in the Master's studies. The course will review the concepts, principles, tools, and practices that students have acquired in prior courses. The course and examination will integrate one's skills and knowledge and require one to apply them to business settings. Successful completion of the Comprehensive Exam is required for this course.

**ADM 565 - MIS and E-Business (3)**

This course is an overview of the interchange and processing of information using electronic techniques for conducting business within a framework of generally accepted standards and practices. Areas covered include; E Business terminology, the foundations of E Business, why E Business, How managers use Internet technology, retailing, customer service, advertising, managing with the Internet, using Intranets and Extranets, and infrastructure for E Business. Students will begin applying their knowledge of E Business by planning their own website during this course.

**ADM 566 - Managing Business Information Systems (3)**

This course covers the management of the flow of information and services across the information systems User-Producer interface. It is presented in two separate components, one designed for users of information systems and one designed for the producers of information systems.

**ADM 567 - Business and Culture (3)**

This course prepares students to deal with the challenges of communication, language, and culture in the global legal, social, and political settings that may vary significantly from that of the parent company.

**ADM 569 - Import and Export (3)**

This course equips students to initiate and sustain effective exporting and sourcing strategies. It addresses tariffs and duties, shipping, insurance, customs, clearance, bonded warehousing, Incoterms, the use of export management companies, documentation, and regulations.

**ADM 575 - Independent Study (1 to 3)**

Independent study in the area of business or management. Requires departmental permission.

**ADM 580 - History of Management Thought (1)**

This course provides an overview of major schools or perspectives of management theory. The focus is upon the disciplinary foundations of management theory as well as the impact of historical context upon the development of management theory. The course also focuses upon the rise of the concept of management as a distinct profession.

**ADM 581 - History of International Trade (1)**

This course provides the student with a perspective of international trade through the multiple lenses of time, geography, and the social-political systems that created both the fundamental demand and then the supply. Beginning with ancient civilizations and ending with the contemporary globalization, this perspective is essential groundwork for the mastery of international business and international relations. This course relies on observation, explanation, application, mentoring and testing from classic and contemporary readings, case studies, peers, and practicing managers.

**ADM 582 - Financial Accountability (3)**

This course is intended to present students with basic skills and terminology in financial accountability and then allow them to apply these skills in practical critical thinking exercises, decision situations and other higher levels of learning. Topics include both financial and managerial accounting concepts. The course begins with an understanding of the various financial statements and the basic accounting process. A more in-depth coverage of assets, liabilities, equities, revenues and expenses leads to financial statement analysis. The course transitions into foundational managerial accounting concepts including cost behavior, budgets, performance evaluation, differential analysis and capital budgeting.

**ADM 583 - Management for Results (3)**

This course focuses on the knowledge and skills needed to grow and sustain performance in an organization, whether a full company, a department, division, or other strategic business unit within an existing organization by getting the right things done through teams of people. It addresses the common management functions of planning, organizing, leading and controlling. The student learns from classic and contemporary reading, case studies, peers, and practicing managers.

**ADM 584 - Marketing for Results (3)**

This course gives attention to the knowledge and skills needed to manage the marketing function in a 21st century organization. It addresses the common marketing functions of industry and market research, customer research, product and service design, pricing, creating awareness, distribution, and presentation.

**ADM 585 - Management of Human Resources (3)**

This course examines the knowledge and skills needed to grow and sustain performance in an organization, specifically a human resources department, and includes the relevant issues commonly associated with the study of human behavior in organizations. It addresses the common functions of planning, organizing, training, leading and controlling, specifically targeted within the context of human resources management (HRM).

**ADM 586 - International Business (3)**

This course gives attention to the knowledge and skills needed to grow and sustain performance in an international business organization, whether a full company, a department, division or other strategic business unit within an existing organization. It addresses the common international business functions of market analysis, exporting, sourcing, direct foreign investment, cross-cultural management.

**ADM 587 - International Finance (3)**

This course provides the student the knowledge and skills needed to manage the complexities of financing exports, imports and direct foreign investment. Primary topics include the nature or behavior of foreign exchange rates and managing the impacts of exchange rates on short-term and long-term international business activities and performance objectives. The student learns from classic and contemporary readings, case studies, peers, and practicing managers.

**ADM 588 - Organizational Strategy (3)**

This course equips the students to deal with the complexities of managing entire organizations from the perspective of the executive managers. The students will demonstrate an understanding of the competing demands for limited resources and the challenges of a competitive global marketplace. The Balanced Score Card and sustainable returns will be further analyzed.

**ADM 589 - Leadership in Organizations (3)**

This course examines the knowledge and skill sets needed to lead people in business organizations. Learning how to build teams, distribute leadership, and develop political acuity and persuasive communication skills are important elements of this course. In addition, understanding one's self, including learning style, values, aspirations, biases, affective skills, strengths and weaknesses and learning to manage emotions under stressful circumstances, are crucial to the development of effective leadership.

**00****ADM ORE - Orientation (0)****ART - Art****ART 121 - Drawing I (3)**

This course presents the basic elements of observational drawing: composites and structure, use of line, movement and space. Gain an awareness and confidence to create on paper what your eye sees. For declared majors within the Division of Art.

**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.

**ART 170 - Art Appreciation (2 to 3)**

A study of the history of art in Western culture from ancient times to the present. Not open to individuals with credit in MUS-180. (Primarily for transfer students who need to complete Humanities Core requirements. Meets either first or second half of the semester.)

**ART 221 - Drawing II (3)**

This course expands on drawing from observation while exploring techniques in color, dry media, wet media, mixed media and printmaking. Prerequisite: ART-121.

**ART 224 - Design I: Two-Dimensional Design (3)**

An introductory course dealing with the abstract elements of line, texture, shape, space, color, values, and patterns. Employs basic media techniques and tools with emphasis on craftsmanship.

**ART 228 - Metalsmithing I (3)**

A study and practice of enameling on brass, copper, and silver. Techniques in silversmithing are learned and developed. Included are castings, wood, silver, and set stones. Prerequisites: ART-221 and ART-324.

**ART 230 - Stained Glass I (3)**

A course designed to teach the history of stained glass from the 12th century to the contemporary methods of assembling and completing a stained glass panel. Prerequisites: ART-221 and ART-324 or permission of the professor.

**ART 238 - Digital Imagery Art (3)**

An introductory class in photography designed to provide foundational instruction in digital based photographic imagery. The student will explore the creative and technical aspects of photography as a creative medium. Capture output will be totally digital in format. Prerequisite: ART-121 and ART-224.

**ART 239 - History of Photography (3)**

An introduction to the history of photography from 1839 to the present. This course will investigate the aesthetic, historical and technical progress of photography since its inception in 1839. Students will be encouraged to establish a historical context with contemporary photographers. The photographic image will be explored as a viable artistic medium for presenting personal creative expression and vision.

**ART 241 - Ceramics I (3)**

This course is designed to expose the student to the traditional and nontraditional forms of working in clay as applied to slab construction, coil construction, slip casting, extruding, and modeling. Technical information includes clay mixing, glaze formulating, and kiln firing. Prerequisites: ART-221 and ART-324 or permission of the professor.

**ART 245 - Composition and Storyboarding (3)**

Composition and Storyboarding is a drawing course developed for the student who aspires to produce pre-production visual stories. Prerequisites: ART-121 and ART-224.

**ART 246 - Introduction to Interior Design (3)**

This course introduces the student to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale spaces based on the client's interaction with the environment. Prerequisites: ART-121 and ART-224.

**ART 247 - Motion Graphics 1 (3)**

Motion Graphics is an introduction to film and motion graphic design and production. Topics addressed in this class include: a brief history of film, conceptualization and preproduction design, technical issues and design concepts pertaining to capture, direction and organizing production, editing and flow/pacing control, and post-production/output. Prerequisites: ART-121, and ART-224.

**ART 251 - Sculpture I (3)**

An introduction to sculpture including basic techniques, skills, and concepts associated with materials used to create contemporary three-dimensional forms. Prerequisites: ART-221 and ART-324.

**ART 253 - Basic AUTOCAD (3)**

Graphic presentations are demonstrated introducing AUTOCAD as an industry standard for computer representation of 2 dimensional floor plans. Prerequisite: ART-246.

**ART 255 - Batik (3)**

A study in various techniques of surface designing, including dyeing and printing on fabrics. Prerequisites: ART-221 and ART-324.

**ART 256 - Weaving I (3)**

A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending.

**ART 260 - Web Design I (3)**

Web Design I is to give students the tools to begin designing web pages. This course will focus on the use of current coding standards and development software packages to learn and accelerate the design process. Web Design I will also explore the medium of digital transmission, and the unique social impact this design encompasses. Prerequisites: ART-273 and either CIS-122 or CIS-250.

**ART 266 - Printmaking I (3)**

An introduction to basic skills of printmaking methods, including woodcut, engraving, intaglio, and lithography. Prerequisites: ART-221 and ART-324.

**ART 273 - Introduction to Computer Graphics (3)**

This course is designed to introduce students to graphics-oriented computer hardware and software. Emphasis will be on developing competence and familiarity with Macintosh Systems operation, terminologies and components of computerized graphics, and procedures in the creation of typography and illustration. Black-and-white and color systems are used. Prerequisite: ART-221. Co-requisite: ART-324.

**ART 275 - Rendering for Interiors (3)**

This studio course supports techniques for visual presentation necessary for client design proposals. Hand rendering and digital processes will be explored, practiced and strengthened for professional communication. Prerequisites: ART-121, ART-224, ART-246, and ART-253.

**ART 277 - Interior Space Planning (3)**

A study of the application of human factors, spatial standards and space planning principles to residential and commercial environments. The student will learn to execute competent space planning of building interiors by integrating the building and interior system, the facilities requirements, the fixtures, furniture and equipment, and the building codes into a unified whole. Prerequisites: ART-121, ART-224, and ART-246.

**ART 279 - Building Construction and Systems (3)**

This course offers an overview of building construction, including topics such as structural framework, HVAC, environmental issues, water and waste, thermal comfort, electricity and lighting, and fire safety standards applicable to the building envelope using required international building codes. Prerequisites: ART-121, ART-224, and ART-246.

**ART 280 - Visual Communications--Graphic Design (3)**

Introduction of graphic design as a problem-solving approach to visual communications. Emphasis is placed on learning the process of conveying visual information with meaning and purpose. Prerequisites: ART-221. Co-requisite: ART-324.

**ART 281 - Commercial Layout and Design (3)**

An introduction to the preparation of graphic design and advertising art for reproduction, including the essentials of art work, boards, rules, type, grounds, and printing production. Prerequisites: ART-238, ART-273, and ART-375.

**ART 286 - Critical Theory in Art (3)**

Critical Theory in Art addresses trends and developments in contemporary art practice over recent decades; post-constructivism, post-structuralism, post-modernism, including theories on semiotics and the sublime that have radically altered the ideas of art from that of pure perceptual realms. This course will explore ways in which theories and ideas have been

utilized within specific aspects of visual culture, including strategies of thought, which are crucial in de-constructing, analyzing, and illuminating visual culture as contemporary art. Course topics will focus on key debates that continue to shape the art world since the 1970's. Prerequisite: ART-121.

**ART 221CC - Council for Christian Colleges and Universities (3)**

**ART 234CC - Council for Christian Colleges and Universities (3)**

**ART 241CC - Global Studies Course (4)**

**ART 251CC - Sculpture I (3 to 4)**

An introduction to sculpture including basic techniques, skills, and concepts associated with materials used to create contemporary three-dimensional forms. Prerequisites: ART-221 and ART-324.

**ART 314 - Documentary Photography (3)**

This course will examine the traditional, technical and historical approach to documentary photography and apply these concepts to contemporary society. The photographer will create a body of work reflecting his/her interpretation of specific thematic explorations of that location or environment. A fine art approach to this genre will be fostered through process, execution, lecture and historical comparison. Prerequisite: ART-238.

**ART 320 - Introduction to Cartoons (3)**

This course will deal with a variety of comic art: gag cartoons, comic strips, political cartoons, and caricatures. The students will encounter ways of developing their own characters as well as experimenting with different techniques of drawing cartoons.

**ART 321 - 3D Modeling and Animation I (3)**

The first in a two-class progression, this course will explore various elements of computer aided three dimensional design. Students will be presented with three dimensional design theory, history, and an understanding of the tools and techniques used to model, texture, light, and render three dimensional illustrations. Pre-requisites: ART-273 and ART-260.

**ART 324 - Design II: Three-Dimensional Design (3)**

A series of problems exploring the various elements of design. Problems are introduced to challenge individual interpretation in three-dimensional space. Prerequisite: ART-224.

**ART 328 - Metalsmithing II (3)**

Advanced metal-forming techniques will be one of the major focuses within this course. Studio assignments will help lead students to an understanding of the ideas which have formed the basis of the new metals movement. Prerequisite: ART-228.

**ART 330 - Stained Glass II (3)**

An advanced course further developing the techniques of glass assemblage in various forms. Specific techniques covered in a given semester will vary. Prerequisite: ART-230.

**ART 331 - Painting I (3)**

Painting I focuses on introducing a wide variety of painting materials, media and methods. Developing methods of transferring thinking and concepts into visual ideas through the interdisciplinary techniques of photography, printmaking, drawing, and other media will also be explored. This class will also encourage the student to begin the study of critical theory and how it may be applied to their individual art practice. Prerequisites: ART-121 or permission of the professor.

**ART 332 - Painting II (3)**

Painting II emphasizes an in-depth exploration of a medium of choice. Developing a personal style and individual voice in painting, with a more advanced study and integration of conceptual and critical thinking will be important. Interdisciplinary techniques will also be encouraged. This class should be the beginning of portfolio development for all painting majors. Prerequisite: ART-331.

**ART 336 - Contemporary Photo Techniques (3)**

Emphasis will be placed upon explorations of photographic vision, technical concerns, aesthetic aspects of photography, and other chemical based processes. Specific techniques covered in a given semester will vary. Prerequisite: ART-314.

**ART 343 - Ceramics II (3)**

A continuation of Ceramics I with emphasis on wheel throwing, glaze formulas, and firing techniques. Prerequisite: ART-241.

**ART 346 - Painting From Life (3)**

Painting From Life is a course that emphasizes Direct, All a Prima and Plein Air methods and techniques. The student, painting in a medium of their choosing, will work on a combination of figurative, still-life and landscape subjects. Prerequisite: ART-331.

**ART 347 - Interior Design II (3)**

The study of interior design continues with an emphasis on residential spaces. Research, analysis, programming, conceptualization and design of the interior environment are explored. Projects include individual spaces in homes highlighting visual rendering and perspective drawing. Prerequisites: ART-121, ART-224, ART-246, ART-324.

**ART 348 - Interior Materials (3)**

This survey course will familiarize the student with materials appropriate for interior design application in the built environment. Prerequisite: ART-246.

**ART 351 - Sculpture II (3)**

This course develops the integration of sculpture through conceptual, aesthetic, and technical investigations into advanced sculptural processes and issues, in addition to technical demonstrations. Prerequisite: ART-251.

**ART 354 - Interior Design III (3)**

This studio course continues the study of interior design by examining commercial environments in terms of programming, mechanical and code requirements. Projects utilize lighting, color, materials, and structure through working drawings, specification and estimating. The human relationship to the work environment is explored. Prerequisites: ART-121, ART-224, ART-246, ART-324, ART-347.

**ART 356 - Weaving II (3)**

This advanced course is a continuation into multi-harness weaving and construction weaving to develop a personal statement. Specific techniques covered in a given semester will vary. Prerequisite: ART-256.

**ART 357 - Graphic Presentation for Interiors (3)**

The continuation of computer aided design expanding the spectrum of use from 2 dimensional design to 3 dimensional design. The student will learn advanced massing elements, architectural constructs and project management. Prerequisite: ART-121, ART-224, ART-246, ART-324, ART-347.

**ART 366 - Printmaking II (3)**

A continuation and specialization of skills in a specific area of printmaking. Prerequisites: ART-221 and ART-266.

**ART 371 - Art for Elementary Teachers (3)**

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

**ART 371P - Elementary Art Practicum (1)**

This course provides a practicum experience for K-12 art education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary art teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary art classroom, and will be observed and evaluated by both IWU art and education faculty. Graded as a Credit/No Credit class. Co-requisite: ART-371. Permission of the Division of Education to take this course in conjunction with EDU-382C.

**ART 374 - Illustration I (3)**

This course is an exploration of the concepts and techniques involved in producing illustration as a means of mass communication. Students will gain experience with a wide range of materials and learn to interpret subject matter using both traditional and contemporary approaches. Prerequisites: ART-245 and ART-324.



**ART 375 - Typography (3)**

This course emphasizes the importance of typography in the design process and focuses on providing the student with the digital tools and techniques necessary to achieve professional typographic solutions. Students will learn to incorporate the basic principles of typography with the essential technical skills necessary to achieve success in graphic design and advertising. Prerequisite: ART-373.

**ART 379 - Color Theory (3)**

Color Theory emphasizes an understanding of the physical, emotional and psychological aspects of color. How color is used in visual communication and media is also studied. Color as a visual language is explored through conceptual, practical and problem solving methods. Prerequisites: ART-224.

**ART 380 - The History of American Illustration (3)**

The history of American Illustration is a course developed for the student who aspires to study the history of illustration and its influence upon an American audience. This course is an exploration into the lives of illustrators and their paintings from the Civil War period to the major artistic influences of today. Prerequisites: ART-245.

**ART 381 - Art History I (3)**

Prehistory and the Ancient World through the Middle Ages. This course uses lecture, slides, and field trips to thoroughly understand the development of art during these periods. Prerequisite: MUS-180.

**ART 382 - Art History II (3)**

The Renaissance and the Baroque through the Modern World. This course uses lectures, slides, and field trips to better understand the continuing development of art to our present time. Prerequisite: MUS-180.

**ART 383 - Early Renaissance (3)**

Painting, sculpture, and architecture from the 13th century to the 16th century with special emphasis on the Early Renaissance in Italy. Prerequisite: MUS-180.

**ART 384 - High Renaissance (3)**

An in-depth study of the climax of art in Italy (1495-1520) and its influence in other countries of Europe. Prerequisite: MUS-180.

**ART 385 - Baroque Art (3)**

Study of the impact of the Reformation and Baroque influence on European art from 1580 to 1720. Prerequisite: MUS-180.

**ART 386 - Impressionism (3)**

Painting and sculpture of the Nineteenth Century with special emphasis on French Impressionism. Prerequisite: MUS-180.

**ART 387 - Modern Art (3)**

Survey of international art from post-Impressionism to the present time, including architecture, sculpture, and painting. Prerequisite: MUS-180.

**ART 392 - Special Topics in Art (1 to 3)**

This course is intended to help art majors synthesize, integrate and apply their understanding of current trends and critical issues within the field of art. It provides an in-depth exploration of various topics of current interest and relevance to art and artists, and will deepen the understanding and application of issues presented in the art major core curriculum. Prerequisite: Permission of the instructor.

**ART 399H - Honors Thesis/Project (3)****ART 331CC - Painting I (3 to 4)**

Painting I focuses on introducing a wide variety of painting materials, media and methods. Developing methods of transferring thinking and concepts into visual ideas through the interdisciplinary techniques of photography, printmaking, drawing, and other media will also be explored. This class will also encourage the student to begin the study of critical theory and how it may be applied to their individual art practice. Prerequisites: ART-121 or permission of the professor.

**ART 332CC - Painting II (3 to 4)**

Painting II emphasizes an in-depth exploration of a medium of choice. Developing a personal style and individual voice in painting, with a more advanced study and integration of conceptual and critical thinking will be important. Interdisciplinary techniques will also be encouraged. This class should be the beginning of portfolio development for all painting majors. Prerequisite: ART-331.

**ART 381CC - Global Studies Program (3)****ART 382CC - Council for Christian Colleges and Universities (3)****ART 383CC - Council for Christian Colleges (3)****ART 421 - 3D Modeling and Animation II (3)**

This course builds upon information introduced in 3D Modeling and Animation I will allow students to develop their techniques and propose a design brief, with the goal of producing a culminate final project. Advanced animation, rendering, and interactive topics will be addressed, including digital set extensions, match moving, motion capture, and character animation. Prerequisites: ART-273, ART-247, and ART-321.

**ART 424 - Product Photography (3)**

This is an advanced level class that addresses the use of professional equipment in both studio and location applications. Students will learn how to analyze light and successfully photograph products for commercial and advertising venues. Prerequisite: ART-434.

**ART 430 - Stained Glass III (3)**

An exploration in techniques dealing with flashing, slump, multi-layering, and assembling will be explored in this advanced class. Prerequisite: ART-330.

**ART 431 - Contemporary Painting Techniques (3)**

Contemporary Painting Techniques emphasizes a blend of traditional and non-traditional painting media and techniques along with advanced conceptual and critical thinking. It includes any style of painting or combination of subjects and developing a personal vision that comes out of experimentation and work. Prerequisites: ART-331.

**ART 434 - Digital Photography (3)**

A course designed to introduce digital photography to the traditional photography and graphic design student. This course will instruct students in the manipulation, retouching, and enhancing capabilities of powerful software programs. Students will be capable of bringing images in through film and flatbed scanners as well as digital capture. Prerequisite: ART-238.

**ART 435 - Photo Illustration and Lighting Techniques (3)**

An advanced studio based course that will concentrate on portrait and professional lighting techniques. Students will gain experience with portable and studio lighting systems. Emphasis will be placed on preparing students to photograph for consumer and commercial applications within various conditions and locations. Prerequisites: ART-434.

**ART 436 - Computer Illustration (3)**

This course covers illustration techniques using the computer. Students will learn how to explore, adapt, and create new techniques using the industry's most used and current software. Prerequisite: ART-434.

**ART 437 - Web Design (3)**

This is a course that will give the art students the ability to apply their talents to web design. Students will become proficient in the use of HTML coding and the use of industry standard and professional software authoring programs. The primary focus of this course will be to prepare fine art students for web based graphic design for Internet or Intranet. Prerequisite: ART-434.

**ART 441 - Ceramics III (3)**

A continued development, exploration, and practical application of technologic and aesthetic concepts that relate to a personal direction and a focusing area of concentration. Prerequisites: ART-241 and ART-343 or permission of the professor. May be repeated two times.

**ART 442 - Ceramics IV (3)**

This is a flexible, self-directed seminar/portfolio course designed for the advanced ceramics major who intends to further his/her studies in clay. The course work allows the student to develop a style and body of work focused on his/her personal direction in clay. This course allows the student maximum freedom to define and develop directions in personal artistic growth and evolution while receiving guidance and criticism from the faculty member. Prerequisite: ART-441.

**ART 446 - Portrait Painting (3)**

Portrait Painting is a course that emphasizes the human face and figure. Painting from life, direct studies, photographs or other research is integral but other methods may be explored. Studying portrait painting through both a historical and contemporary lens will also be an important form of research for this course. Prerequisite: ART-331.

**ART 452 - Evolution of Interiors (3)**

This course offers a chronological survey of interiors from antiquity to present day with reference to interior and architectural style including furniture, color, designers and their influence on current day trends. Prerequisites: ART-121, ART-224.

**ART 456 - Weaving III (3)**

This course is for the advanced weaver to develop skills in patterns, double-layer weaving, and yardage for wearables. Prerequisite: ART-356.

**ART 458 - Fine Art Photography (3)**

This course will introduce students to conceptual assignments, contemporary issues and key debates about critical theory in photography. Emphasis will be placed on preparing students and their portfolios for entrance into graduate photography programs and expand personal vision. Prerequisite: ART-336.

**ART 459 - Interior Design IV (3)**

A senior level advanced studio course with complex projects involving extensive client demands. High creativity and design achieved using programming, universal design, and sustainability. Prerequisites: ART-354 and ART-357.

**ART 460 - Web Design II (3)**

The second in a two part progression, topics include advanced page design, complex user interaction, and mixed-media web environments, with the goal of equipping students with the tools to create dynamic and exciting Web designs. Special focus will be given to the social/ethical aspects of web design, and analysis of current events/techniques in web development. Prerequisite: ART-273 and ART-260.

**ART 465 - Interactive Design (3)**

Interactive Design focuses on the elements of designing interactive environments and issues encompassing the ramifications of viewer interaction. Human interaction and heuristic theory will be addressed, as well as usability and accessibility. Media will range from purely digital to mixed media as students create projects where the focus is interactivity. Prerequisites: ART-260 and ART-273

**ART 466 - Printmaking III (3)**

Advanced processes in stone and metal plate lithography are introduced and explored in depth. Silk-screen printing covers direct and indirect stencil techniques, with emphasis on large-scale color work. A high level of technical competence will be expected and should be demonstrated throughout this course. Prerequisite: ART-366.

**ART 473 - Advanced Graphics (3)**

An advanced course that will build upon the student's initial experience with computers in computer graphics and digital photography. Students will use and integrate several computer graphic programs currently used in the computer design field. Emphasis will be placed on preparing students and their portfolios for entrance into the computer design field. Prerequisites: ART-273, ART-281, and ART-434.

**ART 474 - Illustration II (3)**

An advanced course that will challenge technical proficiency, enhance conceptual abilities, and strengthen visual communication skills. This course will endeavor to strengthen a signature style and incorporate a technique that will survive in the marketplace of commercial illustration. The final result of the course and the student's efforts will ideally produce a

portfolio that communicates a high level of professional skill. Prerequisites: ART-245 and ART-374 or permission of the professor.

**ART 475 - Independent Learning in Art (1 to 3)**

Individually arranged studio work and research for upper-class majors. Prerequisite: Satisfactory completion of required courses listed in the catalog.

**ART 476 - Art Enrichment (3)**

Includes trips to surrounding cities and states and to foreign countries to see spectacular pieces of art, sculpture, and architecture. An in-depth study of museums, churches, and cultural atmosphere of the country. Course satisfies intercultural studies requirement. May be repeated.

**ART 477 - Thematic Illustration III (3)**

This course is developed for the student who aspires to apply the sequential process of story-telling through the format of children's literature. The course will expose the aspiring illustrator to the pattern and rhythm of communicating a central theme. Thematic illustration is a research-based class which will immerse the student into the process of developing an image from the primitive sketch to the final image. Prerequisites: ART-474.

**ART 478 - Art Internship (3 to 9)**

As an alternative course selection, the Art Internship provides Art majors an opportunity for directed study in art with a professional agency. The purpose of the internship is to provide awareness and understanding of art in the professional studio/agency and/or the art process through observation and participation. Enrollment in the course requires the approval of the faculty student advisor and the Department Chairperson; the course may be repeated. Based on individual academic program and career objectives, the internship student will be placed with an appropriate professional agency or studio. Since the number and variety of participating professionals is limited, students are encouraged to make contact with the desired agency/studio well in advance of the internship semester.

**ART 481 - Studio Practicum (1 to 3)**

This is a portfolio development course for presentations to graduate school or galleries. This course is intended for painting or studio majors who plan to make their art a career. Students will be introduced to all the basics of running their own studio and what may be required to enter and succeed in a graduate school studio program. Prerequisites: ART-331, ART-332 and either ART-346 or ART-431.

**ART 490 - Senior Exhibit - Art (0 to 2)**

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

**ART 491 - Senior Portfolio (3)**

Senior Portfolio is a course designed to provide leadership principles, business ethics and creative objectives necessary to confront the inevitable shift from academic life to that of a committed professional. The student will be instructed to reflect, appraise and seamlessly incorporate their academic experience into a visionary business strategy. Requirement: to be taken during senior semester.

**ART 492 - Interior Design Portfolio and Professional Practices (3)**

An exiting course preparing the graduating senior for the professional practice of interior design. Business documents along with a business identity package and portfolio will be completed to prepare for job interviews in the design field. Internships are optional but highly recommended. Prerequisite: ART-459.

**ART 475CC - Global Studies Program (1 to 6)**

**ART 476CC - Council of Christian Colleges (3 to 4)**

**ART 499CC - Council for Christian Colleges (1 to 6)**

## **ATR - Athletic Training**

**ATR 195 - Introduction to Athletic Training (2)**

An introduction into the field of athletic training with attention to the six major practice domains of Certified Athletic Trainers (ATC) and foundational behaviors of professional practice.

**ATR 196 - Athletic Training Clinical Education Experience I (1)**

Provides the rationale for the use of taping and wrapping in athletics, as well as practical experience in applying commonly used taping and wrapping techniques. To be taken in conjunction with ATR-195. Fee assessed for taping materials. This clinical course is taken during prospective athletic training students direct observation clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Instructor permission only.

**ATR 197 - Athletic Training Clinical Education Experience II (1)**

American Red Cross CPR/AED provides instruction into the development of an Emergency Action Plan and process, universal precautions, and emergency care of athletic injuries. This clinical course is taken during prospective athletic training students direct observation clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

**ATR 199 - Athletic Training Practicum I (1)**

Overview of the history of the National Athletic Trainers' Association, the qualifications of a certified athletic trainer, the general job responsibilities of a certified athletic trainer, different employment settings, BOC exam requirements, maintaining professional certification and credentials, etc. Practicum I requires a minimum of 42 clinical hours with a formal evaluation of student performance during hour acquisition at the conclusion of the course. Accumulated hours can be used for a prospective athletic training student's application to the athletic training education program. Prerequisite: Instructor permission only.

**ATR 220 - Therapeutic Modalities (3)**

Familiarizes the athletic training student with contemporary physical modalities, therapeutic interventions of acute injuries, appropriate physiology, indications, contraindications, uses, and methods of applications. Prerequisite: Instructor permission only.

**ATR 225 - Lower Extremity Evaluation and Assessment (2)**

An in-depth study of the lower extremity, focuses on the development of clinical evaluation and assessment techniques. Prerequisite: Instructor permission only.

**ATR 226 - Upper Extremity Evaluation and Assessment (2)**

An in-depth study of the upper extremity, focuses on the development of clinical evaluation and assessment techniques. Prerequisite: Instructor permission only.

**ATR 231 - Advanced Athletic Training (2)**

An overview of signs and symptoms of athletic injuries as well as an introduction to clinical decision making through evidence-based practice.

**ATR 250 - Muscle Testing and Joint Measurement (3)**

This course is designed to provide a structure opportunity for students to become knowledgeable in the analysis of osteokinematics and arthrokinematics. Upon completion, students will understand the indications, contraindications, and application of passive, active, resisted range of motion testing as it pertains to joint evaluation. An emphasis will be placed on clinical skills including palpation, reflex testing, manual muscle testing, goniometry, muscle length testing, distinguishing between healthy and dysfunctional joint range of motion, and gait evaluation as it pertains to Athletic Training. The student will participate in a clinical surgical observation rotation during this course. Prerequisite: BIO-111

**ATR 296 - Athletic Training Clinical Education Experience III (1)**

Provides the athletic training student the opportunity to put into practice the theory and practical skills of lower extremity evaluation and assessment. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

**ATR 297 - Athletic Training Clinical Education Experience IV (1)**

Provides the athletic training student the opportunity to put into practice the theory and practical skills of upper extremity evaluation and diagnosis. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

**ATR 299 - Athletic Training Practicum II (1)**

Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athletes ability to participate in activity. Topics will include, but not be limited to, epilepsy, asthma, loss of extremities, preadolescents and senior athletes, diabetes, skin conditions, etc. Practicum II requires a minimum of 42 clinical hours that are part of the athletic training students general medical clinical rotation. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

**ATR 320 - Special Topics Seminar in Athletic Training (1)**

This special topics seminar is designed to discuss and research professionally-related issues and concepts of athletic training. Topics are presented by allied health care professionals including, but not limited to, physical therapists, nurses, massage therapists, dentists, etc. Prerequisite: Permission of the department.

**ATR 331 - Therapeutic Exercise and Rehabilitation (3)**

Presents treatment theories and techniques necessary in the planning and implementation of therapeutic exercise for prevention and recovery of athletic injuries and/or care of the athlete. Prerequisite: Instructor permission only.

**ATR 332 - Therapeutic Exercise and Rehabilitation I (2)**

This course is designed to teach the athletic training student current principles and rationale in designing therapeutic exercise and rehabilitation programs. Prerequisites: BIO-111 and BIO-112.

**ATR 333 - Therapeutic Exercise and Rehabilitation II (2)**

This course is designed to teach the athletic training student how to apply current techniques in therapeutic exercise and rehabilitation as well as utilize technology and equipment that can aid in the recovery of musculoskeletal injuries, conditions and various surgical procedures. Prerequisites: BIO-111 and BIO-112.

**ATR 350 - Seminar in Athletic Training (1)**

Series of professional topics relating to athletic training, involving problem solving, and arranged readings and presentations. Prerequisite: Permission of instructor.

**ATR 396 - Athletic Training Clinical Education Experience V (1)**

Provides the athletic training student the opportunity to put into practice the theory and practical skills of therapeutic modalities, and application and design of protocols learned in the classroom. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

**ATR 397 - Athletic Training Clinical Education Experience Vi (1)**

Provides the athletic training student the opportunity to put into practice the theory and practical skills of rehabilitation protocols; and design of strength and conditioning programs. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

**ATR 399 - Athletic Training Practicum III (1)**

Focuses on all aspects of prevention as it relates, but not limited, to athletic injuries and conditions, liability/legal issues, and facility/equipment issues. Practicum III requires a minimum of 42 clinical hours that are part of the athletic training students

equipment intensive clinical rotation. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

#### **ATR 410 - Athletic Training and Sports Medicine Internship (1 to 4)**

This internship is designed to be an on-site experience with an approved organization/association that offers the student an in-depth exposure to one or several settings of athletic training. It is anticipated that the student will experience knowledge and clinical skills in the practice domains of prevention, clinical examination and diagnosis, treatment and rehabilitation and health care administration. Site placement will be coordinated with the course instructor.

#### **ATR 431 - Evaluation/Recognition of Injuries/Cond Athletic Injuries (2)**

An in-depth study of recognition and management techniques used in the field of sports medicine for musculoskeletal, internal, systemic, and environmental injuries and conditions. Prerequisite: Instructor permission only.

#### **ATR 440 - Pharmacology for the Athletic Trainer (2)**

This course is designed to guide the athletic training student in the recognition of commonly prescribed medications used by the physically active. Basic information will be presented including effects on exercise and other physiological effects of various types of medications. Use of nutritional supplementation and ergogenic aids, including current NCAA and USOC status, is also addressed. Prerequisite: Instructor permission only.

#### **ATR 450 - Senior Seminar in Sports Medicine (2)**

This course is designed to prepare the athletic training student for the Board of Certification Examination. The student will be advised on current test taking strategies and job placement preparation. Prerequisite: Instructor permission only.

#### **ATR 492 - Administration of Athletic Training (2)**

In-depth study of administrative issues affecting the athletic trainer such as budget designs, facility planning, legal aspects of sports medicine, drug testing/drug evaluation, health care administration, and professional development and responsibility. Prerequisite: Instructor permission only.

#### **ATR 495 - Athletic Training Practicum IV (1)**

Introduction to various areas of health professions research, the development of a research proposal and project, and case study/published journal critiques. Practicum IV requires a minimum of 42 clinical hours that are part of the athletic training students research study. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

#### **ATR 496 - Athletic Training Clinical Education Experience Vii (1)**

Provides the student the opportunity to put into practice the theory and practical skills of fitting, fabricating and using protective equipment and devices. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

#### **ATR 497 - Athletic Training Clinical Education Experience Viii (1)**

Provides the athletic training student the opportunity to put into practice the theory and practical skills relating to counseling and ethical considerations in athletic training. This course will also discuss and research professionally-related issues and concepts in the health care field. Topics are presented by allied health care professionals including, but not limited to, physical therapists, nurse practioners, massage therapists, dentists, physicians, etc. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

#### **ATR 501 - Athletic Training Clinical Education: Experience I (1)**

This course is designed to acquaint the student with the principles and techniques used with prophylactic taping and bracing to protect and/or prevent orthopedic and athletic injuries.

#### **ATR 502 - Athletic Training Clinical Education: Experience II (1)**

This course is designed to equip the athletic training student with the necessary skills needed to handle an emergency, life-threatening situation and administer care as a professional rescuer.

**ATR 510 - Preventative Strategies and Emergency Management (3)**

This course will introduce the athletic training student to a wide array of clinical techniques as it relates to prevention of athletic injuries and conditions. The course will explore prophylactic equipment considerations, and preventative maintenance of health care facilities as well as athletic venues of sport participation.

**ATR 515 - Introduction to Evidence Based Interventions and Interpretation (1)**

This course will instruct the student on methods to incorporate evidence-based medicine into their daily practice. Scientific (research), practical (clinical), and outcomes assessment resources will be reviewed to reinforce and promote effective clinical judgment.

**ATR 520 - Orthopedic Evaluation and Diagnosis I (3)**

An in-depth study of the lower extremity, focusing on the development of clinical evaluation and assessment techniques to enable the student to recognize, evaluate and diagnose common lower extremity orthopedic and athletic injuries. Students will engage in the use of manual muscle testing, ROM assessment, neurological testing and structural integrity tests to improve their injury evaluation skills.

**ATR 520L - Orthopedic Evaluation and Diagnosis I Lab (1)**

This course is designed to give the athletic training student the opportunity to put into practice the theory behind the evaluation and diagnosis of common lower extremity orthopedic and athletic injuries.

**ATR 521 - Orthopedic Evaluation and Diagnosis II (3)**

An in-depth study of the upper extremity, focusing on the development of clinical evaluation and assessment techniques to enable the student to recognize, evaluate and diagnose common upper extremity orthopedic and athletic injuries. Students will engage in the use of manual muscle testing, ROM assessment, neurological testing and structural integrity tests to improve their injury evaluation skills.

**ATR 521L - Orthopedic Evaluation and Diagnosis II Lab (1)**

This course is designed to give the athletic training student the opportunity to put into practice the theory behind the evaluation and diagnosis of common upper extremity orthopedic and athletic injuries.

**ATR 525 - Therapeutic Interventions I: Physical Agent Modalities (3)**

This course familiarizes the student with contemporary physical agent modalities and their use in the treatment of acute and chronic injuries. Students will learn to apply their knowledge in anatomy and physiology in the selection of modalities that best compliment healing for various pathologies. Students will learn indications, contraindications, uses, and methods of applications for each modality covered.

**ATR 525L - Therapeutic Interventions I: Physical Agent Modalities Lab (1)**

This course is designed to give the athletic training student the opportunity to put into practice the theory behind therapeutic modality interventions.

**ATR 531 - General Medical Conditions And Nomenclature (3)**

An in-depth study of recognition and management techniques use in the field of sports medicine for musculoskeletal, internal, systemic, and environmental injuries and conditions. Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athlete's ability to participate in activity.

**ATR 601 - Athletic Training Clinical Education: Experience III (1)**

This course will provide the student with opportunity to evaluate and assess both lower and upper extremity injuries. Additionally, the student will devise a care plan to include the use of therapeutic modalities and rehabilitation skills.

**ATR 602 - Athletic Training Clinical Education: Experience IV (1)**

This course will provide the athletic training student the opportunity to understand and appreciate the interconnectedness of health care providers in the care of athletes. This course will discuss and research interprofessional related issues and concepts in the health care field. Topics will be presented by a wide range of health care professionals including, but not limited to, physical therapists, nurse practitioners, massage therapists, dentists, physicians, etc.



**ATR 610 - Athletic Training Practicum (2)**

This practicum/internship is designed to be an on-site experience with an approved organization/association that offers the student an in-depth exposure to one or several health care settings of athletic training. It is anticipated that the student will experience knowledge and clinical skills in the practice domains of prevention, clinical examination and diagnosis, treatment, rehabilitation and health care administration. Site placement will be coordinated with the course instructor.

**ATR 625 - Psychosocial Issues in Athletic Training Clinical Intervention (3)**

This course is designed to teach the athletic training student current principles and rationale in the fields of health and sport psychology. Examination of psychological implications in regards to sport, exercise, and injury.

**ATR 635 - Therapeutic Interventions II: Rehabilitative Exercise (3)**

This course is designed to teach the athletic training student current principles and rationale in the design and application of therapeutic exercise and rehabilitation programs. Students will integrate their understanding of technology and therapeutic exercise equipment which can aid in the recovery of musculoskeletal injuries, conditions, and various surgical procedures.

**ATR 635L - Therapeutic Interventions II: Rehabilitative Exercise Lab (1)**

This course is designed to give the athletic training student the opportunity to put into practice the theory behind therapeutic exercise and rehabilitation programs.

**ATR 640 - Therapeutic Interventions III: Pharmacology (3)**

This course is designed to acquaint the athletic training student with many of the medications used in the treatment of athletic injuries and conditions as well as supplements and the other drugs that may be used by athletes as well as other active individuals.

**ATR 650 - Seminar in Sport Medicine (3)**

This course is designed to prepare the athletic training student for the Board of Certification Examinations. This course will present strategies for successful completion of the computer based examination. At no time will students be given direct information about actual exam content. The student will systematically progress through demonstration of mastery of the 8 content areas of current competencies as published by the NATA.

**ATR 654 - Theory and Application of Strength and Conditioning of Athletes (3)**

This course is designed to introduce students to the principles of strength and conditioning to assist them in the design of strength and conditioning programs.

**ATR 654L - Theory and Application of Strength and Conditioning of Athletes Lab (1)**

This course is designed to give the athletic training student the opportunity to put into practice the theory behind strength and conditioning program design.

**ATR 692 - Health Care Administration in Athletic Training (3)**

This course is designed to acquaint the athletic training student with administrative and managerial aspects of health care and how they overlap in the practice of athletic training.

**BIB - Bible Lit-Taylor Co-op ACSI****BIB 501 - Introduction to the Old Testament (3)**

This course is designed to provide learners a foundation in the scripture of the Old Testament and introduces the history, literature, and thought of the Old Testament as reflected in its major divisions and individual books. It is designed and recommended for those who have not had a systematic survey of the Old Testament. The activities are designed to provide a more practical experience for learners to apply the scripture to current life situations.

**BIB 502 - Introduction to the New Testament (3)**

A foundational course to provide a broad survey of the New Testament with an emphasis on the biblical theological themes and literary genre of each book. Overall themes, divisions, and spiritual lessons will be examined in relation to their historical and/or social context of each major section of the New Testament. Students will explore practical venues for engaging the New Testament with contemporary global concerns, ethical frameworks, vocation, and personal spirituality.

## **BIBL - Bible**

### **BIBL 500 - The Bible as Christian Scripture (3)**

This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

### **BIBL 501 - Hebrew for Ministry (3)**

This course overviews those aspects of Old Testament Hebrew that most impact the meaning of the Old Testament texts. It relies on the numerous biblical language tools available today in order to by-pass extensive memorization of forms and vocabulary and instead focus on nuances of key parts of speech, Hebrew syntax, as well as on doing word studies with integrity.

### **BIBL 510 - Biblical Archaeology (3 to 5)**

This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

### **BIBL 511 - Greek for Ministry (3)**

This course provides an overview of those aspects of New Testament Greek that most impact the meaning of the New Testament texts. It relies on the numerous Greek tools available today in order to by-pass extensive memorization of forms and vocabulary and instead focus on nuances of cases and tenses, key conjunctions and clauses, as well as on doing word studies with integrity.

### **BIBL 552 - Historical Contexts of Scripture (3)**

This course explores the historical, geographical, cultural, and religious contexts of both the Old and New Testament biblical narratives.

## **BIL - Biblical Literature**

### **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 103 - Bible Land 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 structures of society in Israel, and the existing tensions between Jew and Arab.

### **BIL 105 - Bible Lands Geography (3)**

The course is a physical and topographical study of the lands of the Old and New Testament with a blending of historical and ethnic backgrounds. Although the concentration of study will be on Canaan or Israel proper, a general survey of the Semitic and Mediterranean world will be included. Prerequisites: BIL-101 and BIL-102.

### **BIL 107 - Psalms and Proverbs for Life (3)**

This course engages the Old Testament books of Psalms and Proverbs with a view to personal and corporate spiritual formation. Prerequisite: BIL-101.

**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 101CC - Council for Christian Colleges (3)****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. Not available to students with credit in BIL-202.

**BIL 202 - Inductive Bible Study (3)**

This course studies the basic principles involved in the study of the Bible. Assumptions concerning scriptural authority are presented as well as procedures for careful observation, analysis and interpretation of the text. Particular attention is given to the use of scriptures as a foundation for expository preaching and theological reflection. This course is the prerequisite for all upper-level Bible courses offered in the Division of Religion and Philosophy. Prerequisites: BIL-101 and BIL-102 or permission of the department. Not available to students with credit in BIL-201.

**BIL 203 - Advanced Inductive Bible Study (3)**

This course is an advanced course to further develop Biblical study skills initially discovered in BIL-201 Methods in Bible Study or BIL-202 Inductive Bible Study. It will further broaden the assumptions, procedures, and guidelines in the interpretation of the Bible. Emphasis is placed upon the refinement of the student's skills in observation, interpretation, and application. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for both personal and professional use of the Bible in the future. Prerequisite: BIL-201 or BIL-202.

**BIL 231 - Biblical Archaeology (3)**

An investigation into the methods and details of the science of archaeology. Special interest will be expressed in explorations of the last hundred years in the Near East with special attention given to how these findings relate to Scripture. Chronologically, the time covered will be from about 10,000 BC to 200 AD. Prerequisite: BIL-101 or permission of instructor.

**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 240 - Teaching the Bible to Adults (3)**

A course exploring the methods of teaching the Bible to adults seeking life change. The course content includes adult learning theory, adult teaching methods, and small group leadership skills. As part of the course each student completes a segment of practice teaching both in and out of the classroom which is evaluated professionally with an eye toward improvement. Prerequisites BIL-101 and BIL-102.

**BIL 280 - Lands of the Bible (3)**

An advanced study of the lands of the Biblical text with focus on the land of Israel. Emphasis will be given to the geographical and topographical features of the land that bring insight and understanding to major events in the Old Testament, the ministry of Jesus, and the journeys of Paul. Additional focus will be given to the historical and cultural implications of these Biblical events. Subjects of interest would include how geography and topography affected the settlement of people groups, trade and travel, internal and international war, economic advancement, social and religious customs, and the spreading of the gospel to the Gentile world. Pre-requisite BIL-101 and BIL-102.

**BIL 281 - Jerusalem and Its People (1)**

This course will investigate the importance and development of the city of Jerusalem from its initial settlement through the modern era. Particular attention will be given to Jerusalem's geographical setting and archaeological remains. In addition, the city's theological significance for Christianity, Judaism, and Islam will be discussed. Pre-requisites: BIL-101 and BIL-102.

**BIL 282 - Art, Architecture, Artifacts of the Biblical World (1)**

The objective of this museum course is to examine first-hand the evidence that illuminates the context of the biblical narrative. Cultures of interest include those of Syria-Palestine, Transjordan, Egypt, Mesopotamia, and the Mediterranean world. This class may be repeated one time in a subsequent semester upon permission of the professor. Travel and entrance fees required. Pre-requisites: BIL-101 and BIL-102.

**BIL 293 - Topics in Biblical Studies: Colossians (1)**

In this course, you will identify the content and message of Paul's letter to the Colossians. Students will describe the dual nature of Jesus the Messiah and explain the value of relationship and union with Jesus Christ found in Paul's letter to the Colossians.

**BIL 294 - Topics in Biblical Studies: Ephesians (2)**

In this course, you will identify the content and message of Paul's letter to the Ephesians. Students will describe central focus of Jesus the Messiah in all of history and explain God's eternal plan of salvation in Ephesians.

**BIL 231CC - Council for Christian Colleges and Universities (3)****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-201, BIL-202 or BIL-203 or permission of instructor.

**BIL 302 - Historical Books (3)**

A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile and return. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

**BIL 303 - Synoptic Gospels (3)**

An intensive study of the Gospel of Mark, with attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

**BIL 304 - Johannine Literature (3)**

A study of the Gospel of John and the three Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

**BIL 333 - Biblical Foundations of Worship (3)**

Explores worship in the Old and New Testaments in context with other worship patterns of the day. Traces liturgy, Scripture, music, sacred sign-acts, symbolism, festivals, and sacred space as elements of worship through Bible history. Also examines passages relevant to understanding a biblical theology of worship.

**BIL 380 - History of the Biblical World (3)**

This course will examine how the political, social, cultural and religious history of ancient civilizations within the biblical narrative affect biblical interpretation. Particular focus will be given to the historical events that engage the people and the land of Syria-Palestine. Prerequisites: BIL-101 and BIL-102. BIL-280 recommended.

**BIL 381 - Cultural Settings of the Bible (3)**

An investigation of life in the biblical world. This investigation will focus on questions such as: How did they worship? What types of architecture did people build? What occupations did they have? What did they wear? What types of art and literature did they create? Special attention will be placed on topics that bring understanding to the interpretation of the biblical narrative. This class may be repeated one time in a subsequent semester upon permission of the professor. If taught abroad, travel and participation fees will be required. Prerequisites: BIL-101 and BIL-102.

**BIL 382 - Inter-Testament Literature (3)**

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

**BIL 391 - Directed Studies in Biblical Literature (1 to 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 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**BIL 302CC - Council for Christian Colleges and Universities (3)****BIL 306CC - Council for Christian Colleges and Universities (3)****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-201, BIL-202 or BIL-203 or permission of instructor.

**BIL 403 - Minor Prophets (3)**

The twelve books designated as minor are studied in similar manner as the Major Prophets. Prerequisite: BIL-201 or BIL-202 or permission of instructor. Offered alternate years.

**BIL 404 - Acts of the Apostles (3)**

Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Prerequisite: BIL-202 or BIL-203 or permission of instructor.

**BIL 407 - The General Epistles (3)**

A detailed and analytical study of James, 1 Peter, 2 Peter, and Jude. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 408 - The Apocalyptic Literature (3)**

A careful study of the Revelation and its relationship to the book of Daniel and to other apocalyptic writings. Prerequisite: BIL-202 or permission of instructor. Offered alternate years.

**BIL 410 - Wisdom Literature (3)**

A detailed and analytical study of the wisdom books in the Old Testament, specifically, Job, Proverbs, Ecclesiastes, and Song of Songs. Prerequisite: BIL-202 or BIL-203 or permission of department.

**BIL 411 - Psalms (3)**

A detailed and analytical study of the Book of Psalms. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 412 - Romans and Galatians (3)**

A detailed and analytical study of Paul's letters to the Romans and the Galatians. Prerequisite: BIL-202 or BIL-203 or permission of department.

**BIL 413 - The Corinthian and Thessalonian Letters (3)**

A detailed and analytical study of Paul's letters to the Corinthians and the Thessalonians. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 414 - The Prison Epistles (3)**

A detailed and analytical study of Ephesians, Philippians, Colossians, and Philemon. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 415 - Pastoral Epistles (3)**

A detailed and analytical study of Paul's letters to Timothy and Titus. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 416 - Hebrews (3)**

A detailed and analytical study of Hebrews. Prerequisite: BIL-202 or permission of department. Offered alternate years.

**BIL 422 - Greek Bible (3)**

A study of selected New Testament passages in the original Greek. This course expands vocabulary and builds depth in one's understanding of Greek morphology, syntax, and semantics. Prerequisite: Beginning Greek competence or permission of department. Can be repeated.

**BIL 430 - Advanced Topic in Biblical Studies (3)**

This course covers a specialized and advanced topic in biblical studies that is not covered in the normal curriculum. It is always offered with a subheading and is repeatable under a different subheading. Prerequisite: BIL-202.

**BIL 475 - Independent Learning in Biblical Literature (1 to 3)**

Individually arranged research into biblical problems, languages, and/or doctrines. Prerequisite: Permission of instructor.

**BIL 480 - Archaeology of Syria-Palestine (3)**

This class will be held in the land of Israel and will require student participation in archaeological field work. While digging, areas of focus will include archaeological techniques and methods, and the analysis of pottery and stratigraphy. In addition, the interpretation of stratigraphy and artifacts at key archaeological sites in Israel will be considered as well as current debates and discussions among archaeologists. Prerequisite: BIL-101 and BIL-102 or permission of Division.

**BIL 475CC - Global Studies Program (1 to 4)**

## BIO - Biology

**BIO 100 - Introduction to Biology (4)**

This course is a survey of the biology of humankind and its relationship to other living organisms. Humankind's environmental and ecological responsibilities will be considered. This course with its co-requisite laboratory fulfills the general education lab science requirement. This course does not count toward the biology major. Considered foundational in the Biology minor for Educational Majors.

**BIO 100L - Introductory Biology Lab (0)**

Selected laboratory experiences in introductory biology. One laboratory period. Co-requisite: BIO-100.

**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. Co-requisite: BIO-102L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 102L - Human Biology Laboratory (0)**

Selected laboratory experiences in human biology, designed to coincide with and complement BIO-102. Co-requisite: BIO-102.

**BIO 105 - Heredity and Disease (4)**

This course provides the student with an introduction to the major diseases of the human condition. Specific aspects of selected hereditary and non-hereditary diseases will be covered including, but not limited to: genetic propensity, major risk

factors, incidence in the population, and morbidity and mortality. Prerequisite: None. Co-requisite: BIO105L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 105L - Heredity and Disease Lab (0)**

Lab to be taken concurrently with BIO-105 Heredity and Disease. Co-requisite: BIO-105.

**BIO 106 - Environment and Society (4)**

This course is an introduction to ecological principles and their relevance to human impact on the natural environment. Issues to be covered include natural resources, legislative changes, terminology, urbanization, energy, pollution, environmental ethics, and population dynamics. Co-requisite: BIO-106L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 106L - Environment and Society Lab (0)**

Includes selected laboratory experiences to accompany BIO-106. Lab times will include field trips, group discussions, and environmental education of local issues. Co-requisite: BIO-106

**BIO 107 - Crops and Society (4)**

This is a course designed for biology majors and non majors to study the contribution of crops to society and society's development. The course will cover cereal crops, legumes, herbs, spice, fibers, medicinal plants, tropical and temperate fruits and nuts. Soil and water conservation will be covered. Emphasis will be on agriculture in developing nations and development policies that affect agriculture, stewardship, the poor and malnourished. Labs will emphasize practical and applied aspects of agriculture and appropriate technology. This course does fulfill the lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 108 - Introductory Field Biology (4)**

A course designed for non-science majors and those interested in teaching science at the elementary school level. Emphasis will be on learning to visually recognize and identify the common flowers, trees, insects, and invertebrates of the Midwest. Taxonomy will include limited scientific nomenclature. The course will include numerous field trips, the use of taxonomic keys, and the collection and preservation of specimens to be used as references in the classroom. This course fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 109 - Forensic Science (with Lab) (4)**

Forensic Science takes the student into the world of scientific problem solving by creating new "crime scenes" periodically throughout the semester. Students will be expected to observe the scene, collect evidence, formulate possible hypotheses, analyze the evidence with the appropriate analytical techniques, and draw conclusions based on their results. The course is designed to teach students scientific reasoning, data collection, and the confirmation or rejection of possible hypotheses. There is no prerequisite or co-requisite for this course, other than a strong motivation to learn. This course fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 111 - Anatomy and Physiology I (4)**

An integrated course covering the structure and function of approximately half of the systems in the human body. Organization of the body and principles of support, movement, and control systems will be covered. Prerequisite: Math SAT 400 or above; SAT I 440 or above; ACT 18 or above. Co-requisite: BIO-111L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

**BIO 111L - Anatomy and Physiology I Lab (0)**

This lab is taken as a co-requisite to BIO-111.

**BIO 112 - Anatomy and Physiology II (4)**

A continuation of Anatomy and Physiology I. Structures and functions of the cardiovascular, respiratory, digestive, and urogenital systems will be covered. Prerequisite: BIO-111, passed with a grade of "C-" or above. This course does not count toward a Biology major. Prerequisite: BIO-111. Co-requisite: BIO-112L. Considered an elective in the Biology Minor for Education Majors.

**BIO 112L - Anatomy and Physiology II Lab (0)**

Lab taken as a co-requisite to BIO-112.

**BIO 113 - Introductory Microbiology (4)**

This course is an introduction to the fundamental characteristics of microorganisms. Emphasis on structure, metabolism, genetics and diversity. Further emphasis is given to the epidemiology and pathogenesis of infectious diseases, including basic concepts of antimicrobial chemotherapy, antibiotic resistance, and immunology. This course does not count toward a biology major. Co-requisite: BIO-113L. This course fulfills the general education lab requirement. Considered an elective in the Science Minor for Education Majors.

**BIO 113L - Introductory Microbiology Lab (0)**

Lab taken as a co-requisite to BIO-113.

**BIO 125 - Principles of Biology (4)**

The fundamental principles of genetics, cell development, and structure and function in cells, membranes, and molecules as related to organisms are covered. Representative life processes, organisms, and bio-techniques are studied from the cellular perspective to illustrate biological principles. Emphasis is placed upon man's real progress in coping with the new knowledge of biology and its effects on society's perspective about how the knowledge should be used. Prerequisite: Math SAT 440 or above; SAT I 480 or above; ACT 20 or above; or CHE-110 with a grade of "C" or better. This course fulfills the general education lab requirement. Can be used as foundational in the Biology Minor for Education Majors. Core Course for Biology Majors.

**BIO 106CC - Council of Christian Colleges and Universities (4)****BIO 201 - Animal Biology (4)**

A study of the classification, morphology, physiology, and natural history of invertebrate and vertebrate animals, including their importance to man. Prerequisite: BIO-125 or BIO-111 and BIO-112. Core course for Biology Majors.

**BIO 202 - Plant Biology (4)**

An introduction to plant Biology. Emphasis is placed on plant diversity. Lectures and labs cover Bacteria, Fungi, Algae, Lower Vascular Plants, Gymnosperms and Angiosperms. Some coverage of structure and development and some physiology. Course also covers plant taxonomy with emphasis on local flora. Consideration is given to how plants impact society ecologically and economically. Course includes a 2-hour lab. Prerequisite: BIO-125. Core course for Biology Majors.

**BIO 203 - Environmental Conservation (3)**

An ecological approach to the study of conservation of natural resources as related to current environmental problems.

**BIO 204 - Ornithology (3)**

A study of the morphology, natural history, identification, and conservation of birds. Emphasis placed on field work. Prerequisite: BIO-125.

**BIO 210 - Human Genetics (3)**

This course will introduce the student to current human genetic knowledge about the chemistry of the gene, human biochemical and molecular level inheritance, and somatic/germ cell genetics. This study will relate the course content with previous classical approaches and build toward an understanding of newer cytogenetic approaches. The discussions will emphasize the molecular characterization of genotype and its relationship to phenotypic expression in birth defects and human molecular disease. This course meets science general education requirements. No prerequisites.

**BIO 213 - Microbiology (4)**

A comprehensive introduction to general microbiology, with an emphasis on microbial structure, physiology, diversity, genetics and growth. Interactions of microorganisms with humans are discussed, including infectious diseases, pathogenesis, host immune defenses, and epidemiology. Laboratory activities include staining techniques, physiological tests, and identification of bacteria. Prerequisite: BIO-125 and CHE-126, passed with grades of "C" or above. Co-requisite: BIO-213L.

**BIO 213L - Microbiology Lab (0)**

Lab taken as a co-requisite to BIO-213.



**BIO 220 - Field Biology and Natural History (3)**

A field course designed to teach recognition of the major macro flora and fauna of the Midwest using both taxonomy and natural history. Emphasis will be placed on recognition of birds, fish, reptiles, amphibians, and mammals indigenous to the area. Recognition of bird songs and amphibian vocalizations will also be stressed. Prerequisite: BIO-125.

**BIO 203CC - Council for Christian Colleges and Universities (3)****BIO 301 - Ecology (3)**

An introduction to the principles and methods of plant and animal ecology in the physical environment. Prerequisite: BIO-125 or permission of instructor. Core course for Biology Majors.

**BIO 302 - Entomology (3)**

A study of the anatomy, physiology, identification, classification, life cycles, habits, and adaptations of insects. Prerequisite: BIO-125.

**BIO 303 - Marine Ecology (3)**

Introduction to marine life, biological communities and ecology. Marine ecosystems will be studied in preparation for the field component in coastal waters. Throughout the course, the ecological and economic importance of marine systems will be discussed. Society's role as stewards of creation is an integral part of class discussion. Course includes lecture and field trip to a coral reef. Prerequisites: BIO-125 and permission of instructor.

**BIO 311 - Mammalian Anatomy (4)**

A study of the anatomy of mammals with emphasis on the anatomy of man. The laboratory work includes the dissection of a mammal. Prerequisites: BIO-125. Core course for Biology Majors.

**BIO 312 - General Physiology (4)**

A study of the basic physiological processes. Consideration is given to all the organ systems of man with special emphasis in the laboratory on the neuromuscular, respiratory, and cardiovascular systems. Prerequisite: BIO-125. Core course for Biology Majors.

**BIO 317 - Advanced Crops and Society (4)**

This is a course designed for majors in biology to study the contribution of crops to society and society's development. The course will cover cereal crops, legumes, herbs, spice, fibers, medicinal plants, tropical and temperate fruits and nuts. Soil and water conservation will be covered. Emphasis will be on agriculture in developing nations and development policies that affect agriculture, stewardship, the poor and malnourished. A research project involving lab work will be required. Prerequisite: BIO-125 or equivalent. Open to majors in biology. Course cannot be taken if credit has been awarded in BIO-107.

**BIO 325 - Sustainable Tropical Agriculture (4)**

This course offers practical, hands-on field experience in sustainable tropical agriculture. Students will learn about different plants, agricultural systems, soil management and appropriate technology that is used to help small scale farmers in very poor areas. Students will learn aspects of poverty and community development in an international setting. Course content is presented from a biblical perspective. Students will work with missionaries/development workers who are doing community development and agricultural missions in a developing nation. This intensive course involves academic rigor and physical rigor on the farms. Prerequisite: Permission of course professor.

**BIO 330 - Histology (3)**

This course highlights normal histology and the functional significance of micro anatomical structures. The lab and lecture portions of the course are completely integrated; the amount of time devoted to lecture or lab will vary depending on the particular topic. Prerequisites: BIO-125 and BIO-351.

**BIO 351 - Cellular Biology (3)**

An in-depth study of the anatomy and function of animal and plant cells. The elegance and complexity of God's design for this smallest living unit will be revealed through lectures, in-class activities, and various assignments. Prerequisites: BIO-125, CHE-125 and CHE-126. Core course for Biology Majors.

**BIO 390 - Directed Individual Study (1 to 4)**

Prerequisite: Permission of instructor. (At Au Sable)

**BIO 395 - Professional Observation (1)**

Observation by the pre-professional student of the professional practice of a medical doctor, dentist, optometrist, or related medical professional. Prerequisites: Junior classification and permission of pre-professional advisor.

**BIO 396 - Advanced Topics in Biology (1 to 3)**

A course in advanced topics in biology of current interest. See schedule for specific content. Can be repeated up to 12 hours.

**BIO 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**BIO 411 - Vertebrate Development (4)**

Study of the embryonic development of the vertebrates including man, using the frog, the chick, and the pig as types.

Prerequisite: BIO-311 or permission of instructor.

**BIO 412 - Genetics (3)**

An integrated lecture/laboratory course that provides a thorough analysis of the factors governing trait inheritance in plant and animal life. Prerequisite: BIO-125. Core course for Biology Majors.

**BIO 432 - Molecular Biology (4)**

Significantly emphasizing laboratory techniques, this course is designed to follow either CHE-432 or BIO-351. Biomedical research topics that will be discussed and accompanied by hands-on laboratory experiments include recombinant DNA technology/genetic engineering, cloning, and basic bioinformatics.

**BIO 440 - Immunology (3)**

A one-semester course which addresses the chemical and structural relationship of antigens and antibodies, the basis for immunological tolerance, T-cell development, B-cell development, autoimmune disease, cancer, and AIDS. Prerequisites: BIO-125 and either BIO-312 or BIO-403.

**BIO 452A - Introduction to Environmental Medicine And Public Health (4)**

AuSable Course

**BIO 475 - Independent Learning in Biology (1 to 3)**

Individually arranged reading, problem solving, or research in biology. Prerequisite: Permission of instructor.

**BIO 482 - Restoration Ecology (4)**

Ecological foundations and techniques for ecosystem and biotic community restoration. Application of ecological principles and environmental ethics to redeeming and restoring damaged ecosystems and endangered species. A field laboratory practicum is included. (At Au Sable)

**BIO 490 - Biology Senior Seminar (1)**

This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement Test in biology may be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

**BIO 495 - Research in Biology (1 to 3)**

This laboratory-based course is designed for biology majors who plan on graduate-level work in biology or other related medical sciences. Each student will participate in a faculty-led research project in his/her area of interest. Prerequisite: Permission of the instructor. Course may be repeated but only a total of 2 credit hours may be applied toward the Biology Major or minor.

**BIO 475CC - Global Studies Program (1 to 4)**

## **BIS - Business Information Systems**

**BIS 215 - Introduction to Business Information Systems (3)**

An introduction to fundamental concepts of management information systems in the information age. Addresses the impact of information systems in each of the functional areas of business to improve organizational effectiveness. Ethical considerations related to information and technology will be disc used.

**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.

**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 222 - Business Software Tools (1)**

This course covers a suite of productivity software tools including word processing, spreadsheet, and presentation graphics. An emphasis will be placed on spreadsheet software and how it can be used effectively as a productivity tool in business.

**BIS 224 - Business Information Systems Technology (3)**

This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, computer hardware components, I/O devices, storage, and Internet/Intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.

**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; does not fulfill general education requirements in the CAS Division of Natural Science.)

**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 324 - Networking, Systems & 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 340 - Business Programming I (3)**

This course provides a general introduction to programming paradigms including procedural and object-oriented approaches. Students will learn the basics of a programming language that is widely used in the business environment. Prerequisite: BIS-220.

**BIS 341 - Business Programming II (3)**

This course extends the knowledge base of the programming language used in Business Programming I. Coding and applications development will be emphasized. Prerequisite: BIS-340.

**BIS 342 - Business Programming III (3)**

This course provides an introduction to object-based programming concepts. Students will learn the basics of an object-oriented programming language that is widely used in the business environment. Prerequisite: BIS-220.

**BIS 343 - Business Programming IV (3)**

This course extends the knowledge base of the programming language used in Business Programming III. Coding and applications development will be emphasized. Prerequisite: BIS-342.

**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

**BIS 350 - Web Application Development in A Business Environment (3)**

This course will introduce the principles of JavaScript control structures, various markup languages, and scripting languages. Students will develop fundamental skills in programming using the client-side Internet model. In addition, students will utilize multimedia technology to design and develop web-based applications. Hands-on skill development is emphasized.

**BIS 352 - Advanced Web Application Development in a Business Environment (3)**

Students will learn multi-tiered, database-intensive, Intranet-Internet applications by using ADO (ActiveX Data Objects) and SQL (Structured Query Language). Topics covered include server-side Internet and web-programming techniques. Prerequisite: BIS-350.

**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 355 - Contemporary Issues and Ethics in the World of Technology (3)**

This course will give students an introduction to the impact of information and technology in our world and related ethical issues. The social, political, environmental, cultural, and economic impact of emerging technology. Control issues and ethical considerations in the use of technology. The Christian worldview will be highlighted.

**BIS 360 - Business System Analysis and Design (3)**

This course will emphasize the analysis of business problems in an organization and the subsequent design of computer systems to meet the organization's needs. Students will study the stages of system development including problem definition, consideration of alternative solutions, selection of a solution, implementation, control, and management of the system. A special emphasis is placed in the role of end users in this process.

**BIS 370 - Project Management and Team Leadership (3)**

Through project management, students will learn how to break down a project, manage the scope and sequence of milestones, and develop cost estimates. Team leadership emphasizes the formation and effective utilization of teams in a business environment. It emphasizes group dynamics, personality styles, and leadership styles.

**BIS 410 - Management of Business Information Systems (4)**

In this capstone course, an emphasis will be placed on the application of information systems in each of the functional areas of business. Discussion of the information needs of management and how special tools, such as Decision Support Systems, can help meet those needs. Current topics of interest to the IS professional and society.

**BIS 420 - Business Information Systems Project I (1)**

During this course a facilitator will be assigned to a cohort group, and a group project will be selected. The facilitator will assist in determining the scope of the project and the actions required fulfilling the course objectives. A group will investigate, analyze, develop, implement, and document an information system for a real-world business problem. Milestones and a timetable will be established for the completion of the project. A mentoring relationship between the facilitator and cohort group will be maintained until the completion of the project in BIS-421 Business Information Systems Project II.

**BIS 421 - Business Information Systems Project II (1)**

This course marks the completion of the cohort group project. Groups will complete each activity outlined in the first section of the course. The facilitator will help each group bring the project to closure.

**BIS 450 - Business Information Systems Project (4)**

In this capstone course, students will investigate, analyze, develop, implement, and document an information system. The project is designed to demonstrate that the student has developed the ability to integrate and apply a variety of business and information systems concepts and skills for the purposes of solving a real-world problem. Presentations are made and written reports are submitted.

**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.

## **BUS - Business**

**BUS 100 - Foundations of Business (3)**

An overall view of the business field including the business environment; organization, management, and operating problems of the enterprise; financial management and the risk function; and the marketing function. No prerequisite.

**BUS 101 - Business Ethics (3)**

This course is designed to enable the student to understand the importance of ethics in business. Time is spent helping students further develop their own personal value systems and subsequently to see how their worldview impacts organizational values. Special emphasis is placed on application of Biblical principles. No prerequisite.

**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.

**BUS 110 - Business Assessment (1)**

This course provides students with a personal understanding of temperament, personal skills, and individual gifting. Additionally, the course provides students with actual tools used for employee/client assessment. No prerequisite.

**BUS 120 - Personal Income Tax Preparation (3)**

A general course dealing with the techniques of preparing an individual's personal income tax return; a practical study of federal Form 1040, supporting schedules, and related state income tax forms. No prerequisite.

**BUS 121 - Foundations of Residential Real Estate (3)**

This course will prepare students to understand and execute the home purchasing process to include the need for strong credit, property search, property negotiation, purchase agreements, home warranties, homeowners' insurance, financing, closing, home inspections, construction, and decisions related to the hiring of real estate professionals. Students will also learn how to prepare property for sale as well as implement a program to successfully market their home.

**BUS 150 - Personal Finance (3)**

This course focuses on applying biblical principles to financial decision making through the vehicle of a personal financial plan. Students will assess their existing financial status, determine life goals, and develop a biblically-based plan for spending, investment, and risk management.

**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 206 - Business Decisions Using Software Tools (3)**

A course in using microcomputer software tools to solve business problems. Includes the use of spreadsheets and a data manager. Topics include creating graphs, using macros and data tables, and doing database queries to solve business problems. No prerequisite.

**BUS 210 - Business Law (3)**

Designed to give a basic understanding of the law and its effects upon the world of business. Topics considered include contracts, agency, employment law, sales, commercial paper, security devices, business organizations, property, estates, bankruptcy, and the Uniform Commercial Code. Also gives credit for POL majors. Prerequisite: BUS-100. In order to waive this prerequisite, majors from other Divisions may submit a written request to the Business Division for consideration.

**BUS 215 - Introduction to Human Resources (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.

**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. Graded on a CR/NC basis.

**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.

**BUS 275 - Your Work Matters to God (3)**

An examination of the Biblical view of work and its implications for the Christian in the workplace. Emphasis will be placed on God's calling to work, God's purpose in work, God's equipping for work, God's caring about our work, and God's use of us and our work. No prerequisite.

**BUS 304 - Current Topics in Business (1)**

A seminar class with the objective of using a popular current business book or periodical as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course requires each student to evaluate the practical application of these ideas and their potential effectiveness. May be repeated twice. Prerequisite: Admission to the Division.

**BUS 310 - Business Communications (3)**

Develop skills in all aspects of business communications. Includes writing business letters and reports, communications about employment and meetings, oral communications, nonverbal and visual communications. Prerequisite: Admission to the Division.

**BUS 311 - Advanced Business Law (3)**

This course is designed to give a more in-depth understanding of the relationship between the law and businesses, as well as to study the effect of government controls upon the business enterprise. Topics considered include the effect of the Constitution on business; antitrust law; environmental law; consumer protection; securities regulation; and international law. Prerequisite: BUS-210 and Admission to the Division.

**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. Prerequisite: Basic accounting.

**BUS 320 - Business Statistics (3)**

This course helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed. Prerequisites: Admission to the Division and completion of the math competency requirement.

**BUS 382 - Business Administration Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Business Division.

**BUS 390 - International Business (3)**

Prepares student to cope with business decisions and business strategies needed to transact business in a foreign land. The influence of cultural, economic, political, and social differences on decision-making will be explored. In addition, complexities created by differing values and beliefs will be evaluated. How such issues impact an American business in an international setting will be carefully studied. Intercultural credit may be met by successfully completing BUS-390. Prerequisite: Admission to the Business Division.

**BUS 399 - Service Learning (3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division

**BUS 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**BUS 304CC - Council of Christian Colleges and Universities (1 to 3)****BUS 382CC - Business Administration Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Business Division.

**BUS 390CC - Council of Christian Colleges and Universities (3)****BUS 452 - Strategic Management (3)**

An integration of the management, marketing, finance, economics, and accounting aspects of 1) analyzing the internal and external environment of the firm; 2) developing the mission, long-range objectives, and the strategy to achieve the objectives; and 3) evaluating the firm's performance for efficiency and effectiveness. Oral and written presentations of case analyses are used extensively. Prerequisites: Admission to the Business Division and Senior Standing.

**BUS 472 - Independent Learning in Business Administration (1 to 3)**

An opportunity for advanced students to pursue further study in a business administration field of interest in which they have exhausted catalog offerings. Prerequisites: Admission to the Business Division.

**BUS 475 - Independent Study - Business (1 to 3)****BUS 480 - Business Practicum Transition (1)**

This course is designed to help students transition to the world of business. The intent is two fold; prepare students so they will be successful in their practicum experience; and in similar fashion, prepare students to be successful in their first professional assignment after college. Business etiquette, business protocol, professional growth, and the "keys for success" in the first professional assignment are examples of topics that will be studied. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, and the appropriate major area gateway course(s).

**BUS 499 - Business Administration Seminar- Presentation (1)**

A seminar course intended to develop the senior business administration major's professional presentation skills as he/she prepares and delivers the results of the research in BUS-498 from the previous semester. Prerequisite: BUS-498.

**BUS 475CC - Independent Study - Business (1 to 4)****CCU - CCU Co-Operative Program****CCU 300 - Council for Christian Colleges and Universities (1 to 16)****CED - Christian Education****CED 240 - Teaching the Bible to Adults (3)**

A course exploring the methods of teaching the Bible to adults seeking life change. The course content includes adult learning theory, adult teaching methods, and small group leadership skills. As part of the course each student completes a segment of practice teaching both in and out of the classroom which is evaluated professionally with an eye toward improvement. Prerequisites BIL-101 and BIL-102.

**CED 252 - Introduction to Christian Education (3)**

An investigation of the history, philosophy, and psychology of Christian Education and an examination of methodology, equipment, and materials needed for effective implementation in the local church (or similar setting). The course addresses the changing role of the Christian education worker in the church today, introduces the student to career options in this field, and provides a foundation for other courses in the Christian Education major.

**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 - Local Church Education Practicum (1)**

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of Christian education principles taught in the co-requisite course. Co-requisite: CED-255.

**CED 256 - Christian Education in the Local Church (3)**

This course will explore the history and philosophy of Christian Education as well as the equipment and materials needed for effective implementation in the local church. Students will examine various models and methods of Christian Education in the contemporary church for a range of demographic groups. 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. Each student will participate in a ministry practicum applying the Christian Education principles taught in this course.



**CED 350 - Teaching Children in the Church (3)**

This course will provide theoretical foundations and practical strategies for teaching children in the church. Based on current research and models of effective teaching, students will design lessons and engage in practice teaching under the supervision of the professor. Critiques and suggestions for improvement will be provided by the professor and by fellow students.

**CED 354 - Working With Children (3)**

A study of the characteristics of various age levels of children and some of the methods, materials, and programs for ministering to them through the local church. Prerequisite: Open to juniors or seniors who have been admitted to the CED major or permission of the Division.

**CED 357 - Christian Education Practicum (1)**

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. Prerequisite: CED-252 or permission of the Division.

**CED 358 - Christian Education Practicum (1)**

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) throughout the course of this practicum. Prerequisite: CED-357.

**CED 359 - Christian Education Practicum (1)**

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) and to gain experience in additional areas of leadership which were not included in CED-357 and CED-358. Prerequisite: CED-358.

**CED 360 - Curriculum Theory and Development (3)**

This course explores the curriculum design process for Christian education of children, youth, and adults. We consider methods for assessing needs, developing a scope and sequence, projecting outcomes, and objectives. Writing of actual curriculum sessions is included as well. Prerequisite: CED-252 or permission of Division.

**CED 361 - Children's Ministry Practicum (1)**

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. Prerequisite: CED-252 or permission of the Department.

**CED 362 - Children's Ministry Practicum (1)**

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) throughout the course of this practicum. Prerequisite: CED-361.

**CED 363 - Children's Ministry Practicum (1)**

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) and to gain experience in additional areas of leadership which were not included in CED-361 and CED-362. Prerequisite: CED-362.

**CED 450 - Leading a Children's Ministry in A Local Church (3)**

In this capstone course, the student will explore how those involved in children's ministry may effect change in the lives of children and in the parish setting as a whole. The student will learn how to plan, organize and lead an effective children's ministry. Instruction will be given regarding leadership and service on boards and committees, relationships with children, parents, peers and supervisors, and the recruiting and training of lay volunteers.

**CED 455 - Christian Education in the Family (3)**

A study of the relationship of the church and the home in the joint enterprise of strengthening the family, nurturing children and bringing them to mature Christian discipleship. Attention is given to current problems facing the family and to strategies

that Christian parents and Christian educators can employ in an attempt to resolve these issues. Prerequisite: CED-252 or permission of Division.

### **CED 490 - Leading Christian Education (Capstone) (3)**

Leading Christian Education is the capstone course focusing on leading and managing the local church's Christian education process. The course focuses on recruiting, training and supervising volunteers, organizing and motivating volunteers, budgeting, managing finances in the local church, curriculum planning, office administration, designing and furnishing learning facilities and working with other professional staff. Open to Christian Education majors and minors. Prerequisites: CED-252.

## **CH - Chemistry Competency**

### **C00**

#### **CH COMP - Undergraduate Chemistry Competency (0)**

Fake course created to accommodate equivalencies that meet Chemistry Competency. Awarded from the TSUM screen to meet prerequisites and Degree Audit specifications.

## **CHE - Chemistry**

### **CHE 104 - Chemistry and Artists' Colors (4)**

An introduction to the principles of chemistry with specific applications to the materials and methods used by artists. Topics will include: the nature of light and its interaction with matter in producing color; a study of chemical bonding with application to light absorbing molecules found in the composition of artists' dyes, paints, and pigments; the chemistry of ceramics and glazes; and the chemistry of photography. Other topics may include the chemistry of art restoration, dating of art works, and chemical hazards in the studio. This course is primarily intended for those majoring in art or a related discipline. Co-requisite: CHE-104L. This course with its co-requisite laboratory fulfills the general education lab science requirement.

#### **CHE 104L - Chemistry and Artists' Colors Lab (0)**

Lab taken as a co-requisite to CHE-104.

### **CHE 105 - Exploring Chemistry (4)**

A non-majors lab science course fulfilling the general education requirement; not meant for those going on to higher level chemistry courses. This course is intended for students with majors outside of the sciences who have had little science or math in high school. The concept is to examine the chemistry of a variety of technology-based issues in the context of their social political, economic, ecological and ethical ramifications. The objective is to help students develop critical thinking ability, to better understand how to assess technological risks and benefits and to explore skills that will lead to informed decisions on scientific issues throughout their lives. No prerequisites. Co-requisite: CHE-105L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Science Minor for Education Majors.

#### **CHE 105L - Exploring Chemistry Lab (0)**

Laboratory study intended to amplify material covered in CHE-105. The experiments allow the student to experience science at a basic level using simple chemical equipment and procedures. This lab is taken as a co-requisite to CHE-105.

### **CHE 110 - Introduction to Chemistry (4)**

An introduction to the principles of chemistry. Topics include atomic and molecular structure, chemical reactions, kinetics, equilibrium, stoichiometry, solutions, intermolecular interactions, gases and other related topics. CHE-110 is a beginning course for students with weak or no previous chemistry and who expect to take CHE-120 or CHE-125. This course with its co-requisite laboratory fulfills the general education lab science requirement. Foundational elective in the Science Minor for Education Majors. Students taking this course should have a basic proficiency in math. A math SAT above 460 or ACT above 19 or a grade of "C" or above in MAT-101 is highly recommended but not required. Co-requisite: CHE-110L.

**CHE 110L - Introduction to Chemistry Lab (0)**

Relatively simple laboratory experiments are used to facilitate the learning of chemical principles covered in CHE-110. Co-requisite: CHE-110.

**CHE 120 - Introduction to Organic and Biological Chemistry (4)**

An introduction to the structure and reactions of organic compounds. The function and metabolism of compounds of importance to biological systems will be emphasized. Prerequisite: High school chemistry (1 year) and Math SAT 400 or above, SAT I 440 or above, ACT 19 or above OR completion of CHE-110 with a grade of "C" or better. Co-requisite: CHE-120L. This course with its co-requisite laboratory fulfills the general education lab science requirement.

**CHE 120L - Introduction to Organic and Biological Chemistry Lab (0)**

Lab taken as a co-requisite to CHE-120. Prerequisites: High school chemistry (1 year) and Math SAT 400 or above, SAT I 440 or above, ACT 19 or above OR completion of CHE-110 with a grade of "C" or better.

**CHE 125 - General Chemistry I (5)**

A study of the fundamental principles and concepts of chemistry and their relations to representative elements and their compounds. This course starts with atoms, builds atoms into compounds, and then begins talking about the way in which elements and compounds behave. Foundational elective in the Science Minor for Education Majors. Prerequisite: CHE-110 with grade of "C" or better; Math SAT 480 or above, ACT 21 or above, AND high school chemistry (1 year). Co-requisite: CHE-125L.

**CHE 125L - General Chemistry I Lab (0)**

Laboratory study of basic principles such as stoichiometry, thermodynamics, and spectrophotometry. The experiments will aid in the understanding of common laboratory techniques, data analysis and legal/ethical issues of laboratory record keeping. This lab is taken as a co-requisite to CHE-125.

**CHE 126 - General Chemistry II (5)**

A study of the fundamental principles and concepts of chemistry with an emphasis on solutions and equilibria. Topics covered include acid/base chemistry, oxidation/reduction reactions, thermodynamics, and nuclear chemistry. Prerequisite: CHE-125 or equivalent. Co-requisite: CHE-126L.

**CHE 126L - General Chemistry II Lab (0)**

Laboratory study exploring topics in parallel with lecture course along with a multi-week qualitative analysis experience. The experiments use techniques from 125L to assist in application of chemical concepts. This lab is taken as a co-requisite to CHE-126.

**CHE 232 - Fundamentals of Environmental Chemistry (3)**

This course will focus on principles and analysis of chemical movement and distribution in natural environments. Sampling and analytical methods are included for water, soil and air. Consideration of the influence of man on the chemistry of the environment will be addressed. Prerequisite: BIO-125 and CHE-125 with "C" or better.

**CHE 235 - Organic Chemistry I (4)**

A study of the fundamental principles and concepts in organic chemistry. The course begins by focusing on molecular structure, acidity, physical properties of functional groups, and organic nomenclature. These topics form the basis for understanding and planning nucleophilic substitution and elimination reactions, which are then applied to both synthesis and reactivity of numerous functional groups. The concepts are subsequently applied to addition reactions of alkenes and alkynes. Prerequisites: CHE-126. Co-requisite: CHE-235L.

**CHE 235L - Organic Chemistry I Lab (0)**

Laboratory study explores the basic operations of organic synthesis and purification as well as natural product isolation. Chemical products are analyzed both by determination of physical properties as well as spectrophotometric analysis. Co-requisite: CHE-235.

**CHE 236 - Organic Chemistry II (4)**

A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Prerequisite: CHE-235. Co-requisite: CHE-236L.

**CHE 236L - Organic Chemistry II Lab (0)**

Lab taken as a co-requisite to CHE-236.

**CHE 330 - Inorganic Chemistry (3)**

A more advanced course which explores the properties of the transition elements. Topics will include the Schrodinger wave equation, states of atoms, crystal field/molecular orbital theory, coordination chemistry, and organometallic chemistry. Prerequisite: CHE-235.

**CHE 350 - Analytical Chemistry (4)**

An introduction to the theory and methods of chemical separations and quantitative determinations. An emphasis is placed on understanding chemical equilibria of all forms. The first half of the course will focus on statistical treatment of data, equilibrium theory, or titrimetric analyses. The second half of the course will focus on instrumental techniques involving electrochemistry, spectrometry, and chromatography. Prerequisites: CHE-126. Co-requisite: CHE-350L.

**CHE 350L - Analytical Chemistry Lab (0)**

A laboratory experience coordinated carefully with CHE-350 to expose students to hands-on applications of chromatography, spectroscopy, electrochemistry, and titrimetric methods of analysis as they are used to solve problems typically dealt with in modern laboratories. Manipulation and interpretation of the data obtained from the laboratory experiments will result in a variety of deliverables tailored to the scenario in the problem. Taken as a co-requisite to CHE-350.

**CHE 399H - Honors College Thesis- Chemistry (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**CHE 430 - Biological Chemistry I (3)**

A study of the chemistry of life processes. The first half of the course will focus on the structure and function of macromolecules and primary metabolites. Topics will include amino acids, proteins, enzymes, carbohydrates and lipids. The second half of the course will focus on major metabolic pathways and their regulation. Designed for chemistry and biology majors who intend to do graduate work related to this area. Prerequisite: CHE-236 (or CHE-235 and permission of instructor).

**CHE 432 - Biological Chemistry II (4)**

A continuation course which builds on the fundamental concepts from Biological Chemistry I. Topics will include biosynthesis of different classes of biological molecules including lipids and amino acids as well as nucleic acids and DNA. Protein synthesis, gene regulation and recombinant DNA technologies will also be emphasized. Prerequisite: CHE-430. Co-requisite CHE-432L.

**CHE 432L - Biological Chemistry II Lab (0)**

Lab taken as co-requisite to CHE-432. Provides experiences with some of the techniques used to study proteins, lipids and nucleic acids.

**CHE 440 - Physical Chemistry I (3)**

This course covers the basic laws of thermodynamics and their application to various systems (pure substances, mixtures, and multiple phases). Electrochemistry and kinetics is also covered at a basic level. Prerequisites: PHY-222, MAT-254, and CHE-126.

**CHE 450 - Physical Chemistry II (3)**

An introduction to quantum mechanics and applications to atomic and molecular structure. Topics include rotational, vibrational and electronic spectroscopy as well as methods for solving the Schrodinger equation. Prerequisite: CHE-440.

**CHE 461 - Physical Chemistry Lab (1)**

An introductory laboratory experience in methods and instrumentation used in the determination of physical and chemical properties of matter. This course includes experiments that are applicable to thermodynamic, kinetic and quantum mechanical properties of chemical systems. Co-requisite: CHE-450.

**CHE 475 - Independent Learning in Chemistry (1 to 3)**

Individually arranged reading, problem solving, or research in advanced chemistry. Prerequisite: Permission of instructor.

**CHE 490 - Chemistry Senior Seminar (1)**

This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement Test in chemistry may be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

**CHE 495 - Research in Chemistry (1 to 3)**

Students will engage in original research under the direction of a faculty member. This course may be repeated but only two credits total may be applied toward a chemistry major or minor. Prerequisite: Permission of instructor.

**CHI - Mandarin Chinese****CHI 117 - Beginning Mandarin Chinese I (3)**

Includes learning basic vocabulary and expressions in the Mandarin-Chinese language. Meets the General Education intercultural competency provided it is passed by a grade of "C" or above.

**CHI 118 - Beginning Mandarin Chinese II (3)**

Continues to build knowledge of the Chinese language in pronunciation, speaking, reading, writing, and grammar. Also include instruction and experience in Chinese culture and social customs. Will enable students to communicate with Chinese people and to have a foundation for higher level Chinese language study. Prerequisite: CHI-117 or equivalent.

**CHI 237 - Intermediate Mandarin Chinese I (3)**

Students develop language learned at the beginning level with further fluency, accuracy, and complexity, and also learn new language appropriate for the intermediate level. All 4 language skills (listening, speaking, reading, writing) are covered. Prerequisites: CHI-117 and CHI-118 or equivalent (placement test, AP Chinese with score of 3, or transfer credit).

**CHI 238 - Intermediate Mandarin Chinese II (3)**

Students continue learning Mandarin-Chinese language appropriate for the intermediate level, and continue developing the 4 language skills (listening, speaking, reading, writing) up to intermediate-level proficiency. Prerequisite: CHI-237 or equivalent (placement test or transfer credit; note AP Chinese score of 4 or 5 gives credit for CHI-237 and CHI-238).

**CHN - Community Health Nursing****CHN 528 - Biostatistics (3)**

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

**CHN 590 - Nursing Investigation (3)**

Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN-515.

**CHN 592 - Applied Nursing Capstone Project (3)**

Students demonstrate the scholarship of application through the development and implementation of an applied nursing project in a specific community health or primary care practice arena. Prerequisite: CHN-515.

**CHN 595 - Nursing Investigation Continuation (0)**

Continuation of the process involved in completing the requirements for CHN-590, Nursing Investigation.

**CHST - Church History****CHST 500 - Global Christian History (3)**

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

**CHST 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)

**CHST 536 - Wesleyan Church History and Polity (3)**

A study of the history of The Wesleyan Church and its current polity, with the past providing a basis of discussion for the future direction of the church. Students will explore the foundational work of John and Charles Wesley and the Methodist movement, along with the various abolitionist and revivalist streams that flowed into the denomination, with the history of a local Wesleyan church as a case study. Students will also explore the nature, meaning, and value of The Discipline, with particular attention on the constitution of The Wesleyan Church and its impact on local churches today.

**CHST 580 - Global Christian History (3)**

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

**CIS - Computer Information Sciences****CIS 110 - Introduction to Computing Concepts (3)**

A course designed to increase the student's understanding and use of personal computers. Intended for novice users, the course provides an introduction to hardware and software with special attention to the use of productivity tools such as spreadsheets, databases, and networks. An overview of major computer components is included. This course counts toward general education science credits (as a non-lab science course). This class does NOT meet the general education math/computer requirement, nor does it apply toward a computer major or minor. Credit is not given to any student who has previously completed six credits in CIS courses.

**CIS 117 - Essential Foundations for Computing (3)**

This course provides a backdrop of essential topics for computer major students. Classroom lecture format is used to provide an overview of selected topics from discrete mathematics, fundamentals of desktop computer operating systems and standard office applications, and an introductory experience in writing technical papers at the college level. The new computing major student will begin to be acclimated to the social fabric of the Department, and intentional introduction made to upper division students in the majors. Finally, an overview of the computing curricula available will be given. Meets the general education math/computer requirement. Prerequisite: a declared computing major or minor.

**CIS 121 - Introduction to Programming (3)**

The study of computing can be viewed as the science of knowing how to solve problems. This first course in writing computer programs provides a useful approach to problem solving which is applicable in many areas of life. An introductory programming language will be used to teach skills in algorithmic design of solutions to problems. No prior experience in programming is necessary, but the student should be familiar with basic computer terminology and use of applications such as word processors and electronic spreadsheets. Meets the general education math/computer requirements. This course does not apply toward a computer major or minor. Credit is not given to any student who has previously completed six credits in CIS courses. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

**CIS 122 - Introduction to Web Programming (3)**

A course designed to increase the student's understanding of computers and insure a hands-on lab environment for web page programming. This course is intended for the student who knows how to use software such as word processing and electronic spread sheets, but is interested in learning the web page creation process including contemporary web development tools such as HTML and JavaScript. The use of automated support tools will be minimized. The course also supplies an introduction to hardware, software and other major computer components. This class does NOT meet the general education math/computer requirement, nor does credit apply toward a computer major or minor. Credit is not given to any student who has previously completed six credits in CIS courses. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

**CIS 125 - Introduction to Computer Sciences I (3)**

This course combines classroom instruction with weekly, supervised laboratory work to teach an introduction to computer science including structure programming. Special attention is given to the study of problem-solving processes in the context of algorithmic development. Programming topics include text processing, mathematical manipulation, array processing and code reading. Overview treatment of the history of computing and other general computer science topics like the binary numbering system, data storage, and operating systems will be covered. Meets the general education math/computer requirement. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

**CIS 126 - Introduction to Computer Sciences II (3)**

This course continues the development of programming skill using a combination of classroom instruction together with weekly supervised laboratory work each week to stress problem solving through computer programming. Algorithms for information retrieval, file handling, sorting, searching, dynamic storage, allocation and introductory data structures are presented. Good algorithm design, style, program structure, documentation code reading, and introductory software engineering techniques are emphasized. Additional topics include the branches of study in the discipline of computer science, as well as coverage of social and ethical implications of current and future development in computer usage. Meets the general education math/computer requirement. Prerequisite: CIS-125.

**CIS 175 - Independent Learning in Computer Languages (1 - 2)**

A course designed to allow individualized study of a specific programming language. An application project is required that demonstrates proficiency in the major features of the selected language. Prerequisite: Permission of instructor.

**CIS 221 - Data Structures (3)**

A study of data organization and processing in the context of abstract data types. This course combines classroom instruction with weekly supervised laboratory work to cover topics including pointers, lists, strings, stacks, queues, trees, searching, and sorting. It is taught against the backdrop of a modern programming language. Prerequisite: CIS-126.

**CIS 222 - Object Oriented Programming (3)**

An introduction to object-oriented programming techniques, using a contemporary programming language. This course combines classroom instruction with weekly supervised laboratory work to cover topics such as object-oriented design, classes and methods, inheritance, polymorphism, templates, software reuse, and the event-driven programming. Prerequisite: CIS-126.

**CIS 225 - Systems Analysis (3)**

A study of the knowledge and skills needed for creating or modifying an information system. Central concepts include gathering details, analyzing the data, designing the system by creating solutions, and implementing and maintaining the system. Prerequisite: Sophomore standing.

**CIS 236 - Machine Structures and Programming (3)**

An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisite: CIS-125.

**CIS 241 - Topics in Scientific Programming (1 - 4)**

A course in techniques and concepts used in scientific applications of computers. Topics may include computer hardware, machine language, numerical and statistical techniques, computer simulation, and graphics. Prerequisites: CIS-221, CIS-236, and MAT-253.

**CIS 250 - Internet Programming (3)**

A beginning course in Internet Programming. Special emphasis will be given to learning current and emerging server side languages and technologies how they are utilized with other web conventions. Students should be familiar with basic web languages such as HTML and Javascript. Prerequisite or Co-requisite: CIS-221 or CIS-222.

**CIS 290 - Local Area Networks (3)**

This course introduces the concepts and technologies in a local area network. The content will cover the theoretical foundation such as networking topologies, networking theoretic models, communication protocols, networking operating systems, and network administration. This course also gives students an opportunity to build and maintain a local area network. Prerequisite: CIS-125.

**CIS 296 - Studies in Computer Information Systems (1 to 3)**

A course in topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

**CIS 320 - Introduction to Software Engineering (3)**

This course provides an introduction to the process of developing large scale software systems. Included is the study of the procedures and tools of software engineering. Concepts introduced are software life-cycle models, quality factors, requirements analysis and specification, software design (functional design and object-oriented design), implementation and testing. Prerequisites: CIS-221 or CIS-222, and CIS-225.

**CIS 325 - Analysis of Algorithms (3)**

This course provides an introduction to analyzing the time and space requirements of algorithms. Topics include the design techniques for efficient algorithms; induction, recursion, and divide-and-conquer; greedy algorithms; graph algorithms; network problems; and an introduction to intractable (NP-hard) problems. Prerequisite: CIS-221 or CIS-222.

**CIS 330 - Software Testing: Verification And Validation (3)**

This course provides a study of the process of testing software systems, including the tools, methods, and current practices used in assessing the quality and correctness of software. Topics and issues covered include the roles of testing and formal verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests. Pre- or co-requisite: CIS-320.

**CIS 336 - Programming Languages (3)**

A course designed to analyze and evaluate the important concepts in current programming languages. Emphasis is placed on the functional constructs which define all languages. Students are expected to learn several languages and write programs which illustrate their distinguishing features. Prerequisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

**CIS 340 - Internet Database Programming (3)**

This course introduces the concepts and techniques necessary to incorporate database applications and content into web applications. Topics to be covered include an overview of DBMS technologies, using client-side tools to access server-side databases, and N-tier web application development. Emerging tools, including object-oriented databases will be discussed. Prerequisites: CIS-382.

**CIS 342 - Computer Network Fundamentals (3)**

This course studies computer networks from the point of view of the Local Area Network and network interconnection. An overview of the TCP/IP layer models is presented with emphasis on packet transfer across networks. Common applications such as electronic mail, file sharing, web servers, Instant messaging and VIOP are considered. Real world protocols are covered and contemporary network operation systems are reviewed. The role of the network administrator is covered regarding network security, disaster prevention and recovery. Prerequisite: CIS-221 or CIS-222.

**CIS 344 - Computer Network Security (3)**

This course covers penetration-testing tools and techniques that ethical hackers and security testers use to protect computer networks. This course provides a structured knowledge base for preparing security professionals to discover vulnerabilities and recommend solutions for tightening network security and protecting data from potential attackers. Prerequisite: CIS-221 or CIS-222.



**CIS 346 - Computer Networks Data Communication (3)**

This course examines how the fundamentals of data communication operate in a distributed computing environment. It focuses on packet switched networks and virtual circuit networks, including a layered approach to network design and coverage of the TCP/IP model, and internetworking with router-based architecture, IP addressing, datagram encapsulation and fragmentation, transmission via UDP and TCP, and application level protocols such as Telnet, FTP, SMTP and others. Also, provides coverage of general topics and such as routing error handling, security and encryption. Prerequisite: CIS-342.

**CIS 350 - Computer Applications-Business (3)**

A course emphasizing computer applications in a business environment. Includes case studies, field trips, and programming projects. Prerequisites: CIS-116 and CIS-225. Prerequisite or concurrent enrollment: ACC-202.

**CIS 361 - Assembly Programming (3)**

An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisites: CIS-221 or CIS-222.

**CIS 362 - Compiler Programming (3)**

The course surveys the basic issues of compiler design, beginning with lexical and syntactic analysis and proceeding through code generation, optimization, and error handling. The central activity of the course will be a large programming project. Prerequisite: CIS-221 or CIS-222.

**CIS 363 - Concurrent Programming (3)**

Topics in the theory of concurrent programming. Models of concurrency. Programming logics. Emphasis on the formal specification and verification of concurrent programs. Prerequisite: CIS-221 or CIS-222.

**CIS 373 - Numerical Analysis (3)**

A study of the operation, efficiency, and accuracy of numerical algorithmic processes. Topics include rates of convergence, analysis of error, solution of equations, interpolation, numerical integration and differentiation, solution of linear systems, and approximation/curve-fitting. Prerequisites: MAT-254, MAT-280 and CIS-125.

**CIS 382 - Database Programming Development (3)**

This is a course in Relational Database design and development. Topics include data modeling, database design and Structured Query Language. Current and emerging topics in database systems are also covered. Prerequisites: CIS-221 or CIS-222, and CIS-225.

**CIS 385 - Theory of Computation (3)**

This course provides an introduction to the classical and contemporary theory of computation. Topics include theory of automata and formal language, computing by Turing machines, Church's thesis, and decision problems. Nondeterminism and NP-hard problems will be considered. Prerequisites: CIS-336 and MAT-254.

**CIS 390 - Distributed Systems (3)**

This course examines how distributed computing systems operate over computer networks. It introduces fundamentals of data communication, including an overview of the use of physical media to transfer bits, time division and frequency division multiplexing, encoding, modulation, bandwidth, throughput, and noise. It focuses on packet switched networks and virtual circuit networks, including a layered approach to network design and coverage of both OSI and TCP/IP models, and internetworking with router-based architecture, IP addressing, datagram encapsulation and fragmentation, transmission via UDP and TCP, and application level protocols such as Telnet, FTP, SMTP and others. Also, provides coverage of general topics and such as routing error handling, security and encryption. Prerequisites: CIS-221 or CIS-222 and CIS-236.

**CIS 396 - Advanced Studies in Computer Information Systems (1 to 3)**

A course in advanced topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

**CIS 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**CIS 421 - Advanced Software Engineering (3)**

A continuation of the study introduced by CIS-320. The student will consider why application of engineering principles to the development of large software systems effects higher quality software development. Current practices regarding software requirements methodologies and system design, documentation standards, software project management, verification and validation techniques will form the basis of the course, to be demonstrated by a class team project in designing a system. Possible additional coverage of software security considerations, software quality assurance documentation and computer human interfaces may be included. Prerequisite: CIS-320.

**CIS 425 - Operating Systems (3)**

This course provides an introduction to computer operating systems and analysis of operating system architectures. Included are consideration of the topics of processes, inter-process communication and synchronization; CPU job scheduling, memory and input/output device management; file system management; virtual memory; and mutual exclusion and deadlocks. Prerequisites: CIS-221 or CIS-222, and CIS-236.

**CIS 430 - Requirements Engineering and Specifications (3)**

This course is a study of the requirements phase within the development of large scale software systems. Topics covered include: requirements elicitation, prototyping, and requirements inspections. Specifying software behavior for state-oriented, function-oriented, and object-oriented models, as well as non-behavioral requirements; and refinement of requirements into preliminary design. Prerequisite: CIS-320.

**CIS 435 - Software Process and Quality Assurance (3)**

This is a course focusing on the process of software development. Coverage includes software metrics, predicting reliability, version control and configuration management. Software design concepts such as reusable components, change during development in response to new requirements, software maintenance and reverse engineering will also be addressed. Prerequisite: CIS-320.

**CIS 440 - Advanced Internet Concepts (3)**

This is a culminating course for the Internet Development track. Topics explored will depend on current development and research interests of the students. The students will deeply explore one or two major trends on the Internet and share that information with the rest of the class. Cutting edge developments will be studied. Ethics, Internet security and strategies for staying current will also be studied. Prerequisite: CIS-340.

**CIS 450 - Ethics in the Computer Society (3)**

This is an independent writing course in which the student will explore various topics in business and personal ethics. Special emphasis will be placed on how certain facets of ethical practices are impacted by the use of computers in society. This course provides upper-level students an opportunity to hone writing skills as well as reflect on their personal integration of faith and learning. Prerequisite: Permission of instructor.

**CIS 452 - Programming for E-Commerce (3)**

This course examines the issues involved in bringing the full range of business transactions to the Internet and World Wide Web. Provides an in depth introduction to storefront user interface, shopping cart, catalogs, certificate authority, order management (order form, order status and order initialization), payment methods and authorization, secure transactions and database storage objects. Additional topics include on-line ordering, transaction security, and digital currencies. Prerequisite: CIS-340.

**CIS 475 - Independent Learning in Computer Information Systems (1 to 4)**

A course designed to allow individualized research or problem solving in Computer Information Systems. Prerequisite: Permission of instructor.

**CIS 480 - Applied Software Development Project (3)**

A capstone course in which the student will design, program, verify, and document a special project assignment selected in consultation with the instructor. The student will work independently under the guidance of a supervisor familiar with the needs of the project. Prerequisite: A declared computer major, at least 90 total credits, a submitted application to graduate, and approval of one's computer academic advisor.

**CIS 482 - Senior Computing Project I (2)****CIS 490 - Senior Seminar (1)**

A course to foster independent study and research skills and pursue topics of current interest in the field of Computer Science. Each student will be required to make at least one oral presentation. Prerequisites: Completion of CIS-480; to be taken in final semester.

**CIS 492 - Senior Computing Project II (2)****CIS 497 - Practicum in Computer Information Systems (1 to 3)**

Individually arranged work assignments designed to give practical work experience in the use of computer systems. Prerequisite: Permission of instructor.

## **CIT - Computer Informatn Technology**

**CIT 112 - Computer Information Technology (3)**

This course provides students with an overview of Computer Information Systems, its history, current computer technology, and future trends. There will be a lot of discussion on a variety of interesting topics. It also concentrates on the basic structure of microcomputer, its hardware, and software.

**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.

**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 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.

**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 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 270 - Basic Web Design and Development (3)**

This course provides a foundational understanding of web design and development. Topics include planning a website, tools available, typography, images, multimedia and maintenance. Emphasis will be placed on understanding current and future trends of web design and development through meaningful discussion and research.

**CIT 272 - Hardware and Software Troubleshooting (3)**

This course covers hardware and software installation, configuration, and trouble shooting. Hardware repair and diagnosis will be addressed, and software patch/fix will also be discussed.

**CIT 280 - Project Management and Integration - Capstone (3)**

This course introduces the basic concept of project management and integration. By using typical business examples students will study the principles of service calls and customer relations skills. It will also introduce the software development life cycle and its related phases. Project management and planning software will be addressed and project documentation will be introduced. A summary project will allow students the opportunity to demonstrate design, implementation, and project management skills.

**CNS - Counseling****CNS 310 - Counseling Theories for the Faith Community (3)**

This course will investigate a range of counseling theories and techniques to prepare parish nurses/ministry caregivers to assist individuals and families to deal with the complexities of life. Skills for assessing and helping different age groups will be included. Experiential or virtual learning will be part of this class. Prerequisite: PSY-150

**CNS 312 - Counseling Interventions for the Faith Community (3)**

This course will provide the parish nurse/ministry caregiver with the necessary skills to collaborate with community and professional agencies. Helping with specific family problems will be explored. Self-care for parish nurses/ministry caregivers will also be included. Experiential or virtual learning will be part of this course. Prerequisite: PSY-150

**CNS 501 - Human Growth and Development (3)**

The study of individual and family development across the life span. An examination of cognitive, affective, personality, and moral development throughout life and family life-cycle stages. Attention is given to cultural, gender, and spiritual influences on development.

**CNS 502 - Multicultural Counseling (3)**

The study of the social and cultural foundations of the behavior 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 the major counseling theories and their applications to the helping relationship. Major therapeutic techniques are studied, practiced, and applied to various theories.

**CNS 504 - Theory and Techniques in Group Counseling (3)**

The study of group theories, dynamics, process, and stages. Group roles and leadership are examined as well as basic and advanced group interventions. Students are required to participate in a therapy group while enrolled in this class. Prerequisites: CNS-503 or by permission of the instructor.

**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. Students will be completing several instruments on themselves which will facilitate self-awareness.

**CNS 507 - Research and Evaluation of Methods and Practice (3)**

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 integration at the presupposition, theoretical, empirical and application levels. Additional emphasis is given to the use of prayer, scripture, healing, and deliverance. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508 or by permission of the instructor.

**CNS 511 - Issues in Addiction Recovery (3)**

Issues In Addiction and Recovery is an introduction and general overview to the major areas of substance abuse counseling and behavioral syndromes. This course will focus on areas of pharmacology, neurology, assessment, treatment protocol documentation, and differentiation between process and substance addictions. The course will also review gender, developmental, group and family counseling dynamics, and program administration. Special addiction issues will examine cultural, gambling, eating disorders, sexual addiction, and co-occurring disorders.

**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 their effects and side effects.

**CNS 513 - Spiritual Formation and Direction (3)**

The study of the development and 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 516 - Advanced Integration of Psychology and Theology (3)**

The study of the advanced integration of psychology and theology including an in-depth examination of the use of the Bible and prayer in the counseling relationship and the doctrine and application of the person and work of the Holy Spirit.

**CNS 519 - Theories and Techniques of School Counseling I (3)**

The study of 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 disorders, sexual orientation, and sexual abuse. Strategies for counseling intervention will be explored.

**CNS 522 - Foundations in Clinical Mental Health Counseling (3)**

This course offers students a comprehensive introduction to clinical mental health counseling. The history and philosophy of mental health counseling, including professional identity, legal and ethical considerations, and credentialing are explored. Students gain an understanding of models and theories related to mental health counseling as well as the operation of mental health services and programs. Additional emphasis will be placed on pastoral counseling and church settings. Prerequisites: CNS-501, CNS-503, and CNS-508.

**CNS 523 - Clinical Mental Health Assessment and Intervention (3)**

This course provides students with the knowledge and skills necessary to complete clinical mental health assessments and diagnostic interviews. Students learn various assessment techniques for individuals, couples, families, children, and adolescents. Emphasis will be placed on mental status examinations and procedures for ensuring the safety of suicidal clients. This course will also explore theory and practice of various crisis intervention models and the use of emergency management systems. Culturally responsible interventions for clients and communities will also be explored. Prerequisite: CNS-522

**CNS 524 - Ecological Counseling and Prevention (3)**

This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services. An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized and a wellness model of counseling is considered. In

addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. Prerequisite: CNS-522.

### **CNS 525 - Contemporary Issues Seminar (1 to 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)**

Theories and Techniques of School Counseling II is a continuation of the first course, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. While School Counseling I focused on the role of the school counselor, this course builds on that introductory course with philosophy and mechanics of building relationships with key individuals and groups in the school community. Additionally, it will help establish tools for developing and maintaining your counseling office, assessing and meeting needs in the community, improving in consultation and collaboration skills, and using technology. You will also be explore theories, best practices, and integrating Biblical principles into your school counseling program. Prerequisite: CNS-519 or by permission of instructor.

### **CNS 533 - Psychopathology (3)**

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

### **CNS 534 - Understanding Addictions for the Greater Good (3)**

This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

### **CNS 535 - Theories and Treatment of Addiction (3)**

The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined. Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addictions counseling. Prerequisite: CNS-511.

### **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 focus will be on the cultural and spiritual contexts and how these impact couples and families. Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced studies in family therapy. Prerequisites: CNS-501, CNS-502, CNS-503 and CNS-504.

**CNS 542 - Major Models of MFT I: Theory Assessment, and Application (3)**

This course is designed to further the student's knowledge of the history, theory, techniques of marital and family therapy. The focus is on the underlying philosophy, theory, and practice of classic approaches to marital and family therapy as they inform the professional identity and practice of the therapist. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. Prerequisite: CNS-541.

**CNS 543 - Major Models of MFT II: Theory, Assessment, and Application (3)**

This course examines widely implemented and empirically validated postmodern marriage and family theory and treatment approaches. There is an emphasis on integrating knowledge and practice of marriage and family theory in the process of treating couples and families. The postmodern movement and its influence on the family, family therapy and theories will be examined. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. Prerequisite: CNS-542.

**CNS 544 - Graduate Capstone Project (3)**

A directed, independent research project designed by the student, in cooperation with a faculty member. The project includes considerable research resulting in a publishable paper and/or presentation. This course is normally taken toward the end of the student's program. Prerequisite: by permission of instructor.

**CNS 545 - Counseling Addicted Families (3)**

The family systems approach to therapy with addicted people in the context of their families, from the perspectives of addiction and recovery. This will require an understanding of family systems and addictions, and a blending of the two. Prerequisite: CNS-511.

**CNS 546 - Major Models of MFT III: Theory, Assessment, and Application (3)**

This class will explore challenges facing today's contemporary family. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Theoretical biological, emotional, and spiritual wellness will be emphasized. Effectiveness research literature as it relates to marriage and family therapy across a multitude of disorders and populations will be presented. 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. Prerequisite: CNS-543.

**CNS 550 - Supervised Practicum (3)**

A supervised counseling experience in the graduate counseling clinic 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-502, CNS-503, CNS-504, CNS-508, and CNS-533.

**CNS 551 - Supervised Internship (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 551A - Supervised Internship - Community Counseling (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 551C - Supervised Internship Continuation (1 to 3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 551D - Supervised Internship - Addictions Counseling (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 551M - Supervised Internship - Marriage and Family Therapy (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 551S - Supervised Internship - School Counseling (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 552 - Supervised Internship (3)**

See CNS-551. Graded on a CR/NC basis. Prerequisite: CNS-551.

**CNS 552A - Supervised Internship - Community Counseling (3)**

See CNS-551A. Graded on a CR/NC basis. Prerequisite: CNS-551A.

**CNS 552C - Supervised Internship Continuation (1 to 3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 552D - Supervised Internship - Addictions Counseling (3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 552M - Supervised Internship - Marriage and Family Therapy (3)**

See CNS-551M. Graded on a CR/NC basis. Prerequisite: CNS-551M.

**CNS 552S - Supervised Internship - School Counseling (3)**

See CNS-551S. Graded on a CR/NC basis. Prerequisite: CNS-551S.

**CNS 553C - Supervised Internship Continuation (1 - 3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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. Graded on a CR/NC basis. Prerequisite: CNS-550.

**CNS 554 - Supervised Internship (3)**

See CNS-551. Graded on a CR/NC basis. Prerequisite: CNS-552.

**CNS 554A - Supervised Internship - Community Counseling (3)**

See CNS-551A. Graded on a CR/NC basis. Prerequisite: CNS-552A.

**CNS 554C - Supervised Internship Continuation (1 to 3)**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting 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 554M - Supervised Internship - Marriage and Family Therapy (3)**

See CNS-551M. Graded on a CR/NC basis. Prerequisite: CNS-552M.

**CNS 554S - Supervised Internship - School Counseling (3)****CNS 559 - Thesis Project (3)**

This course will be the culmination of the students 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. Prerequisite: Permission of instructor and division chair.

### **CNS 560 - Graduate Counseling-Independent Study (1 to 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. Prerequisite: by permission of instructor.

### **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 (CNS-550) and are currently enrolled in Internship, or by permission of the instructor.

## **COM - Communication**

### **COM 100 - Principles of Communication (3)**

Analysis and understanding of the human communication process with attention to interpersonal and public applications. Includes interpersonal and group relationship experiences as well as public speaking. Strongly recommended within first 60 hours of any bachelor's degree program.

### **COM 105 - Communication in Context (1)**

A seminar-style introduction to communication studies and its practical applications through giving voice to the stories of others.

### **COM 110 - Speech Communication (3)**

Develops world changing communicators who are effective and ethical creators and consumers of public address both theoretically and practically.

### **COM 112 - Introduction to Multimedia Storytelling (2)**

Fundamental skills in multimedia technology are integrated through various approaches to non-fiction storytelling. Course includes education in basic page design, image manipulation, audio and video production.

### **COM 113 - Introduction to TV Production (2)**

Introduction to multi-camera and single camera television production. Studio equipment, operations, set, lighting and editing are covered with an emphasis on the creative process from scripting to finished product. Class includes field experience with WIWU-TV51.

### **COM 114 - Intro to Radio Broadcasting (2)**

A practical course introducing the student to the operation of radio equipment, and a radio station. Projects are designed to acquaint the student with current radio station requirements. Included is a survey of the major areas of radio history, technical information, program philosophies, regulations, and social effects.

### **COM 115 - Introduction to Human Communication (3)**

Provides students with an understanding of communication encountered in various social settings, with an emphasis on both theoretical and practical aspects. Students will gain 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. Also examines the ethics of communication, and participate in group projects, leading to presentations.

**COM 116J - Communication Lab-Journalism (0 to 1)**

Provides practical experience working in for The Sojourn, in print and/or online. Requires attendance at weekly story assignment meetings. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

**COM 116P - Communication Lab-Public Relations (0 to 1)**

Provides practical experience working with on- or off-campus organizations in public relations capacity (e.g., event planning, fundraising, sports information, promotion). Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

**COM 116R - Communication Lab-Radio (0 to 1)**

Provides practical experience working for the university radio station, WIWU-FM, completing technical training, on-air broadcasts, and off-air meetings and activities. Required of all students in their first semester on the radio staff. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

**COM 116T - Communication Lab-Theatre (0 to 1)**

Provides practical experience working in theatre program productions. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

**COM 116V - Communication Lab-Television (0 to 1)**

Provides practical experience working for the university television station, WIUW-TV, completing technical training and serving as production crew for the studio and field broadcasts. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

**COM 120 - Introduction to Theatre (3)**

This course offers an overview and introduction to the understanding and appreciation of dramatic arts by examining foundations of drama, dramatic terminology, and dramatic works, as well as basic techniques of the theatre. Students will gain insight into the imaginative and creative process that makes up the art of theatre. Laboratory hours required.

**COM 200 - Convergent Journalism Practicum (1)**

Classroom discussion and laboratory work for the university newspaper (print and online), university magazine, and yearbook. Graded on a CR/NC basis.

**COM 201 - Public Relations Practicum (1)**

Gain practical experience in public relations through working with officially sanctioned groups on campus and with organizations off-campus. Graded on a CR/NC basis. May be repeated, but credit will be assigned for no more than two hours.

**COM 209 - Small Group Communication (3)**

Provides background and skills related to small group communication theory and practice. Students participate in group projects leading to class presentations. Topics include leadership, discussion, roles, consensus, organization, decision-making, and persuasion. Standards for ethical conduct are considered. Prerequisite: COM-115 or permission of Division.

**COM 211 - Introduction to Mass Communication (3)**

A survey of the media communication industries, focusing on their historical development in the United States and professional and ethical standards required in media professions.

**COM 214 - Radio Production (3)**

Principles of audio production are applied to radio station operations. Learn fundamentals of microphone technique and multi-channel digital recording in common radio projects such as commercials and public service announcements. Laboratory work on college radio operation required.

**COM 220 - Radio Practicum (1)**

Laboratory work for the staff of the university radio station. May be repeated up to a total of three semester hours. Graded on a CR/NC basis.

**COM 223 - Communication Graphics (3)**

Course provides proficiency in theory and production skills in computer-aided graphic design for the web, print, and for a variety of communication contexts.

**COM 224 - Introduction to Newswriting (3)**

A survey of the field of journalism, including the news media, the role of reporters, ethics, methods, and operations. Practical application in gathering information and writing news stories through covering campus and University-related activities. Requires field assignments and attendance at newspaper meetings. Prerequisite: ENG-120 or Advanced Standing in English.

**COM 226 - Voice and Movement (3)**

Course focuses on modern acting techniques to gain greater control over body and voice. Students will explore various techniques for the voice and body to clearly communicate characters to the theatrical audience.

**COM 227 - Research Methods in Communication (3)**

Introduces students to the research process. Examines how research is planned and designed, explores both quantitative and qualitative methods, introduces the techniques of these methods, and provides experience in conducting original research. Prerequisite: COM-115 or permission of Division.

**COM 233 - Principles of Public Relations (3)**

Examines the history, roles, functions, purposes, methods, responsibilities, and ethical issues of public relations in various contexts, including corporate, nonprofit, and agency environments. Focuses on how organizations effectively communicate with various publics to achieve specific public relations objectives.

**COM 240 - Television Practicum (1 to 2)**

Independent, creative work in television or video production. Student will propose a project and work with instructor to accomplish project goals over the course of a semester. May be repeated for a total of 2 hours to count toward major.

**COM 250 - Media Scriptwriting (3)**

Principles of developing and writing scripts for multiple electronic media including radio, television, and online forms. Emphasis on the common principles applied across media, and developing scripts in coordination with available production techniques. Applications could include commercials, promotions, educational, public service, news and short-form narratives.

**COM 251 - Principles of Script Analysis (3)**

Explores methods of reading, studying, and analyzing theatrical scripts for production on stage and screen. By concentrating on the script as a vehicle for performance, students understand the script from the perspective of the actor, director, and designer. Extensive writing required.

**COM 252 - Beginning Acting (3)**

Addresses basic techniques of acting applied to creating contemporary characters, including imaginative, emotional, and sensory responsiveness to realistic dramatic situations. Develops appreciation for the craft of acting, and clear and motivated characters for stage and church worship. Primarily for Theatre majors and minors and related majors; nonmajors by permission from the professor or Division Chair.

**COM 270 - Stage Management (3)**

A study of the theory and practice of stage management related to resident and touring theatre companies. Involves the study and practice of all aspects of stage management from preproduction responsibilities through rehearsal responsibilities, performances responsibilities, and ultimately the responsibility for closing the show.

**COM 272 - Stagecraft (3)**

Introduction to scenery, lighting, costume design, technical theater practices, and production management, stressing practical production experience and terminology. Learn to use stools, equipment, and techniques necessary for basic scenery construction, including stock 2-D and 3-D units, weight bearing scenery, properties and basic scene painting techniques. Requires practical production involvement and laboratory hours.

**COM 280 - Intercultural Communication (3)**

Explores intercultural communication theory and practice within interpersonal, group and public contexts. Topics include similarities and differences in values, language, nonverbal, interethnic/intergroup communication, identity, and adaptation. Students will enhance flexibility with such encounters. Meets General Education requirements for Intercultural Competency.

**COM 214CC - Council for Christian Colleges And Universities (1-3)****COM 272CC - Council for Christian Colleges and Universities (1-3)****COM 300 - Communication Research Practicum (1 to 2)**

Guided academic research in communication studies, designed for presentation and publication to external audiences. Requires permission of instructor. May be repeated up to 4 credit hours.

**COM 310 - Stage Design for Theatre I (3)**

Concentrates on stage design, including set design, set painting, props design, and lighting design. Examines evolution of theatrical design and the development of dramatic forms, various design problems, and research possibilities. Basic work at script analysis from the perspective of a designer expected. Learn basic techniques for drafting, rendering, and model-making, skills that are used to create the stage design for a musical.

**COM 314 - Studio Production (3)**

Develops production and leadership skills in studio-based, long-form production. Work as a team to develop and produce an original television program for WIWU-TV. Format may vary among studio forms and could include talk, game show, situation comedy or drama. Prerequisite: COM-113 or permission of Division.

**COM 315 - Principles of Stage Directing (3)**

Explores basic theories and techniques of stage directing for school and professional productions. Through play readings and script analyses, attendance of local performances, and discussion, students develop a basic understanding of the directing process. Direct short scenes to gain an appreciation for the art of directing. Prerequisite: COM-120 or permission of Division.

**COM 317 - Theatre History and Dramatic Literature I (3)**

A historical and analytical study of theater and drama from its origins to the present. Representative plays from each period of theater history will be studied, noting the interrelationship between scenic and production techniques and dramatic form. Examines cultural and historical elements which have influenced the rise and fall of new dramatic forms and practices. Prerequisite: COM-120 or permission of Division.

**COM 321 - Persuasion (3)**

This course examines the science and art (theory and practice) of wielding ethical influence interpersonally, corporately, and publicly. Prerequisite: COM-105.

**COM 322 - Broadcast Journalism (3)**

The process and production of news reporting for radio and television with focus on broadcast writing style. Complete on-air assignments for the university radio station which includes gathering, writing, technical production, and on-air presentation. Prerequisite: COM-224 or permission of Division.

**COM 325 - Communication in Business (3)**

During this course students will develop communication process skills using conventional and social communication technology. Students will illustrate active listening skills to increase their communication effectiveness in business dealings. In addition, students will develop a systematic, written, and spoken communication plan to successfully convey ideas to diverse audiences. All work will be done from a biblical perspective.

**COM 326 - Conflict Communication (3)**

This course examines the role of communication in managing interpersonal, group, and organizations conflict. Prerequisite: COM-105.

**COM 329 - Media and Society (3)**

A critical approach to interpreting media messages is grounded in the study of how messages are constructed, how media industries function and are shaped by social structures and how communication theory and research explain media impact on society. Emphasis is placed on making informed choices as a media consumer, and considering the impact of media from a Christian perspective. Course can be used toward the Social Science and Psychology General Education requirement.

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**COM 331 - Public Relations Writing and Publicity (3)**

Partnerships with public agencies allow the acquisition of professional-level experience and skills in publicity, promotion, and fund-raising in various settings. Examines how organizations interact with print, broadcast, and online media to gain publicity. Explores general principles of media relations and develops the writing, presentation, and production skills used in media relations work. Prerequisite: COM-233 or permission of Division.

**COM 332 - Photojournalism (3)**

Examines the applications of functions performed by pictures, how photography developed, the essential techniques used by professional photographers and editors. Use photography to tell a story, set a mood, and capture the high point of an event.

**COM 336 - Special Topics in Communication Arts (3)**

Provides more intensive and advanced study of specific areas of communication (i.e., Communication Studies, Journalism, Media Communication, Public Relations, Theatre). May be repeated to earn up to 6 credit hours. Prerequisite: COM-115 or permission of Division.

**COM 340 - Communication Theory (3)**

Examines definitions and models of communication. Exploration of specific theories will be emphasized through individual research. Prerequisite: COM-115 or permission of the Division.

**COM 352 - Interpersonal Communication (3)**

Practical study through examination of theory, actual practice, and criticism of the speech communication process in relatively unstructured face-to-face settings.

**COM 353 - Magazine Writing (3)**

Involves study of theory, practice, and marketing of magazine articles. Study of magazine markets and planning, gathering, organizing, writing, and marketing nonfiction articles for print and online magazine publication. Prerequisite: COM-224 or WRI-224 and permission of Division.

**COM 355 - Advanced Acting (3)**

Focuses on period acting styles, including interpretation, rehearsal, and the creation of roles. Lectures and studios examining a specific topic, style, or range of acting styles will be the primary mode of learning. Create characters in the various historical acting styles. Prerequisite: COM-252 or permission of Division.

**COM 362 - Scriptwriting (3)**

Introduces students to the various forms of scriptwriting by exploring the art of storytelling as expressed in stage and film and by studying the accepted principles that shape this art form. Develops skills in scriptwriting, particularly in the areas of adaptation, one-acts, sketch comedy, and group writing, concentrating on writing for the theatre and church. Prerequisite: ENG-120 (or writing competency requirement met) and COM-251 or permission of Division.

**COM 363 - Media Law and Ethics (3)**

Detailed survey of U.S. media law including First Amendment principles, libel/slander, prior restraint and broadcast regulation. Ethical frameworks for decision making in journalism and other media production work will be considered in a case study approach.

**COM 364 - Field Production (3)**

Advanced television production and operations associated with field production including concepts and practices in scripting, producing, editing, and on-location directing with a single-camera format. Prerequisite: COM-113 or permission of instructor.

**COM 365 - Broadcast Performance (3)**

Vocal and visual performance techniques for radio and television are developed with a focus on repetition and in-studio application on university broadcast outlets. Principal areas of study include vocal dynamics, interviewing, ad-lib and on-camera presentation.

**COM 366 - Organizational Communication (3)**

Examines the role of communication in organizations and the effect organizational structures have on communication from both theoretical and practical perspectives. Prerequisite: COM-115 or permission of Division.

**COM 367 - Stage Design for Theatre II (3)**

Study and development of technical theatre design and application skills related to stage costuming and makeup and property design. Work with conceptions and practical applications of design, creation, and application techniques. Specific topics include Fundamentals of Stage Costuming and Makeup, Hair Wigs, Facial Hair, Age Makeup, Animal Makeup, Three-dimensional Make-up, Special Effects, and Character Makeup. Prerequisite: COM-272.

**COM 368 - Theatre Management (3)**

A study of the theory and practice of theatre management in areas of commercial, non-profit, college, and community theatre. Theory and practice of administration for non-profit and commercial theatres. Involves the study of theatre unions, financial considerations, promotions, grantsmanship, audience development, and career opportunities in the field of theatre management.

**COM 370 - Symbols and Imaging (3)**

Explores the nature and use of symbols and imaging in social communication, the media, and advertising. Examines how to select symbols that capture the nature, message, service, or product of an institution or corporation for public awareness and service.

**COM 373 - Convergent Journalism (3)**

Teaching and practice in producing content for multimedia outlets with emphasis on preparing stories. Instruction in journalism techniques particularly applicable to digital platforms. Prerequisites: COM-112 and COM-224.

**COM 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**COM 352CC - Council for Christian Colleges (3)****COM 422 - Television News (3)**

Advanced course combining principles of journalistic writing and reporting with the field production techniques of television news and online news management. Students will learn the basic concepts of broadcast reporting, producing a television news program and managing an online website connected to the news content. The student is expected to spend many hours outside of class mastering reporting techniques, including technical expertise, and will also work as a team member in completing newsroom functions. Prerequisites: COM-113 and COM-224.

**COM 431 - Public Relations Campaigns and Cases (3)**

Focuses on public relations as a management function in organizations. Students analyze case studies that exemplify how real organizations successfully apply communication principles to solve public relations problem and maximize opportunities. Prepare and implement a public relations campaign for a client. Prerequisites: COM-233 and COM-331.

**COM 445 - Communication Internship (3)**

A supervised and intensified hands-on work experience in a professional work environment. Student's interests and competencies must coordinate with the professional activities of the cooperating organization, and the student must have successfully completed work related to the internship. May be repeated up to a total of 6 credit hours. Graded on a CR/NC basis. Prerequisites: COM-235, the gateway course for the appropriate major, and permission of the instructor.

**COM 464 - Media Management (3)**

Focuses on leadership principles and issues for students pursuing management careers in media organizations. Leadership styles are addressed through case studies and key issues in economics, and regulatory law and new technologies are applied to decision making strategies. Prerequisite: COM-211.

**COM 475 - Communications-Independent Learning (1 to 3)**

Independent study in communication.

**COM 479 - Communication Senior Seminar I (1)**

Course is the beginning of the Senior Capstone experience for all Communication and Theatre majors. Includes preliminary work on portfolio and senior project as well as analysis of professional and academic experiences across the program of study. Prerequisite: Senior standing.

**COM 480 - Communication Senior Seminar II (3)**

Continues the senior capstone experience for Communication and Theatre majors. Students develop a philosophy of communication based on their study, a senior career and academic portfolio and a creative project in their area of specialty. Prerequisites: COM-479.

**COM 483 - Advanced Newswriting and Reporting (3)**

A continuation of Introduction to Newswriting, with greater emphasis on practical experience and in-depth development of stories, interviewing, research methods, Internet resources, and other investigative tools for professional journalists. Gain professional experience and published clips through reporting and writing stories for a local news outlet. Prerequisite: COM-224 or WRI-224, or permission of Division.

**COM 475CC - Global Studies Program (1-4)****COMM - Communications****COMM 515 - Decision-Making and Essential Business Communication (3)**

In this course students will learn how to analyze management problems and opportunities that occur across multiple functional areas in business. Drawing on their assessment of underlying assumptions, cognitive bias, and organizational barriers, students will increase their collaborative problem solving and ethical decision-making capacities. They will also demonstrate effective communication practices regarding problem and/or opportunity identification and the proposed courses of action to various constituent groups.

**CON - Continuing Education****CON 253 - Contemporary Economic Problems: Free to Choose (2 to 3)**

A penetrating interdisciplinary analysis of critical current economic issues including government and the economy, money and inflation, worker and consumer protection, tax reform, the welfare system, medical care, education in America, and America's future. Features a sequential viewing of the award-winning Milton Friedman film series "Free to Choose," with informative and stimulating discussion following the viewing of each film. Gives elective credit or credit toward a major in Business Administration, Economics, History, Political Science, or Social Work. May be taken for two or three credits.

Crosslisted as: ECO-263.

**CONG - Congregational Formation****CONG 520 - Building a Multi-Generational Ministry (3)**

This course presents a careful explanation of how almost any church or ministry can utilize key research-based steps to grow into a healthy multi-generational ministry. The course traces the root of congregational and organizational 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 and ministries will be explored. (Practical)

**CONG 525 - Newcomer Integration (3)**

This course examines the critical issues that determine whether newcomers to a church become active, regular participants, or stop coming. Focus will be on the key elements and events in this process of inclusion, beginning with the first visit and ending one year after membership. Students will be introduced to the most current research and strategic thinking in the field, and will develop a workable "system" that will significantly increase their church's retention of visitors.

**CONG 530 - Family Ministry for 21st Century Families (3)**

This course explores the sociological dynamics of family systems in order to develop appropriate models of care, counseling, and ministry programming for families. Students examine potential dysfunctions present in the home and explore effective communication within the family, spiritual formation in the home, and ways to create partnerships between the church and home. The course also looks at various models of family ministry in the local church.

**CONG 540 - Programming and Management in Family Ministry (3)**

This course explores the administrative dimensions of youth and family ministry, how to bring the resources of an organization together in such a way as to maximize working relationships of people and programs for the benefit of both the organization and the individuals who comprise it. Students will examine the biblical bases for visionary leadership and the practical skills of creating and maintaining healthy programs for youth and families.

**CONG 550 - Child and Adolescent Development (3)**

This course explores the dynamics of child and adolescent development with a view to developing appropriate models of programming and ministry for children, teens, and their families. Students examine the thinking of classic and contemporary developmental theorists and explore ways in which these works inform and enrich children, youth, and family ministry.

**CONG 600 - Congregational Spiritual Formation (6)**

This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

## **CRJ - Criminal Justice**

**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 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.

**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 275 - Police Administration (3)**

A study of various organizational structures and issues affecting the operation of police agencies. Practical problems and issues including police deviance, administration, patrol operations, and others are discussed.

**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 290 - Colloquium in Criminal Justice (3)**

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.

**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 (3)**

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 352 - Criminal Investigation and Evidence (3)**

Fundamentals of criminal investigation, crime scene search and recording, collection and preservation of physical evidence. Investigation techniques of specific criminal acts such as homicide, rape, child molestation, burglary, and sexual crimes are presented.

**CRJ 355 - Political Influence and the American Judiciary (3)**

The goal of this course is to explore ways to protect judicial independence in a politicized environment by gaining an understanding of the impact societal trends have on the American Judiciary.

**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 452 - Interpersonal Violence (3)**

This course will examine in some detail crimes such as murder, serial killers, child molesters, rapists, and related crimes of violence. Topics such as psychological profiling of serial killers, rapists, and child molesters will also be discussed.

**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.

**CRJ 475 - Criminal Justice-Independent Learning (1 to 3)**

Individually arranged study and/or research in the area of criminal justice.

**CRJ 485 - Practicum in Criminal Justice (3)**

Designed to place the student with a criminal justice activity for a firsthand look at how the agency functions.

**CRJ 486 - Capstone in Criminal Justice and Homeland Security (1)**

Students completing this course will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing a current issue within Criminal Justice or Homeland Security relevant to their interests.

**CRJ 490 - Criminal Justice Senior Seminar (1)**

This course will provide an opportunity for seniors in the criminal justice program to meet and discuss selected topics involving current issues facing the American system of justice. Group discussion, presentations, and brief research papers will be used in the seminar.

**CRJ 526 - Criminal Justice Policy (3)**

This course examines the design, implementation, and evaluation of policies and programs intended to bring about improvements in the structure and functioning of the criminal justice system. In this course, students will explore how viable policies and programs are generated and put into practice, specifically in law enforcement, courts, and corrections.

**CRJ 534 - Criminal Justice Administration (3)**

This course is a study of the management and control of the criminal justice system, including law enforcement, corrections, and the court system. The emphasis will be on the reasons for and effectiveness of management techniques applied to the criminal justice system.

**CRJ 542 - Economic Analysis of Crime (3)**

This course explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and criminal justice.

**CRJ 586 - Criminal Justice Leadership (3)**

This course examines how criminal justice leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making.

## **DNP - Doctor of Nursing Practice**

**DNP 710 - Science of Nursing (3)**

Designed to utilize reflective practice to explore concepts essential to the highest level of nursing practice. Applies theories across disciplines within a philosophical, ethical, and a Christian world view.

**DNP 715 - Systems and Organizational Leadership (3)**

Explore the knowledge base and skills necessary to become a systems and organizational leader. Examine the relationship of complexity and systems to organizational decision making, practice roles, quality, and leadership.

**DNP 730 - Applied Population Health (3)**

Provides a strategic view of population health management to improve healthcare outcomes beyond the individual to encompass global communities. Social determinants of health will be examined to minimize the impact of illness on various populations. Students will incorporate an evidence-based approach to care for multicultural communities.

**DNP 750 - Information Management (3)**

Examine leadership skills utilized in information management to establish an effective ethical organizational culture. Information technologies and how they can best be utilized to impact the healthcare environment will be explored. Analysis of the knowledge base and advanced skills required in healthcare information evaluation will be a focus.

**DNP 801 - Translating Evidence Into Nursing Practice (TENP) I (1)**

This course is the first in a series of courses designed to provide the knowledge and skills essential for the advanced practice nurse to evaluate, translate, and integrate extant knowledge into clinical practice. Translating Evidence into Nursing Practice I introduces the doctoral student to the expectations of the final clinical research project. Students will learn how to conceptualize clinical practice problems and transform these issues into answerable research questions. The course will include an on-site residency. Practicum hours are required for this course.

**DNP 802 - Translating Evidence into Nursing Practice (TENP) II (1)**

This second course in the Translating Evidence into Nursing Practice series is designed to focus on exploration of the literature and databases relative to the phenomenon of concern established in Translating Evidence into Nursing Practice I. Emphasis is placed on the systematic appraisal and utilization of nursing knowledge, clinical effectiveness, evidence-based practice and translational science. Ethical research principles and patient values are examined. Practicum hours are required for this course.

**DNP 803 - Translating Evidence Into Nursing Practice (TENP) III (1)**

This third course in the Translating Evidence into Nursing Practice series is designed to develop the methodology for the study. Emphasis is placed on study designs and selection of a suitable design to address the phenomenon of concern. Practicum hours are required for this course. Prerequisite: DNP-802; Pre or Co-requisite: DOL-810

**DNP 804 - Translating Evidence Into Nursing Practice (TENP) IV (2)**

This fourth course in the Translating Evidence into Nursing Practice series is focused on implementation strategies of the study designed in Translating Evidence into Nursing Practice III. Emphasis is placed on project management for completion of the study and on leadership skills necessary for translating findings into practice. Plans for public dissemination of findings will be established. Practicum hours are required for this course. Prerequisite: DNP 803.

**DNP 805 - Translating Evidence Into Nursing Practice (TENP) V (1)**

This final course in the Translating Evidence into Nursing Practice series focuses on implications for practice and culminates with the dissemination of project findings in a public forum appropriate for the study. This course will include an on-site residency. Prerequisite: DNP 804

**DNP 815 - Practica Continuation (1 to 5)**

Continuation course for students who do not meet the requirements for graduation for the DNP degree. Students will include those who need additional practica hours and/or students who have not completed the Translating Evidence into Nursing Practice Project by the end of DNP-805. Pre-requisite: DNP-805

**DNP 820 - Advanced Healthcare Policy (3)**

Prepares students to critically analyze and influence the cycle of healthcare policy. Focus will be on leadership in the development and implementation of institutional to international healthcare policy as it relates to healthcare reform and strategic planning.

**DNP 830 - Global Healthcare (4)**

Provides students the opportunity to develop a comprehensive and engaged understanding of global health issues, social determinants of health, and problems associated with healthcare service provision in resource-constrained and marginalized communities. The graduate student will complete a healthcare project focusing on capacity building in collaboration with a global community. International travel is expected in this course.

**DNP 840 - Resource Management in Healthcare (3)**

Focuses on the critical analysis of the allocation, management, and evaluation of healthcare resources along the continuum of practice. Emphasizes the art of stewardship and its relevance to healthy client outcomes.

**DNP 870 - Critical Inquiry and Data Management (3)**

Building upon the foundation of master's level knowledge, this course provides the basis for the scholarship of evidence-based practice in nursing at the doctoral level. Statistics and research methods will provide tools for predicting and analyzing the application of information from diverse sources to complex practice situations. The student will learn methods of evaluation and dissemination of findings from the translation of evidence into practice to improve outcomes in a practice setting or healthcare organization, and participate in collaborative research.

**DNP 900 - TENPP Continuation (1)**

DNP-900 is a one-credit-hour course for the completion of the TENPP. Students will continue working with the assigned advisor. This 10-week course may be taken a maximum of seven times. A resource fee to maintain continuous enrollment is associated with this course.

**DOL - Doc Org Leadership****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 710 - Advanced Leadership Theory (3)**

This course presents the key foundational concepts essential to an understanding of leadership. The paradigm of servant leadership will be considered within a thorough study of the historical and theoretical models of leadership. Leadership will be defined and should be understood within the context of action and function and then expanded into the specific context of organizational life. Learners should discover their unique giftedness to lead and serve and should actively build their leadership understanding and competencies.

**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 730 - Leadership and Personal Development (3)**

This course explores the leader's relationship to self and the unique demands of authenticity and character to leadership. Students will explore their unique life calling and assess their personal leadership practice and potential. The nature of people will be explored in an attempt to understand the human condition with its implications for motivation, learning and leading. Since leaders lead out of who they are, each student should reflect on their spiritual nature and explore the darker shadow sides of people that end up creating deep hindrances to effective leadership. This course will build off of and serve as continuation of Advanced Leadership Theory.

**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 - Organization 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 fall, winter, and spring 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 fall, winter, and spring 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 fall, winter, and spring 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 Learning (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 850 - Governance, Negotiation and Partnering (3)**

This course examines the leadership roles and strategies of fiduciary, sociopolitical, ethical and legal responsibility of for-profit and not-for-profit organizations. Governance, partnerships, and negotiation issues using current research, case studies, and site-based inquiry will be explored. Topics include how market infrastructure (contracts, partnerships, alliances, regulations, policies, law, intellectual property) affects governance. Students will explore the significant roles that boards play in organizations, gain an understanding of the complex political environment in which organizations operate, evaluate simple partnership agreements, and become familiar with resources utilized in the governance of organizations.

**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 860 - Advanced Seminars and Praxis in Organizational Leadership (2)****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 fall, winter, and spring 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 fall, winter, and spring 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 fall, winter, and spring terms for two credit hours in each term and must be taken in sequential order. Prerequisite: DOL-860B

**DOL 865A - Advanced Global Seminars and Praxis in Organizational Leadership-A (2)**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-760C

**DOL 865B - Advanced Global Seminars and Praxis in Organizational Leadership-B (2)**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865A

**DOL 865C - Advanced Global Seminars and Praxis in Organizational Leadership-C (2)**

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865B

**DOL 870 - Financing and Funding the Organization (3)**

This course is designed to provide a conceptual framework for financial theories on obtaining and managing scarce resources to maximize organizational impact. These theoretical tools provide a base for understanding business environments, alternative methods of organization and financing, use of financial statements as a management tool, valuation methods and approaches to ethical dilemmas from the perspective of an owner or manager. Students should acquire a common level of financial competency and examine a variety of funding sources, including grants. A foundation will be established for future potential financial dissertation topics through a critical review and analysis of current research.

**DOL 880 - Application of Research Methods (3)**

This course examines specific research methods that students can use to conduct their dissertation research. It will focus on survey and interview research methods but may consider other methods that are appropriate. The course will prepare students to conduct data collection and analysis for their dissertation. Students will be expected to complete a draft prospectus of their dissertation by the end of the course.

**DOL 890 - Independent Study Organizational Leadership (1 to 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 1-2 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. Graded on a CR/NC basis. 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. Graded on a CR/NC basis. Prerequisite: 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. Prerequisite: DOL-900B.

**DOL 915 - Dissertation Seminar (3)**

This course will provide students with an opportunity to 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 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.

**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. Graded on a CR/NC basis.

**EAR - Earth Science****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 the student who has credit in GEO-201 (Physical Geography).



**EAR 131 - Earth Science Lab (1)**

Selected laboratory experiences in the earth sciences. One laboratory period. Prior or current enrollment in EAR-130 is required.

**EAR 132 - Earth Science (with Lab) (4)**

This is a laboratory course designed to give students an understanding of the earth, its processes, history and place in the universe. Major emphasis is on geology, oceanography, meteorology, and astronomy. Human influence on the environment, locally and globally, is explored. Students will gain understanding of the basic systems, their changes, and direct and indirect relation to themselves. Opportunities to develop concept thinking and research techniques will be presented.

**EAR 160 - Rocks and Minerals (3)**

The occurrences, classification, and physical properties of rocks and minerals. Field tests and identification of hand specimens.

**EAR 475 - Independent Learning- Earth Science (1 to 3)**

Individually arranged study and/or research in the earth sciences. Prerequisite: Permission of instructor.

**ECO - Economics****ECO 205 - Basic Economics (3)**

An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

**ECO 211 - Introduction to Economics (3)**

An introduction to the principles essential to an understanding of fundamental economic problems and the policy alternatives to contend with these problems. A special emphasis is placed upon macroeconomics topics including national income, employment, fiscal policy, money, monetary policy, and American economic growth. Not recommended for any major in the Business Division.

**ECO 212 - Microeconomics (3)**

Provides a background for advanced economics courses. A special emphasis is placed upon microeconomics topics including scarcity, division of labor, the economics of the firm, demand and price elasticity, and profits and competition.

**ECO 213 - Macroeconomics (3)**

An introductory survey of macroeconomic theory emphasizing how the U.S. economy works as well as the role and influence of the U.S. economy in global markets. Topics include national income accounting, circular flow, short-run and long-run models of the economy, labor productivity and economic growth, inflation and unemployment, money, monetary and fiscal policy, and competing theories of the business cycle.

**ECO 270 - Comparative Economic Systems (3)**

An analysis of the past and present of various political-economic systems and their implications for the present economy. Systems examined include feudalism, mercantilism, socialism, communism, capitalism, welfare, and interventionism. Prerequisite: ECO-211 or ECO-213.

**ECO 275 - Economics of Poverty (3)**

An interdisciplinary analysis of one of the most publicized issues in America. Discussed are the roots and history of poverty, alleged solutions, and the social and economic consequences of these solutions. Emphasized are the discovery and application of solutions from a Biblical perspective. Prerequisite: ECO-211, ECO-212 or ECO-213.

**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.

**ECO 305 - Entrepreneurship (3)**

The basic problems of starting a new business, obtaining sufficient capital, and bringing a new business to success are examined, thereby enhancing an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. Gives credit for majors in Economics or Business. Prerequisites: BUS-100 and ECO-211.

**ECO 306 - Intermediate Microeconomics (3)**

Provides a thorough grounding in intermediate-level microeconomics. Basic factors of price and distribution theory will be proposed. Topics to be covered include supply and demand analysis, the behavior of consumers and firms, the structure and performance of markets, income distribution, externalities and public goods, and general equilibrium analysis. Prerequisite: ECO-212.

**ECO 307 - Intermediate Macroeconomics (3)**

Provides a thorough grounding in intermediate-level macroeconomics. The course will provide a presentation and study of national income aggregates and accounting including equilibrium analysis of output, employment and the price level, business cycle theory, international macroeconomics and finance, and advanced discussions of economic growth. Prerequisite: ECO-213.

**ECO 310 - Economics Principles for Managers (3)**

During this course students will explore concepts of scarcity, opportunity costs, market pricing, and marginal analysis. In addition, the course will introduce the concepts of production, productivity, and labor costs. This course illustrates economic factors affecting business management and decision-making from a biblical perspective. Models of industrial organizations within markets are compared and contrasted. The course will also distinguish the effects of macroeconomics on business decision-making.

**ECO 315 - Urban Economics and Policy (3)**

An introduction to urban economic theory, urban spatial form, and urban policy problems. Topics include theories of urban evolution and form, regional comparative advantage and trade, urban economic growth and development, the limits to metropolitan size, land-rent gradients, public goods and externalities in urban areas, and urban policy problems: poverty, housing, segregation, transportation networks, congestion, land use planning and issues in local and regional governance and public finance. Pre-requisites: ECO-212 or ECO-213. Student should also be proficient in basic math, algebra and geometry. Knowledge of statistics will also be helpful.

**ECO 320 - American Economic History (3)**

A survey of the history of the United States from the economic viewpoint. Gives credit for majors in Economics or History. Prerequisite: HST-211 or HST-212 or ECO-212 or ECO-213.

Crosslisted as: HST-320.

**ECO 322 - Research Design and Methods in Political Science and Economics (3)**

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research. This course gives credit for political science and history majors. Prerequisite: MAT-112 or BUS-320.

Crosslisted as: POL-322.

**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.

**ECO 340 - Globalization and Economic Development (3)**

An intensive study of recent globalization trends and their impact on both developing and developed economies. A survey of economic development theories in developing economies; the role and influence of the U.S. economy in global markets. Students will discuss current theories of economic development and the arguments for and against globalization, free trade, open immigration, technological change, and the free flow of financial capital. Development topics include population growth and fertility rates, gender equity, educational opportunities for women, private property rights, regime corruption, and the role of the IMF and World Bank in developing economies. Prerequisites: ECO-211 or ECO-213 or consent of the Department.

**ECO 365 - Public Administration and Finance (3)**

A penetrating analysis of public administration and expenditures. Explores revenue including taxation, budget examination, and the effect of fiscal policy on the economy. Gives credit for majors in Economics or Political Science. Prerequisite: ECO-212, ECO-213 or POL-100.

**ECO 399H - Honors College Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**ECO 444 - Money and Banking (3)**

Discusses the theory of money and banking with specific analysis of the value of money, the nature of inflation, the reappearance of business cycles, and the problem of sound and unsound money. Money supply, interest rates, foreign exchange, and the problems of competition between banking and non-banking financial institutions are examined. Gives credit for majors in Economics or Business. Prerequisite: ECO-211 or ECO-213.

**ECO 454 - International Economics (3)**

A study of international trade, the international monetary system, and international trade agreements as a means of broadening an understanding of the American economic system within the context of the world economy. Prerequisite: ECO-211 or ECO-213.

**ECO 463 - Economic Thought (3)**

An analysis of the derivation of economic doctrines from Smith and Ricardo through Marshall and Schumpeter to Keynes, Galbraith, and Friedman. Includes a critical examination of the theories of mercantilism, physiocracy, classicism, Marxism, neoclassicism, and contemporary economics. Gives credit toward majors in Economics or Religion/Philosophy. Prerequisite: ECO-211 or ECO-213.

**ECO 473 - Independent Learning in Economics (1 to 3)**

An opportunity for advanced students to pursue further study in an economic field of special interest after catalog offerings have been exhausted. Prerequisites: ECO-212, ECO-213 and consent of the Division.

**ECO 483 - Economics Practicum (1 to 4)**

An opportunity for advanced Economics majors to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. May be repeated. Prerequisites: ECO-212, ECO-213 and consent of the Division.

**ECO 498 - Economics Seminar - Research (2)**

A seminar course intended to develop the senior Economics major's research skills and professional writing skills in anticipation of a major seminar presentation to be delivered publicly the following semester. Prerequisite: Senior status and ECO/POL-322.

**ECO 499 - Economics Seminar - Presentation (1)**

A seminar course intended to develop the senior Economics major's professional presentation skills with the preparation and oral presentation of the results of the research in ECO-498 from the previous semester. Prerequisites: Senior status and ECO-498 .

**ECO 475CC - Council for Christian Colleges and Universities (1 to 6)****ECON - Economics****ECON 510 - Economic Analysis for Managers (3)**

This course is a survey of microeconomic and macroeconomic theories applied in the context of organizational management. Students will learn foundational concepts and acquire essential tools for making informed business decisions based on a broad range of economic factors. They will examine the implications of monetary, fiscal, and/or international economic policy on organizations and perform quantitative analyses fundamental to managerial economics.

**ECON 511 - Business Economics (3)**

Students in this course will describe how both micro and macro-economic conditions affect business decision-making and apply the concepts of comparative advantage, opportunity costs, and scarcity of resources for decision-making. Students will assess the market economy's pricing system and the theory of supply and demand, identify the major costs of a business, and apply various models of market structure to the analysis of market conditions. Students will integrate the effects of globalization and international trade on the U.S. and global economies from a Christian worldview.

**ECON 512 - Managerial Economics (3)**

Students in this course will synthesize economic theory as used by management to optimize performance within the market economy and apply various methods, including regression analysis, to forecasting applications and business analysis. Students will evaluate the theory and estimation of demand, production, and cost functions, assess the pricing and output decisions faced by firms in different market structures, and evaluate the opportunities and risks globalization presents for firms. Students will integrate biblical wisdom into the economic decision-making process. Prerequisite: ECON-511

**EDCS - Grad Educ Continuing Studies****EDCS 501 - Instructional Design for Online Educators (3)**

This course focuses on the development of skills and knowledge related to the design of online instruction. Participants will develop an instructional design plan, beginning with a needs analysis and progressing through the design cycle to create an online course that meets student requirements for successful online learning. (A Performance Learning Systems online course)

**EDCS 502 - Facilitating Online Learning Communities (3)**

This course focuses on the principles and best z any learning platform. Participants will practice specific online communication skills with multiple tools, manage assessments and feedback appropriately, analyze and solve problems, and create a plan of action for teaching their next online course. This course includes strategies to engage diverse learners, support various learning styles, and handle conflict constructively in the online learning environment. Through class activities, practice course simulations, collaboration with colleagues, and dedicated coaching from the course facilitator, participants will gain the necessary tools to nurture a reflective online learning community. (A Performance Learning Systems online course)

**EDCS 503 - Cultural Competence: A Transformative Journey (3)**

This course equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework "know yourself, your students, and your practice" to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families. (A Performance Learning Systems online course)

**EDCS 504 - Response to Intervention (3)**

This course provides educators with an overview of the Response to Intervention (RTI) framework for providing data-differentiated instruction to meet the needs of today's diverse learners. Participants will learn about assessment and grouping practices for planning differentiated instruction to help students who struggle as well as how to establish structures for successful school wide RTI implementation. Throughout the course, participants will have multiple opportunities to evaluate how RTI can align with their current K-12 classroom and discover occasions for application. (A Performance Learning Systems online course)

### **EDCS 505 - Simulations and Gaming Technologies for the Classroom Online (3)**

This course will familiarize teachers with contemporary gaming technologies, enable them to understand the pedagogical models behind games, and show how these gaming models may be used for learning. Video games provide today's youth with new kinds of learning experiences - like leading a virtual civilization or running a virtual guild with hundreds of other participants from around the real world. Through gaming, children engage in complex problem solving, sophisticated collaboration, and creative expression. However, there is some doubt about the effectiveness of gaming as a learning tool when restricted by old learning models. Today's youth must contend with this dichotomy: life outside school - open access to information, opportunities for deep expertise, multiple pathways for learning - and the learning inside school - traditional learning models, limited access to technology. With growing momentum, a new generation of educators is embracing games for learning. Some are already using learning games like Civilization, a commercially produced game, in the classroom. Promising research shows that games can - and will - become powerful learning environments for children (Barab et al, 2007; Squire & Jenkins, 2003; Squire, 2003). Combining the interactivity inherent in video games with complex learning models, a new generation of games is becoming readily available. Will the education system be ready for this new mode of learning? (A Performance Learning Systems online course)

### **EDCS 506 - Writing Across the Curriculum (3)**

This course is designed to support teachers in grades three through six with effective writing instruction across content areas. Created specifically for upper-grade teachers, this course begins by focusing on direct writing instruction in a writing workshop. Participants will learn and practice specific craft and mechanics techniques that are tangible for students, supporting visible progress toward more general goals, such as writing with detail, sentence fluency, and voice. These sessions will also address how to support student independence within personal narrative and nonfiction units of study. The second half of this course looks at writing in the content areas, including math, science, and social studies. Participants will learn a broad range of writing formats that can elevate the way students process information and engage with material learned. For each content area, participants will learn strategies for effective writing instruction, ways to model writing formats, ways to support below-grade-level writers, and how to balance expectations of writing and content in formal and informal assessments. (A Performance Learning Systems online course)

### **EDCS 507 - Creative Educational Solutions (1 to 4)**

This graduate level continuing studies course provides educators and related personnel with the opportunity to develop a personalized plan to meet identified needs within a classroom, school, school district, or community. Educators prioritize their needs and choose the strategies that best suit their individual plan criteria. Upon completion of an approved plan, the participant will develop action research-based solutions. Creativity in project design, experimentation with new pedagogical approaches, or new uses of instructional technology is highly encouraged. The final project will include presentation to colleagues in various settings.

### **EDCS 510 - Student Engagement and Standards-Based Learning (3)**

Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL Process Skills are featured in this course as participants learn to address the needs of 21st Century Learners and foster progress toward deeper retention and transfer of learning.

### **EDCS 511 - Strategies for the Inclusive Classroom (3)**

In the educational realm of Response to Intervention and Differentiation, classroom teachers need practical, research-based strategies that consistently enhance student achievement for ALL students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six areas of instruction that are focused on the academic and social success of a community of learners.

### **EDCS 512 - Integration of Faith and Learning in P-12 Christian School Classrooms (3)**

The single most important concern of Christian schools and its educators is the integration of learning, faith, and practice in every aspect of the curriculum. The goal of the course is to guide educators to help students think biblically and critically about every subject and about every aspect of their lives. This course will guide Christian educators to 1) make connections

between a biblical worldview and curriculum content, 2) demonstrate a passion for lifelong learning, and 3) help them recognize and use their gifts and talents in a vocation to which God calls them.

### **EDCS 513 - Creating Professional Learning Communities (3)**

Creating Professional Learning Communities Online (PLCs) is a dynamic, results-driven course that emphasizes teamwork, group learning, and professional development. Participants will share ideas, discuss divergent views, and formulate a mutual perspective on how they can significantly improve student achievement. Through team building activities, participants explore the challenges that educators face when forming and sustaining learning communities in schools and districts. By collaborating with classmates, participants learn what a professional learning community can accomplish and how the collective intelligence of an effective team is more powerful than working individually. Collaborative leadership, open communication, and a collective focus on results are explored in detail. At the end of the course, participants will have the skills necessary to form highly-productive PLCs in their schools and districts. They will also have a greater understanding of group learning and how team building strategies lead to student achievement.

### **EDCS 515 - Rigor, Relevance, and Relationships In Today's Classroom (3)**

This course focuses on the sophisticated skills and habits of mind students need to be successful in post-secondary education, the world of work, and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into classroom practice in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have multiple opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to use with their students. This course aligns with the Common Core and the 21st Century Standards.

### **EDCS 546 - Christian Philosophy of Education (1)**

This course 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. 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.

## **EDEL - Education - Engl Lang Learners**

### **EDEL 510 - Language Acquisition in Classroom Instruction (3)**

In this course, candidates explain their understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics, as well as discourse structures, and apply this knowledge to support English Language Learners (ELL's) in their oral and written language use. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement. By using their knowledge of how people learn language, participants will design instruction that best suits the needs of English language learners, ultimately creating an intervention plan for a specific group of ELL students.

### **EDEL 520 - The Impact of Culture in the Classroom for the CLD-ELL Teacher (3)**

This course is designed to engage participants in gaining an understanding of cultural values and beliefs in the context of teaching and learning. Candidates will understand and apply their knowledge about the effects of racism, stereotyping, bias, and discrimination as they develop instruction and classroom climate that purposefully addresses these issues. Candidates plan lessons that reflect culturally responsive teaching techniques demonstrating the interrelationship between cross-cultural issues as they relate to home events and the transition among the culture and language at home, the culture and language at school, and the impact on CLD\ELL's in the P-12 classroom environment. Candidates explore the range of resources and support available to cultural groups in order to include different cultural perspectives in their curriculum and instruction.

### **EDEL 530 - Instructional Strategies for the CLD-ELL Student (3)**

Candidates will know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates will become knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They will integrate technology, as well as choose and adapt classroom resources, appropriate for their CLD/ELL students.

**EDEL 540 - Classroom Assessments for the CLD-ELL Student (3)**

In this course candidates will demonstrate an understanding of various assessment issues as they affect CLD\ELL's, such as accountability, bias, special education testing, language proficiency, and accommodations in formal and informal testing situations. Candidates will explore a variety of standards-based language proficiency instruments that are used in the assessment. They will also understand how assessments are used for identification, placement, and reclassification of ELL's. Candidates will understand and know how to use a variety of performance-based assessment tools, strategies, techniques, technology, and other classroom resources to inform instruction of CLD\ELL students. The role of collaboration in assessment design and administration to inform teaching instruction will also be examined.

**EDEL 550 - Developing Vital Partnerships and Advocacy in a CLD-ELL Program (3)**

This course focuses on the professional growth of the CLD\ELL teacher. Candidates understand the importance of keeping current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. Candidates will demonstrate how they will use this information to reflect on and improve their instruction and assessment practices. As a professional advocate for CLD\ELL's, candidates will understand the importance of working collaboratively with school staff and community to improve the learning environment, provide support, and advocate for ELL's and their families.

## **EDHA - Education - High Ability**

**EDHA 510 - Foundations for High Ability Learning (3)**

This introductory course enables candidates to explore various trends and issues related to the history, definitions, characteristics, recent neuroscience findings, and the impact of societal, economic, and cultural factors on the field of gifted education.

**EDHA 520 - Cognitive and Affective Development of High Ability Learners (3)**

This course is designed to promote development of a comprehensive understanding of the learning differences and characteristics of the academic and social-emotional needs of high ability learners from diverse backgrounds. Emphasis is placed on developing proficiency in differentiated classroom teaching practices that is culturally responsive, integrates technology, and fosters teacher self-efficacy.

**EDHA 530 - Fostering Creative and Critical Thinking Skills in High Ability Learners (3)**

This course is designed to assist teachers to gain a deeper understanding of the processes of creative and critical thinking for the purposes of practicing and teaching the concepts to high ability learners. Topics include the cognitive and affective elements of creative and critical thinking, the nature of creative and critical thinking, and the processes, strategies, and sample products which further creative and critical thinking for P-12 learners. Personal, professional development needs in this area are also considered.

**EDHA 540 - Methods and Digital-Age Media for High Ability Learners (3)**

This course provides practical information on how to integrate current digital media techniques into units, lessons, and self-directed projects in P-12 classrooms for high ability learners that also correspond to contemporary neuro-education research. Professional reflection on the use of digital media in student learning is required. Contemporary perspectives and examples of digital-friendly schools are considered.

**EDHA 550 - Collaboration in High Ability Program Development and Implementation (3)**

This course is designed to promote development of skills in analyzing and applying legal and ethical considerations for developing and maintaining P-12 programs for high ability learners from diverse backgrounds.

## **EDL - Educational Leadership**

**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 600 - District Curriculum Leadership (3)**

This three hour course is designed to prepare aspiring district level administrators with the fundamental knowledge of curriculum development, curriculum alignment, pedagogical synergy, and research-based instructional methodologies. In order for the candidates to be able to lead curricular change at the corporation level, the following topics will be addressed: models of curriculum development and alignment and curricular integration through various research-based instructional methods.

### **EDL 602 - Leading Schools to Be Culturally Responsive (3)**

This course reflects upon the needs of the district administrator to broaden their scope to be culturally responsive in all diverse settings. Although the urban setting will be a main focus, the course will cover the areas of diversity in both the urban and rural settings. The prospective leader will be exposed to, and apply, practical and effective theory in the myriad of areas needed to assure they are prepared for a diverse and culturally responsive district leadership position.

### **EDL 605 - District Personnel Management and Supervision (3)**

The District Personnel Management and Supervision course is a 3 hour blended course. This course explores the various functions considered vital to the efficient use of the school district's most valuable asset, its human resources. This course covers the area of staffing, employee professional development and training, creation of a favorable work environment, federal and state regulations, and the operation of management-labor relations. Activities and assignments will provide hands-on exploration of all aspects of human resource management in creating win-win results through creative problem-solving processes.

### **EDL 610 - The Principalship: Building Relationships in a Culture of Achievement (3)**

The Principalship: Building Relationships in a Culture of Achievement is designed to launch the candidate into a meaningful and productive internship. In depth analysis and discussion of best practices for a successful building leader will drive this course, with an unwavering focus on empowering teachers and other staff to improve student achievement. Involvement of parents and the total community to establish and sustain a vision of high achievement and preparation for the challenges of life after high school will also be emphasized.

### **EDL 612 - Prin Intern: Experiential Application of Building Level School Leader Standards (3)**

Experiential practice in the specialized duties and responsibilities of the school principal will be the focus of the internship associated with this course. The internship provides significant opportunities for candidates to synthesize and apply the knowledge - and practice and develop building leadership skills through authentic experiences that are field-based, standards-based, sustained, and guided by qualified on-site mentors (chosen by the candidate). All experiences will be examined within the context of increasing student achievement.

### **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 IPSB/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. Graded on a CR/NC basis. Prerequisite: EDL-625.

### **EDL 615 - District Facilities Management and Leadership (3)**

The District Facilities Management/Leadership course is a 3 hour blended course. All processes and procedures of administrative responsibility including facility needs and assessments processes, actual renovation process, new construction of facilities, facility staffing, facility occupation, ongoing maintenance and improvement of existing facilities, safety procedures and planning will be a major focus of the course.

### **EDL 616 - Organizational, Operational, and Resource Management (3)**

School building leaders need viable organizational, operational, and resource management skills to create safe and productive environments for students and staff, support school improvement, and achieve desired educational outcomes. Collection,



analysis, and dissemination of data should be used to drive the school's vision for improvement. The building budget must be planned, monitored, and implemented to foster excellence, equity, and balance. The skills and attitudes needed by building leaders to address these vital areas are the focus of Organizational, Operational, and Resource Management.

### **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.

### **EDL 618 - Professional, Ethical, and Legal Leadership (3)**

School building leaders must model the highest levels of professional, ethical, and personal behavior that set the tone for all student and adult relationships in the school. Understanding federal and state laws, rules, and regulations and framing all decisions and actions within those legal parameters are also essential to providing appropriate building leadership. District and school policy manuals and handbooks, contracts, and special education laws and procedures will be examined through the lens of professional, ethical, and legally sound leadership.

### **EDL 620 - Advanced School Finance (3)**

The Advanced School Finance Course is designed to prepare aspiring district level administrators with integral knowledge and enhanced skills for district and building level budgets and accounting practices to enhance governance, promote servant leadership, collaborate with local involvement, incorporate efficient and effective use of monies, as well as to exhibit ethical and moral behavior and decision-making.

### **EDL 625 - Applied Principal's Portfolio Practicum (3)**

The professional growth and development of the aspiring K-12 building level administrator will culminate in the presentation and explanation of the Applied Principal's Portfolio. The candidate will demonstrate competency in all standards of the Indiana Department of Education Building Level Leadership Standards, Interstate School Leaders Licensure Consortium (ISLLC) Leadership Standards, and the Educational Leadership Constituent Council (ELCC) Building Administrator Standards. This course will also include final field experiences in the Mentor-Intern component of the PLP.

### **EDL 650 - Politics, Political Action Committees and Passing Referendums (3)**

This course examines basic skills necessary to develop effective referendum plans, strategies for building successful partnerships for passage of community referendums and knowledge of legal requirements of General Fund and Facilities referendums in the State of Indiana. Internet research, website utilization for teams, and community engagement are a major focus of this course. One of the concurrent themes running throughout the course is that schools/government organizations belong to the community and therefore decisions must be made with a political awareness of the community culture.

### **EDL 657 - Instructional Leadership Through Effective Management of Human Capital (3)**

Instructional Leadership Through Effective Management of Human Capital examines the roles of the K-12 building administrative leader in establishing and maintaining a culture of maximum student achievement by skillful recruitment/recommendation for hiring, supervision, evaluation, and support of building staff. Best practices in building leadership and practical application of leadership theories, visionary planning, and collaborative commitment to school improvement will be examined. Strategies for successful conflict resolution and managing change within the context of continual improvement will be explored.

### **EDL 700 - Applied Superintendent's Internship Practicum (3)**

District Level Internship (3 Hours Blended). The internship is aligned with the first semester of a school year. This course involves a supervised experiential practice in a school setting along with course work and a portfolio to maximize an intern's knowledge, performance, and dispositions aligned with the ISLLC/IDOE Standards. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

### **EDL 701 - Applied Superintendent's Internship Practicum - 2nd Semester (3)**

District Level Practicum (3 Hours Blended). The practicum is aligned with the second semester of the school year. The professional growth and development of the aspiring district level administrator will culminate in the presentation of the

portfolio based on ISLLC/IDOE Standards for district level school leader's criteria. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

### **EDL 705 - ISLLC/IDOE Standards Based Research Thesis (3)**

This course will build on the completed portfolio to produce a professional written thesis organized as a scientific analysis of theory and practice for continuous school improvement reflecting comprehensive P-12 experiential learning, proficiency development, and leadership influence aligned with the eight conceptual framework domains of the ISLLC Standards. A comprehensive paper applying all of the ISLLC criteria in a research based thesis will be orally defended as the "showcase product" of their servant leader practices. The thesis will focus on a research based instructional and assessment continuous school improvement project.

### **EDL 770A - Advanced Leadership Seminar and Praxis for Educators (3)**

This course explores the impact of the school leader's character and competence on the organization. Students will be challenged to strengthen their level of moral leadership as they confront ethical and legal issues. Strategies for personal and spiritual development will be considered.

### **EDL 770B - Advanced Leadership Seminar and Praxis For Educators (3)**

This course explores the theoretical foundations related to organizational theory and adult learning and its impact on the organization and the school's leader. Students will build a collaborative learning community that engages school leaders in knowledge management and continuous improvement strategies aimed at transforming people, units, and the organization.

### **EDL 770C - Advanced Leadership Seminar and Praxis For Educators (3)**

This course explores the school leader's relationship to the change process and practices of international and intercultural leadership in organizations and the individuals that make up these organizations. Students will examine the change processes, innovation, entrepreneurship, barriers to change, and successful structures and strategies aimed at improving the total organization, groups, and individual. Special emphasis will be placed on understanding multicultural globalization and its impact on how leadership is exercised in today's world.

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### **EDL ORE - Orientation to Educational Leadership Programs (0)**

The Indiana Wesleyan University Educational Leadership (EDL) Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the Principal Leadership or Education Specialist program.

## **EDSE - Education - Special Education**

### **EDSE 510 - Classroom Responses to Individual Differences in Language and Culture (3)**

This course provides a foundational understanding of language development so that the classroom teacher can design a variety of culturally relevant strategies for providing student-centered instruction. With a focus on designing instruction to meet the diverse needs of all students, teachers will use technology and other resources to develop individualized strategies.

### **EDSE 520 - Individualized Assessment and Data-Based Interventions (3)**

Teachers will explore current assessment practices with emphasis on legal and ethical considerations, formal and informal assessment tools, test scores, and technical adequacy. They will gain experience making accommodations, using observational assessment, evaluating teacher-made tests, and selecting appropriate diagnostic measures for determining eligibility and accountability for students with exceptionalities of all ages. The course will focus on the use of assessment data to make informed instructional decisions and respectful communication of assessment results.

### **EDSE 530 - Research-Based Behavior Interventions (3)**

This course will focus on exploring evidence-based methodologies for understanding and managing behavior. Teachers will examine behaviors as related to disability, study functional behavior assessment, and develop behavior intervention plans.

Emphasis will be given to legal mandates associated with analyzing behavior and utilizing interventions within the schools with individuals affected by disability. The course includes a 10-hour field experience.

#### **EDSE 540 - Strategies and Interventions for Students With Autism Spectrum Disorders (3)**

Teachers will develop effective teaching strategies and interventions for students with Autism Spectrum Disorders. Based on an understanding of the etiology of the disorders in the autism spectrum, teachers will create evidence-based instructional practices that use assistive technologies to address specific academic, behavioral, social, and communication needs. Teachers will cultivate skills in effectively supporting and enhancing students' success in various environments.

#### **EDSE 550 - Collaboration With Families and Professionals (3)**

This course will equip teachers to collaborate with other educators, service providers, and parents to develop and implement appropriate services and supports for students with disabilities. Teachers will strengthen their interpersonal skills as they seek to address challenges that affect families with children with disabilities. The course will focus on promoting the essential skills of communication and problem-solving through developing self-awareness of the influence of their own and others' attitudes, behaviors, and ways of communicating on instructional practice. Teachers will collaborate in culturally responsive ways with families, other educators, related service providers, and personnel from community agencies.

#### **EDSE 560 - Seminar: Professional Issues in Disability Services (3)**

Teachers will explore professional issues around disability services. Topics include definition, life-span concerns, community collaboration, response to intervention, religion and culture, laws, and bio-medical ethics. The seminar provides teachers with an opportunity to investigate topics that are relevant to their own teaching practice to promote a Christian response to disability.

## **EDS - Special Education**

#### **EDS 215 - Teaching and Learning in Inclusive Settings (3)**

Emphasis is placed on the definition, characteristics, and methodology unique to learners who require mild interventions. A current criminal background check may be required; students are responsible for related expenses.

#### **EDS 324 - Literacy for the Adolescent With Exceptional Needs (3)**

Addresses the literacy needs of the adolescent and adult learner with exceptional needs through an integrated, balanced literacy approach. Special emphasis is placed on expository reading/writing and the study skills required in the middle and high school classroom. Functional literacy skills are also examined.

#### **EDS 331 - Critical Issues in Severe Disabilities (3)**

This course examines the variety of ethical, moral, legal, and programmatic issues that impact on programs for students with severe disabilities. This process of examination will focus on historical practices, legislation, litigation, and the perspectives of professionals, consumers, and family members. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: PSY-276 and EDS-215.

#### **EDS 332 - Community-Based Instruction, Supports, And Services (3)**

Individuals with severe disabilities often require a network of instructional experiences, informal supports, and formal services. This course provides students with the skills necessary to evaluate the learning needs of students with severe disabilities and develop/implement instructional programs in school and community settings. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: EDS-331.

#### **EDS 333 - Interdisciplinary Collaboration (3)**

Services and supports for individuals with severe disabilities are generally provided by professionals from a variety of disciplines including education, medicine, psychology, occupational and physical therapy, religion, and social work. This course focuses on the unique contributions of each discipline and the skills necessary for teachers to effectively and collaboratively plan programs of instruction. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: EDS-331.

**EDS 350 - Assessment in Special Education (3)**

Develops competency in formal and informal assessment. Emphasizes the educational implications of obtained results in programming for learners with disabilities. Stresses practicum experiences specific to the student's course of study.

**EDS 350P - Assessment in Special Education Practicum (1)**

Students will be involved in a practical experience in a local school setting which will provide a "laboratory" for the application of the principles of assessment in special education. A current criminal background check may be required; students are responsible for related expenses. Co-requisite: EDS-350 (Assessment in Special Education). CR/NC

**EDS 354 - Language Arts Methods (2)**

This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. Strategies for incorporating speaking, listening, reading, writing, grammar, spelling, and handwriting as part of thematic units are emphasized. NCTE and IRA guidelines are used as standards of proficiency. Field Experience provided through EDU-373. Work in this course is done in conjunction with EDU-388 (Developmental Reading) and EDU-365 (Children's Literature), and EDU-355 (Social Studies Methods). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

**EDS 361 - Behavior Management in Special Education (3)**

Examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. Focuses on various techniques and methods of applied behavior analysis to both manage the behavior and environment. Stresses practicum experiences specific to the student's course of study.

**EDS 370 - Public Policy and Special Education (3)**

Considers legislation and court cases that assure an education for all learners with disabilities. Centers on relevant federal, state, and local procedures for implementing special education.

**EDS 373 - Early Childhood Practicum (3)**

This course emphasizes the early childhood curriculum, planning for teaching, classroom management and teacher-student interactions. It requires the application of knowledge acquired in EDU-271. Experience will be gained through 150 hours of participation and supervision in a primary setting (P-3) under the direction of a cooperating teacher and university supervisor in an accredited school. Professional development seminars will be included. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-290 and EDU-271. Co-requisites: EDS-388, EDS-354, EDS-355, EDS-365 and Admission to the Teacher Education Program.

Crosslisted as: EDU-373.

**EDS 381 - Methods for Teaching Children With Exceptional Needs (3)**

Reviews the instructional and curricular approaches which accommodate the academic, social, cognitive, communication, and physical needs of the elementary learner with disabilities. Special emphasis is placed on meeting familial and classroom teacher needs.

**EDS 382 - Methods for Teaching Adolescents With Exceptional Needs (3)**

Focuses on methods and materials that meet the educational needs of adolescent and young adult learners with disabilities. Presents a variety of curriculum approaches, including functional/vocational, learning strategies, and compensatory.

**EDS 385 - Special Education Practicum I (3)**

Ninety hours of field experience within a public school classroom under the direction of a classroom teacher and university supervisor. The student must be placed in a resource room or regular classroom with an inclusionary component. Course includes college seminars which provide an overview and guidelines for classroom observation and participation strategies. A current criminal background check may be required; students are responsible for related expenses.

**EDS 386 - Special Education Practicum II (3)**

See EDS-385. CR/NC

**EDS 387 - Special Education Practicum III (3)**

See EDS-385. CR/NC

**EDS 388 - Developmental Reading (3)**

This course studies the theories, approaches, and methodology of teaching reading/literacy in the elementary classroom. Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total Language Arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Co-requisite: EDU-354 (Language Arts Methods) and EDU-365 (Children's Literature). Prerequisite: Admission to the Teacher Education Program.

**EDS 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**EDS 494 - Student Teaching Seminar (1)**

See EDU-495. CR/NC

**EDS 496 - Supervised Student Teaching in Special Education (15)**

Full-time supervised student teaching in accredited schools within Grant County and surrounding areas. Each student will receive two placements of eight weeks each. The placements will be diversified according to the student's program and the licensing requirements. Each student assumes, under the direction of the selected cooperating teacher and with university supervision, responsibility for teaching in the cooperating school. The student teaching will last for a full semester. A current criminal background check may be required; students are responsible for related expenses.

**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 & 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 & Managing Behavior: Theory, Applications & 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 - Assng Lrng: Theory, Dev & Field Apps: Diagnos., Formative & Summative Tools (3)**

This course will focus on competency development in the knowledge base, construction of, and/or application of formal and informational assessment 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 students 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 - Tchng Exceptional Needs Learner: Theory, Applications & 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 - Field Application and Performance Competency Validation - A (1)**

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI 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 536B - Field Application and Performance Competency Validation - B (1)**

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI 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 536C - Field Application and Performance Competency Validation - C (1)**

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI 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 536D - Field Application and Performance Competency Validation - D (1)**

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI 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-36C 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.

**EDS 545 - Study Skills Exceptional Needs Learner: Theory, Appls & Field Practice (3)**

This course focuses on the theory and application of teaching study skills to students with exceptional learning needs. Emphasis is placed on enabling the students to learn reading, writing, and listening techniques that will be helpful to them throughout school and into their adult lives. The use of modifications and accommodations in the classroom, with regard to assignments, assessments, and materials, is highlighted through field experience and expectations.

**EDS 564 - Critical Issues in Severe Disabilities (3)**

This course examines a variety of ethical, moral, legal, and programmatic issues that impact on programs for students with severe disabilities. This process of examination will focus on historical practices, legislation, litigation, and the perspectives of professionals, consumers, and family members. Prerequisite: Exceptional Learners (Special Education) License.

**EDS 565 - Community-Based Instruction, Supports, And Services (3)**

Individuals with severe disabilities often require a network of instructional experiences, informal supports, and formal services. This course provides students with the skills necessary to evaluate the learning needs of students with severe disabilities and develop/implement instructional programs in school and community settings. Prerequisite: Exceptional Learners (Special Education) License.

**EDS 566 - Interdisciplinary Collaboration (3)**

Services and supports for individuals with severe disabilities are generally provided by professionals from a variety of disciplines including education, medicine, psychology, occupational and physical therapy, religion, and social work. This

course focuses on the unique contributions of each discipline and the skills necessary for teachers to effectively and collaboratively plan programs of instruction. Prerequisite: Exceptional Learners (Special Education) License.

### **EDS 575 - Student Teaching One (2 to 6)**

This course provides the candidates working in K-12 exceptional needs settings with supervised practical application of program knowledge, skills, dispositions, and assessment in the Teacher Decision Maker domains. Candidates will complete authentic assessments to document professional growth through an Applied Competency Assessment Portfolio. This course may be repeated for additional areas of licensure. Graded on a CR/NC Basis.

### **EDS 620 - Strategies for Development of Professors Understanding Exceptional Needs Learners (3)**

The analysis of current research in regards to 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. The current policy and practices are examined in relation to the current research and the provision of exceptional needs services. This course also addresses instruction at the university level. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

### **EDS 622 - Strategies for Development of Professors Historical Perspectives-Special Education (3)**

In this course a historical study of social activism, legislation, and court cases that effected the provision of services to students with disabilities and the impact of these changes within the local school setting will be research and examined. Course content and research focuses not only on understanding relevant federal, state, and local procedures for implementing effective programs for students with exceptional needs, but also on understanding the desirability of these procedures from a biblical and current social perspective. In addition, there will be a focus on the components of adult instruction at the university level. The content and activities include an understanding of adult instructional strategies and the incorporation of professional standards.

### **EDS 630 - Strategies for Professors in Diagnosing and Managing Behavior (3)**

This course examines current research addressing instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. There is a focus on evaluating the research on various techniques and methods on social skills, management of behavior and the environment in relation to addressing the diversity of student needs. This course also addresses instruction at the university level. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

### **EDS 632 - Strategies for Professors in Assessing Learning (3)**

This course examines and compares current research and theory concerning the issues in the construction of and the application of formal and informal assessments and the K-12 classroom learning. Emphasis is also placed on the interpretation of assessment data and their implications in designing educational experiences for learners with mild exceptional needs. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

### **EDS 634 - Strategies for Professors in Teaching the Exceptional Learners (3)**

Methods and materials which focus on educational needs of all learners with mild disabilities are the focus of this course. This course examines the current research and theories on the instructional and curricular approaches that accommodate the academic, social, cognitive, communication, and physical needs of learners with disabilities. Theoretical perspectives will be the foundation for informed, knowledgeable teaching practice. Incorporated into the course content are the theories and application of adult learning strategies and the professional standards for teachers of children with exceptional needs through a biblical perspective.

### **EDS 636 - Strategies for Professors in Field Application/Performance/ Competency/ Validation/Portfolio (3)**

This course focuses on the development of university level instructors with skills to supervise non-licensed teacher candidates, who are on emergency permits in mild interventions, with instruction in their practical application of program knowledge, skills and dispositions as well as an assessment of their growth in Teacher as Developer domains. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of Teacher as Developer.

**EDS 640 - Strategies for Professors in Developmental Reading (3)**

This course focuses on the developmental nature of reading abilities for students with mild 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. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of the content areas.

**EDS 675 - Strategies for Development of Professors in Student Teaching I (3)**

This course focuses on the development of university level instructors with skills to supervise non-licensed teacher candidates, in mild interventions, with instruction in their practical application of program knowledge, skills and dispositions as well as an assessment of their growth in Teacher as Developer domains. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of Teacher as Developer.

**00****EDS ORE - Orientation (0)****EDTL - Education - Teacher Leadership****EDTL 510 - Personal Attributes and Leadership (3)**

This course emphasizes the examination of personal identity and personal affective and cognitive attributes and their relationships to effective teacher-leader behaviors.

**EDTL 515 - Leading an Inquiry-Based and Student- Engaging Classroom (3)**

The candidates will examine inquiry or problem-based learning in the elementary and secondary school environment. Methods of balancing the art and science of teaching content will be integrated with inquiry-based strategies of instruction. The candidate will learn strategies to address the needs of the diverse learner in the context of a safe and inclusive classroom. The national common core standards will be examined, discussed, and aligned to inquiry. Constructivist and problem-based teaching techniques to enhance student engagement with and student ownership of required content will be guiding concepts throughout the course.

**EDTL 520 - The Teacher Leader As a Collaborative Coach (3)**

This course enables candidates as teacher leaders to explore the current trends, issues, and research in collaborative coaching, and the impact on professional learning communities, collegial relationship, and student learning.

**EDTL 525 - Curriculum Leadership for Rigor and Relevance (3)**

This course allows teacher leaders to coordinate curriculum in P-12 schools and school districts, focusing on rigorous and relevant learning grounded in 21st Century knowledge and skills. Topics include research-based foundations for curriculum, professional literature and language of curriculum, and frameworks for curriculum development. Teachers will explore ways in which educators can align local curriculum with Common Core Standards and other applicable sets of content-area standards. Course activities and assessments will model research-based practices and focus on authentic, self-directed learning. The course will culminate in a three-stage Understanding by Design (UbD) unit that is consistent with world-changer ways of thinking.

**EDTL 530 - The Teacher Leader in a Professional Learning Community (3)**

This course will address the responsibilities of teachers as team leaders, with special emphasis on the knowledge, skills, and dispositions needed to work in teams to improve student learning. Candidates will analyze and synthesize Biblical and theoretical principles and practical understandings of the complex roles and responsibilities of a team leader in engendering organization commitment, resolving conflict, applying current research as it applies to team leadership, facilitating committee work, building communication skills, planning for student leadership and developing and sustaining professional learning communities.



**EDTL 535 - Leading for Differentiated Instruction (3)**

This course provides teacher leaders opportunities to improve student learning by using research-based instructional strategies that encourage authentic, self-directed learning by P-12 students. Teachers will design instructional units that are aligned with Common Core Standards and other applicable sets of content-area standards, assuring differentiation of content, teaching and learning processes, and student products to support individual learner needs. Instructional strategies will be designed to encourage cooperative and collaborative student learning, project-based learning, and community-based service learning. The course will culminate in instructional practices that differentiate for identified student needs, with specific emphasis on 21st Century college and career readiness.

**EDTL 540 - Leading Instructional Improvement (3)**

The Leading Instructional Improvement course provides a comprehensive exploration of instruction-related leadership principles aligning teacher improvement with student improvement through data-driven decision making and focused professional development. Participants not only develop competencies as effective instructional leaders, they also demonstrate both the capacity to collaborate with peers and establish accountability between student learning and the quality of the instructional program.

**EDTL 545 - Diagnostic Assessment for Learning (3)**

The course will provide an overview of historical, current, and best practices resulting in effective assessments for diverse learners. It is formatted to assist the teacher assessor in implementing a multi-dimensional, continuum of outcome data that supports the curriculum and instruction. The development, implementation, and evaluation of various assessments will be aligned with state and national standards as well as educational psychology theories. Priority is placed on measuring P-12 student learning through traditional, non-traditional, technology-based, and global assessments that lead to relevant adjustments in instruction based on assessment outcomes.

**EDTL 550 - The Culturally Competent Teacher Leader (3)**

This course will: address the knowledge, skills and dispositions of the culturally competent teacher leader, evaluate school cultural anthropology and levels of culture as they impact school culture, mission, and vision, consider buy-in to school mission and vision, examine the use of school climate information to improve school climate, align educational practices to impact student achievement and promote a setting that values the diversity of the school setting, examine school climate and culture and their effect on district organizations, and explore the school's effectiveness in communicating with stakeholders and inharmonious parties through commitment to trust and appreciation of shared values.

**EDTL 555 - 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 analyze and evaluate the role of research in various educational contexts. They use educational research to inform and support their classroom-based research decisions. Candidates also identify an educational problem, select the appropriate research methodology to study the problem, and design and evaluate a classroom-based action research study to address the education problem.

**EDTL 560 - The Teacher Leader As a Change Agent (3)**

This course is designed to enable candidates to demonstrate the knowledge, skills, and dispositions of an effective leader of change, to apply the components of change leadership and change processes to proposal design considerations, and to develop a proposal for an educational change to be implemented in an educational context.

**EDTL 570 - Supporting Quality Instruction and Improved Results Through Professional Relationships (3)**

This course focuses on content specific instructional improvement and on improving teaching effectiveness through the formal and planned improvement of professional relationships. The course will emphasize relationship building strategies that contributes to an effective school culture.

**EDTL 580 - Leading Teachers Through Data-Analysis and Data-Driven Decision-Making for Increased Student Achievement (3)**

This course focuses on leading positive change in classroom and school-level student achievement results through the close analysis of student achievement data. This data analysis will be guided through very specific and research-based best practices for the correct reading and interpretation of data. This course will emphasize the role of teacher leaders in the use of assessment data to lead others in improving individual student performance.

### **EDTL 590 - Providing Teacher Leadership Through High Quality Professional Development (3)**

This course examines the relationship between high-quality professional development, teacher leadership, and student achievement. The course emphasizes National Staff Development Council Standards and requires candidates to demonstrate evidence of successful mastery. Candidates completing this course will identify staff development needs based on analysis of data to plan professional learning for specific groups (and needs) of teachers; and finally, candidates will design and facilitate high-quality professional development for their content area.

## **EDU - Education**

### **EDU 130 - American Education (3)**

An orientation course for students who expect to enter the teaching profession. Considers the history, principles, problems, and philosophy of public education in American society. Study of the desired competencies in teaching, evaluation of one's own capacities, interests, and abilities, and planning of one's professional career.

### **EDU 200 - Educational Technology (1 to 2)**

This course provides an opportunity for the education major to develop skills in using word processing, database, Power Point, spreadsheet applications and webquest development. Application of the uses of the Internet will be included. Foundation to this course are the standards as set forth by the International Society of Technology in Education (ISTE) in their National Education Technology Standards for Teachers (NETS\*T): Also, the student will understand the National Educational Technology Standards for Students (NETS) Basic operations and concepts, social, ethical, and human issues, Technology productivity tools, Technology communications tools, Technology research tools, Technology problem-solving and decision-making tools and how these standards will impact future teachers.

### **EDU 216 - Literature, the Young Child, and Response (2)**

This in-depth course for early/middle childhood majors (P-6) is designed to encourage the student to take a critical look at the art of literature for young children and explore the possibilities of response to that literature. Emphasis will be placed on the careful selection of developmentally appropriate quality literature of various genre. A range of response modes is also explored which include drama, movement, music, and illustration to support students' transactions with text. The course also includes a study of how multicultural perspectives in literature can be considered in order to transform students' knowledge, attitudes and behaviors through careful selection of books for literature-based instruction. A current criminal background check may be required; students are responsible for related expenses.

### **EDU 218 - Critical Issues in Education (1 to 3)**

This course is intended to help education majors to synthesize, integrate, and apply their understanding of current trends and critical issues in the field of education. It will explore, in depth, various topics of relevance to education, and will deepen the education majors' understanding and application of issues presented in the professional education course sequence. Topics will be developed and decided by department. Prerequisite: successful completion of EDU-130, American Education, and completion of 32 credit hours or permission of the School of Teacher Education. Elective credit only.

### **EDU 231 - Phonics I: Phonemic Awareness (1)**

Learn how to develop a child's phonemic awareness to prepare him or her to be a successful reader. This course begins with phonemic awareness assessment options. Based on assessment results, the teacher can determine which strategies are most appropriate for each student. Instructional strategies presented in the course include rhyming, alliteration, onset and rime, syllable segmentation and more.

### **EDU 232 - Phonics II: Phonics (1)**

This course is the second of three one-hour courses which addresses the role of phonics in a balanced reading program. This course will focus on the concepts of grapheme/phoneme relationships, phonic generalizations and syllabication. Materials for teaching and practicing these concepts will be developed.

### **EDU 233 - Phonics III: Word Knowledge (1)**

This course explores word recognition and spelling skills K-12 -- with a K-8 emphasis. Based on extensive observations and experiences in real classrooms it combines discussions of theory and practical assessment tools and techniques with over 250 ready-to-use word study, spelling, vocabulary, and phonics activities presented in a developmental sequence from Preliterate

through the Derivational Constancy stage. It shows students how to work with picture and word sorting, how to use word banks at the beginning of phases, and how to incorporate word study into reading and writing.

### **EDU 234 - Critical Issues in Education (1)**

This one credit elective course is designed to explore research-based classroom management theories and strategies. Students will critically analyze historical and current management theories as they develop their own classroom management plans. Prerequisites: EDU-295 and EDU-296.

### **EDU 240 - Educational Psychology (3)**

A study of the learning processes, methods of evaluation, and basic classroom management techniques. Special attention is devoted to students with special needs and multicultural perspectives. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 and PSY-150.

### **EDU 250 - Principles of Teaching (3)**

The general methods course for senior high/junior high/middle school majors emphasizing lesson design, mastery teaching, motivation, effective instruction, classroom management, learning styles, and multicultural diversity. A current criminal background check may be required; students are responsible for related expenses.

### **EDU 265 - Literature for Adolescents (3)**

Literature for Adolescents emphasizes applying criteria for evaluation, selection, and utilization of literature by reading actual selections, reader response, and discussion. Cultural diversity, developmental appropriateness, appreciation for literature, and lifelong learning are set in the context of current research. The integration of faith and learning is a strong component of the course.

### **EDU 271 - Foundations in Early Childhood (3)**

This course is designed to provide an overview of Early Childhood education including a historic perspective and an understanding of the early childhood curriculum based on developmentally appropriate practice as defined by the National Association of Young Children (NAEYC). Creating, organizing and managing an effective learning environment as well as developing strategies for observing and assessing the young child will be emphasized.

### **EDU 290 - Elementary Education in a Pluralistic Society (3)**

This introductory course for early/middle childhood majors (P-6) is designed to expose the student to the varied teaching strategies/methodologies of classroom management, lesson preparation and presentation, and selection of developmentally appropriate learning activities. The course includes a study of how multicultural perspectives can be reflected in curricular design, planning and evaluating, instructional design and assessment, professional practice, and teachers' and students' knowledge, attitudes and behaviors. Current educational issues such as diversity in the classroom and parent involvement are discussed. A current criminal background check may be required; students are responsible for related expenses. This course is a prerequisite to Stage C Courses. Prerequisite: EDU-130 or permission of the School of Teacher Education.

### **EDU 292 - Fine Arts for Elementary Teacher (3)**

A course designed to acquaint the elementary education major with elements of movement, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. The visual arts component of the class includes teaching techniques and skills in handling the various art materials suitable for the elementary school classroom. A strong emphasis is placed on integrating art into the other elementary subjects. The music component of the class includes a general knowledge of the fundamentals of music, developed through singing, listening, playing, performing, moving and creating. The music component also emphasizes the uniqueness of music as well as the integration of music in other content areas. Prerequisite: EDU-290.

### **EDU 295 - Elementary School Observation/Participation (k-6) (1 to 3)**

Three weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overview and guidelines for classroom observation strategies. May Term. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 or permission of the School of Teacher Education. CR/NC

**EDU 296 - Secondary School Observation/Participation (1 to 2)**

Two weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overview and guidelines for classroom observation strategies. May Term. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 or permission of the School of Teacher Education. CR/NC

**EDU 306 - Mathematics Methods and Materials (3)**

This course is taken in conjunction with EDU-391, Junior Professional Year Clinical Experience. The course fosters the application of methods in the classroom clinical experience. Special emphasis is taken on the use of concrete materials and the transfer to representative and symbolic mathematical language.

**EDU 324 - Literacy in Diverse Classrooms (3)**

This course serves to introduce pre-service teachers to the problems involved in learning from text. This course emphasizes practical strategies of reading and writing and methods of teaching from text that are particularly appropriate for use in middle schools and high schools. This course also addresses issues of student diversity and characteristics of texts for the less able reader to the gifted/talented. Emphasis is placed on the integration of various theories and strategies based on current standards, research and recommendations of IRA, NCTE, NCTM, NCSS, ASCD, etc. Prerequisite: Admission to the Teacher Education Program, or permission of the School of Teacher Education.

**EDU 354 - Language Arts Methods (2)**

This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. Strategies for incorporating speaking, listening, reading, writing, grammar, spelling, and handwriting as part of thematic units are emphasized. NCTE and IRA guidelines are used as standards of proficiency. Field Experience provided through EDU-373. Work in this course is done in conjunction with EDU-388 (Developmental Reading) and EDU-365 (Children's Literature), and EDU355 (Social Studies Methods). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

**EDU 355 - Social Studies Methods (3)**

This course introduces current and emerging ideas and trends for elementary education majors, grades P-6. The focus will be on the development of an integrated/interdisciplinary curriculum. Emphasis on objectives and standards, discovery-inquiry, teaching strategies for diverse learners, and lesson plan/unit plan development will facilitate competency. Special attention will be given to an inclusive environment with differentiated instruction. Based on NCSS standards. Field experience included; component of the Junior Professional Year.

**EDU 356 - Science Methods (3)**

An emphasis is placed on understanding and implementing Guided Discovery Approach. Emphasis on writing performance objectives, discovery-inquiry, teaching strategies, and unit development will facilitate competency in these disciplines. Special attention will be given to learning-styles differentiation. Based on NSF and NCSS standards. Field experience included. Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year.)

**EDU 360 - Elementary Practicum (3)**

Observation and participation in a public/private school classroom. Experience shall be gained under the direction of an identified supervising teacher, with university-provided supervision at the level appropriate to the area, and in an accredited school within the state of Indiana. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: Admission to the Teacher Education Program. CR/NC

**EDU 365 - Children's Literature (3)**

The primary focus of this course is literature for young children and elementary students. It is designed to equip teachers to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. Field experience included. Prerequisite: Admission to the Teacher Education Program. (Component of the Junior Professional Year).

**EDU 373 - Early Childhood Practicum (3)**

This course emphasizes the early childhood curriculum, planning for teaching, classroom management and teacher-student interactions. It requires the application of knowledge acquired in EDU-271. Experience will be gained through 150 hours of

participation and supervision in a primary setting (P-3) under the direction of a cooperating teacher and university supervisor in an accredited school. Professional development seminars will be included. A current criminal background check may be required; students are responsible for related expenses. CR/NC. Prerequisites: EDU-290 and EDU-271. Co-requisites: EDU-388, EDU-354, EDU-355, and EDU-365, and Admission to the Teacher Education Program.

### **EDU 382 - Methods of Teaching Senior High/ Junior High/Middle School Subjects (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

### **EDU 382C - Methods of Teaching Senior High/Junior High/Middle School Practicum (1)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Field experiences will be offered in appropriate subject areas and grade levels. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program.

### **EDU 383P - Secondary Practicum P-12/5-12 (1)**

Students gain field experience applying effective methods in a public/private school classroom under the direction of a classroom teacher and evaluated by a university supervisor. The field experience will be offered in appropriate subject areas and grade levels. A Criminal Background Check is required. The practicum includes college seminars to provide guidelines for the experience. Prerequisites: Admission to the Teacher Education Program or permission of the School of Teacher Education.

### **EDU 384P - Content Specific Second Pract P-12/5-12 (1)**

Students gain added field experience working to remediate teacher effectiveness and classroom performance. The student will be assigned to a public/private school classroom under the direction of a classroom teacher and evaluated by a university supervisor. The field experience will be offered in appropriate subject areas and grade levels. The practicum includes college seminars to provide guidelines for the experience. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to the Teacher Education Program or permission of the School of Teacher Education.

### **EDU 386 - Corrective Reading (3)**

This course provides prospective teachers with practical experience in classroom diagnosis of reading problems as well as techniques, methods, and materials involved in remediation. Diagnostic Teaching strategies based on current research and International Reading Association guidelines are emphasized. Field experience provided through EDU-391. Prerequisites: Admission to the Teacher Education Program, EDU-354, and EDU-388. (Component of Junior Professional Year).

### **EDU 388 - Developmental Reading (3)**

This course studies the theories, approaches, and methodology of teaching reading/literacy in the elementary classroom. Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total Language Arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Co-Requisites: EDU-354 (Language Arts Methods) and EDU-365 (Children's Literature). Field experience provided through EDU-373. Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

### **EDU 391 - Junior Professional Year Clinical (3)**

Experience applying the methods of the junior professional semester in the public/private school classroom. Students spend one-half of each day (afternoons, a total of 150 hours) each semester working alongside a practicing teacher. A current criminal background check may be required; students are responsible for related expenses. CR/NC

**EDU 392 - Intercultural Tutoring Practicum (1)**

Individually arranged program of tutoring experience during which the college practicum student tutors a student from another cultural background who is struggling academically. The tutor will assess learning and plan remediation strategies for the child. This practicum will be under the direction of a University Supervisor. This experience will last no less than 10 weeks and will include two sessions weekly at 2 hours each. Prerequisites: Admission to the Teacher Education Program and successful completion of Stage C courses.

**EDU 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**EDU 382EN - Methods of Teaching Senior High/Junior High/Middle School English (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

**EDU 382HE - Methods of Teaching Senior High/Junior High/Middle School Health Education (2)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

**EDU 382MA - Methods of Teaching Senior High/Junior High/Middle School Math (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

**EDU 382MU - Methods of Teaching Senior High/Junior High/Middle School Music (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

**EDU 382PE - Methods of Teaching Sr High/Jr High/ Middle School Physical Education (2)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

**EDU 382SC - Methods of Teaching Senior High/Junior High/Middle School Science (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science,

Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

### **EDU 382SP - Methods of Teaching Senior High/Junior High/Middle School Spanish (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

### **EDU 382SS - Methods of Teaching Sr High/Jr High/ Middle School Social Studies (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

### **EDU 382TE - Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite for TESOL Education majors: EDU-382C.

### **EDU 382VA - Methods of Teaching Senior High/Junior High/Middle School Visual Arts (3)**

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

### **EDU 475 - Independent Learning in Education (1 to 3)**

Individually arranged reading, problem solving, or research in current trends of education. Prerequisites: ENG-120 or equivalent, consent of professor, School of Teacher Education, and Associate Dean for Academic Affairs.

### **EDU 490 - Supervised Student Teaching in Senior/Junior High/Middle School (5-12) (15)**

Full-time student teaching in accredited schools under the direction of a supervising teacher and a School of Teacher Education faculty supervisor. Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

Crosslisted as: EDU-492.

### **EDU 491 - Supervised Student Teaching in Elementary School (K-6) (15)**

Full-time student teaching in accredited schools under the direction of a supervising teacher and a School of Teacher Education faculty supervisor. Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

**EDU 492 - Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12) (15)**

(Art, Music, Physical and Health Education) Full-time student teaching in accredited schools under the direction of a supervising teacher who has participated in supervisory seminars conducted by the Indiana Wesleyan Teacher Education Program (with the exception of cross-cultural student teaching placements). Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

**EDU 495 - Student Teaching Seminar (1)**

A seminar stressing a professional examination of principles of classroom instruction and management, certification, job search procedures, interviewing strategies, mock interviews, accountability, and current issues in education. Activities relate theory to practical experience. An emphasis is placed upon the individual's refinement of reflective analysis skills regarding instructional/managerial strategies. CR/NC

**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 stimulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role plays that produce clear and rapid learning.

**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 531 - Create Meaningful Activities To Generate Interesting Classrooms (3)**

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

**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 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 in to a school wide 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 with credit in 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 with credit in 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 545 - Contemporary Issues in 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 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 - Bldg 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 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. Not open to students with credit in EDUE-551.

**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 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 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 with credit in EDU-593.

**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. Not open to students with credit in EDUE-556 or EDUE-602.

**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 556B - Applied Educational Research - B (1)**

This course is a continuance of the two hour Research class offered earlier in the program (EDU-556A)

**EDU 558A - Integrating Educational Technology Across the Curriculum (1)**

This course has two primary purposes. First, M.Ed. candidates will build and implement a Professional Technology Growth Plan in EDU-553 to build knowledge and skills by incorporating educational technology across their curriculum. Candidates will demonstrate their technology growth through the portfolio process and by developing lessons for the classroom setting. Second, candidates will expand proficiency development by utilizing educational technology for major course work in all M.Ed. classes beyond EDU-554 and in the development of the Applied Masters Portfolio.

**EDU 558B - Integrating Educational Technology Across the Curriculum (part B) (1)**

A continuation of EDU-558A.

**EDU 558C - Integrating Educational Technology Across the Curriculum (part C) (1)**

A continuation of EDU-558A and EDU-558B.

**EDU 559A - Applied Masters Portfolio Practicum (1)**

This course will provide the candidate with supervised practical application of Teacher as 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 559B - Applied Masters Portfolio Practicum (part B) (1)**

A continuation of EDU-559A.

**EDU 559C - Applied Masters Portfolio Practicum (part C) (1)**

A continuation of EDU-559A and EDU-559B.

**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 563 - Mega Bytes: Merging Educational Goals & Interactive Multimedia Projects (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. This course cannot be applied to the M.Ed. degree.

**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 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 568 - Foundations for Reading and Literacy (3)**

This course provides foundational knowledge and principles that underlie the topics, issues and strategies relevant to reading instruction. Not open to students with credit in EDU-543.

**EDU 569 - Designing Curriculum & Instruction With Learner in Mind Grades 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 with credit in EDU-550 or EDUE-550.

**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 571 - Psychology of Learning (2)**

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

**EDU 572 - The Exceptional Child (1 to 2)**

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 to 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 (2 to 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 - Methods of Teaching Senior High, Junior High, Middle School (3)****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 (2 to 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 (1 to 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.

**EDU 583 - Reading Field Experience and Assessment Two (1)**

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

**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 585 - Independent Study Graduate Education (1 to 3)****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 with credit in EDUE-507.

**EDU 589 - Instructional Approaches for Teaching Diverse Populations (3)**

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 589A - Integrating Diversity Perspectives In Education (a) (1)**

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 589B - Integrating Diversity Perspectives In Education (b) (1)**

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 590 - Reading to Learn: Comprehension 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 with credit in EDS-500 or EDU-555.

#### **EDU 594 - Leadership for School Improvement (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 with credit in EDU-538.

#### **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. Prerequisites are EDU-571 and EDU-574.

#### **EDU 597 - Seminar in Graduate Education (3)**

This course provides educators the opportunity to analyze cogent trends and issues facing P-12 teacher leaders and school administrators. The course is taught in a seminar format. Emphasis is given to the role of educators as world changers who examine the art and science of teaching through the conceptual lens of character, scholarship, and leadership.

**EDU 578BI - Methods of Teaching Senior High/ Junior High/Middle School Biology (2 to 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 578CH - Methods of Teaching Senior High/ Junior High/Middle School Chemistry (2 to 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 578EN - Methods of Teaching Senior High/ Junior High/Middle School English (2 to 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 578HE - Methods of Teaching Sr High/Jr High/ Middle School Health Education (2 to 3)**

The exploration of instructional theory and practices as related to health instruction, learner content theory and practice, as well as the development of thematic units in the content area are key elements of this course. Emphasis is placed on instructional skill development; the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages; and the teaching of study skills necessary for secondary students' success in learning the health curriculum.

**EDU 578MA - Methods of Teaching Senior High/ Junior High/Middle School Mathematics (2 to 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 578MU - Methods of Teaching Senior High/ Junior High/Middle School Music (2 to 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 578PE - Methods of Teaching Sr High/Jr High/ Middle School Physical Education (2 to 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 578SC - Methods of Teaching Senior High/ Junior High/Middle School Science (2 to 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 578SP - Methods of Teaching Senior High/ Junior High/Middle School Spanish (2 to 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 578SS - Methods of Teaching Sr High/Jr High/ Middle School Social Studies (2 to 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 578VA - Methods of Teaching Senior High/ Junior High/Middle School Visual Arts (2)**

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

**00****EDU ORE - Orientation (0)****EDUE - Graduate Education Elective****EDUE 501 - Intercultural Communication and Assimilation (2)**

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 & Development of Third Culture Kids in International Context (2)**

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 "Computers in Education" by extending the uses of computer technology to additional instructional and classroom management purposes. Teachers will be assisted in moving to more transforming uses of technology (as opposed to literacy uses, a term used by Porter, <http://www.bjpc consulting.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 in 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 teachers 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 with credit in EDU-588.

### **EDUE 509 - Reading Across the Curriculum (3)**

This course provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivations, and grade-level vocabulary.

### **EDUE 510 - Using Technology to Support Diverse Learners in P-12 Instructional Settings (3)**

This course will combine technology skills acquisition with strategies for integration of digital tools into differentiated instructional practices in P-12 learning environments. Candidates will design activities that demonstrate appropriate ways to use digital technology to meet existing curricular objectives, to expand curricular options and to facilitate meaningful learning experiences for all the students in their P-12 instructional settings.

### **EDUE 512 - Teaching Beginning Readers (3)**

This course takes a developmental approach to reading and literacy instruction in preschool and elementary school. Using the "five pillars" of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers will explore the characteristics of emergent, beginning, and transitional readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction, including effective use of current technologies. Effective planning and organization in the literacy classroom are emphasized.

### **EDUE 513 - Teaching Developing Readers (3)**

This course takes a developmental approach to reading and literacy instruction for the elementary grades. Using the "five pillars" of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers explore the characteristics of intermediate and advanced readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction. The course addresses text structures, specialized vocabulary, content area and interdisciplinary reading, literature, the reading-writing connection, critical thinking, comprehension, research and study skills, multiple literacies, and effective use of current technologies.

### **EDUE 521 - Blended and Synchronous Learning Design (3)**

This online course focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments. Participants will progress from defining these environments to designing course outlines and learning activities, and will conclude with considerations for implementation, assessment, and evaluation of each.

### **EDUE 522 - Educating the Net-Generation (3)**

This course examines the learning styles, expectations, and technical acumen of the Net-Generation and explains their implications for classroom learning environments. During the course participants will learn the key differences between the generations and discover how to bridge those differences through sound instructional design techniques. Participants will also learn how to leverage the gadgets, games, and gizmos of these students to create pedagogy that meets Net-Generation needs and transfers knowledge from teacher to student.

### **EDUE 523 - Infusing Arts Into the Curriculum (3)**

This course explores the role of the arts in education. It introduces the elements inherent in the four art forms (music, dance, drama, and visual arts) and models infusion of the arts disciplines across the curriculum, specifically within language arts, math, social studies, and science. Arts-based teaching strategies are described and applied. Participants develop arts-infused lesson plans, and the course culminates with the design of an arts-infused unit of study.

### **EDUE 530A - Aligning the Curriculum for Improved Student Performance (2)**

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum

maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning.

### **EDUE 530B - Aligning the Curriculum for Improved Student Performance (3)**

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning. Candidates will design classroom implementation plans to support differentiated instruction.

### **EDUE 541 - Behavioral, Academic, and Social Interventions (3)**

This course provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to the intervention model, educators implement a solution seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted interventions for the classroom that promote student resiliency and encourage students to reach for success. It emphasizes creating a learning alliance with students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic, and social interventions.

### **EDUE 543 - Collaborative Inquiry for Students: Preparing Minds for the Future (3)**

Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning.

### **EDUE 544 - Contemporary Issues in 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 with credit in 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.

### **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. Credit is not available for this and EDU-550, EDUE-550 or EDU-569. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

**EDUE 551 - Instructional Design: Theory and Application (3)**

This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations. Not open to students with credit in EDU-551 or EDU-532. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

**EDUE 552 - Practicum in Teaching Exceptional Learners, P-12 (3)**

This course is designed to provide a full-time culminating experience for candidates seeking licensure in special education. Candidates will engage in authentic activities focused on planning, conducting, and evaluating instruction in a variety of instructional settings while receiving professional feedback from a cooperating teacher. Course assessments include the development of research-based accommodations; alignment of integrated lessons to IEP goals and academic content standards; analysis of effect on student learning through regular data collection; and thoughtful instructional and behavioral management. Prerequisite: All courses in the Indiana Wesleyan University's Exceptional Learners program. (Credit/No Credit)

**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 with credit in EDU-553 or EDU-539. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

**EDUE 556 - Applied Research in Education (3)**

An introduction to research strategies, with an emphasis on implementing, analyzing and reporting the action research process in the candidates 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 with credit in EDU-556 or EDUE-602. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

**EDUE 560 - Intro to Teacher Leadership (3)**

This course introduces the concept of teacher leadership and its value in the field of education today. Teachers will self-assess, analyze, and cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They will learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges. The primary emphasis in this course will be on teachers' self-examination and self-perceptions with regard to teacher leadership.

**EDUE 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 Performance (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 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-608.

### **EDUE 614 - Educational Themes and Trends (3)**

This course examines educational trends, themes, and philosophies through select periods of American history that have impacted present day curriculum. Included is a study of national and state educational reform acts as well as current social and educational issues that have altered education. Throughout the course, students must demonstrate an understanding of teacher dispositions, national, state and local standards, and be able to analyze and evaluate data on the status of student achievement. Prerequisite: EDUE-622.

### **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 617 - Directed Field Project (3)**

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, students 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, students 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 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, students 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, students 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 617B - Directed Field Project B (1)**

This course is a continuation of EDUE-617A.

### **EDUE 617C - Directed Field Project C (1)**

This course is a continuation of EDUE-617B.

**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 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 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 teachers with the tools to implement scientifically research-based reading instruction in the classroom. It addresses the elements recommended by the National Reading Panel, helping teachers become proficient in teaching phonemes, a phoneme-based phonics, and the other critical elements for proficient reading. 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 weblibliography 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 administering 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 Instruct. Design & 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, & Math 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 Professor of Diagnostic Practices and Their Implications- K-12 Reading Clsrm (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.

**EDUE 617ACI - Directed Field Project A - Curriculum And Instruction (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, students 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, students 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 617AEC - Directed Field Project A - Early Childhood Education, K-3 (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, students 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, students 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 617AEE - Directed Field Project A - Elementary Education, K-6 (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, students 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, students 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 617AEN - Directed Field Project A - English, 5-12 (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, students 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, students 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 617AHI - Directed Field Project A - History, 5-12 (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, students 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, students 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 617ALE - Directed Field Project A - Literacy Education, K-12 (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, students 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, students 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 617AMA - Directed Field Project A - Mathematics, 5-12 (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, students 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, students 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 617AMU - Directed Field Project A - Music, K-12 (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, students 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, students 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 617ASC - Directed Field Project A - Science, 5-12 (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, students 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, students 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 617ASE - Directed Field Project A - Special Education, K-12 (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, students 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, students 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 617BCI - Directed Field Project B - Curriculum And Instruction (1)**

This course is a continuation of EDUE-617ACI. Graded on a CR/NC basis.

**EDUE 617BEC - Directed Field Project B - Early Childhood Education, K-3 (1)**

This course is a continuation of EDUE-617AEC. Graded on a CR/NC basis.

**EDUE 617BEE - Directed Field Project B - Elementary Education, K-6 (1)**

This course is a continuation of EDUE-617AEE. Graded on a CR/NC basis.

**EDUE 617BEN - Directed Field Project B - English, 5-12 (1)**

This course is a continuation of EDUE-617AEN. Graded on a CR/NC basis.

**EDUE 617BHI - Directed Field Project B - History, 5-12 (1)**

This course is a continuation of EDUE-617AHI. Graded on a CR/NC basis.

**EDUE 617BLE - Directed Field Project B - Literacy Education, K-12 (1)**

This course is a continuation of EDUE-617ALE. Graded on a CR/NC basis.

**EDUE 617BMA - Directed Field Project B - Mathematics, 5-12 (1)**

This course is a continuation of EDUE-617AMA. Graded on a CR/NC basis.

**EDUE 617BMU - Directed Field Project B - Music, K-12 (1)**

This course is a continuation of EDUE-617AMU. Graded on a CR/NC basis.

**EDUE 617BSC - Directed Field Project B - Science, 5-12 (1)**

This course is a continuation of EDUE-617ASC. Graded on a CR/NC basis.

**EDUE 617BSE - Directed Field Project B - Special Education, K-12 (1)**

This course is a continuation of EDUE-617ASE. Graded on a CR/NC basis.

**EDUE 617CCI - Directed Field Project C - Curriculum And Instruction (1)**

This course is a continuation of EDUE-617BCI.

**EDUE 617CEC - Directed Field Project C - Early Childhood Education, K-3 (1)**

This course is a continuation of EDUE-617BEC.

**EDUE 617CEE - Directed Field Project C - Elementary Education, K-6 (1)**

This course is a continuation of EDUE-617BEE.

**EDUE 617CEN - Directed Field Project C - English, 5-12 (1)**

This course is a continuation of EDUE-617BEN.

**EDUE 617CHI - Directed Field Project C - History, 5-12 (1)**

This course is a continuation of EDUE-617BHI.

**EDUE 617CLE - Directed Field Project C - Literacy Education, K-12 (1)**

This course is a continuation of EDUE-617BLE.

**EDUE 617CMA - Directed Field Project C - Mathematics, 5-12 (1)**

This course is a continuation of EDUE-617BMA.

**EDUE 617CMU - Directed Field Project C - Music, K-12 (1)**

This course is a continuation of EDUE-617BMU.

**EDUE 617CSC - Directed Field Project C - Science, 5-12 (1)**

This course is a continuation of EDUE-617BSC.

**EDUE 617CSE - Directed Field Project C - Special Education, K-12 (1)**

This course is a continuation of EDUE-617BSE.

**EDUT - Graduate Education - TTT****EDUT 520 - Foundations in Phonics and Language Structure (3)**

This course provides the tools to implement phonics reading instruction using scientifically-based reading research (SBRR). Topics include phonemes, phonemic awareness, graphemes, phonics, and the structure of our language. Instructional strategies for teaching each of these are modeled. Candidates will assess a single student who has been identified as reading below grade level and implement phoneme-based phonics instruction in a tutoring setting.

**EDUT 521 - Diagnostics in Reading and Language Arts in the Elementary Classroom (3)**

This course provides practical classroom experiences in diagnosing challenges in reading and language arts. It covers techniques, methods, and materials involved with prescriptive intervention. Included in the course is an investigation of Response to Intervention as it pertains to reading and language arts instruction. An embedded field experience is a requirement of this course.

**EDUT 530 - Culturally Responsive Teaching: Accessing and Building Competencies (3)**

This course examines the role of multicultural education in teaching and provides a comprehensive study of models for building cultural competencies. Worldviews and the impact of diversity on education will be analyzed. The course further emphasizes diversity issues in education as related to instruction, assessment, and learning differences of students.

**EDUT 540 - Introduction to 21st Century Education For Elementary Teachers (3)**

This introductory course examines the history of elementary education in American Schools and provides a comprehensive study of 21st century education and the need for classroom teachers to provide P-12 learning experiences that emphasize critical thinking, problem solving, communication, and collaboration. The course further emphasizes the needs to use technology as an effective teaching and learning tool and emphasis is given to serving diverse P-12 student populations.

**EDUT 541 - Innovative Teaching for the 21st Century for Elementary Classrooms (3)**

The course introduces the elementary teaching candidate to innovative teaching by integrating 21st Century skills in with the national, state, professional, and technology teaching standards. P-12 learning theories are integrated in the course with an emphasis on using best practices to improve elementary classroom teaching and learning.

**EDUT 545 - Assessment and Learning in the Elementary Classroom (3)**

Elementary candidates will study the need to use assessment experiencing for learning. The course emphasizes the diagnostic nature of formative assessment and the appropriate use of summative assessment to improve teaching and learning. Candidates will complete classroom-based learning activities in order to understand how to best implement assessments fairly, appropriately and effectively for data collection, analysis, and data-driven decision making. This will include ready produced and teacher created assessments and item analysis. This course contains a 10 hour field experience.

**EDUT 548 - Researched-Based Behavior Interventions And Elementary Classroom Management (3)**

The focus of this course involves researched-based methodologies for managing the elementary classroom, emphasizing theories of learning and instruction. An examination of human, social, and intellectual development for diverse populations of

students is integrated with concepts of classroom management and behavior intervention. Emphasis is given to legal mandates associated with classroom management that impact student learning and the learning environment. This course contains a 10 hour field experience.

### **EDUT 550 - Methods of Teaching the Elementary School Curriculum (3)**

This course examines constructivist approaches to teaching and learning in elementary education. Candidates are expected to demonstrate the ability to align elementary instruction to Common Core Standards as exhibited through the development of an elementary unit of instruction. This course emphasizes the role of the elementary educator as a reflective practitioner who is capable of differentiating instruction to meet the needs of all learners through an emphasis on higher-order thinking, technology, and the application of instructional best practices. An embedded field experience is a requirement of this course.

### **EDUT 560 - Content Reading and Literacy for Adolescents (2)**

This course examines strategic reading for adolescents in the content areas. The following reading techniques are emphasized: questioning, reading expository text, analyzing textbook material, and interpreting diverse materials. The course prepares teachers to develop metacognitive readers in their classrooms. Included in the course is an investigation of the process of Response to Intervention as it influences reading and content area instruction. An embedded field experience is a requirement of this course.

### **EDUT 570 - Introduction to 21st Century Education For Secondary Teachers (2)**

This introductory course examines the history of secondary education in American Schools and provides a comprehensive study of 21st century education and the need for classroom teachers to provide P-12 learning experiences that emphasize critical thinking, problem solving, communication, and collaboration. The course further emphasizes the needs to use technology as an effective teaching and learning tool and emphasis is given to serving diverse P-12 student populations.

### **EDUT 571 - Innovative Teaching for the 21st Century For Secondary Classrooms (3)**

The course introduces the secondary teaching candidate to innovative teaching by integrating 21st Century skills in with the national, state, professional, and technology teaching standards. P-12 learning theories are integrated in this course with an emphasis on using best practices to improve secondary classroom teaching and learning.

### **EDUT 575 - Assessment and Learning in the Secondary Classroom (3)**

Secondary candidates will study the need to use assessment experiences for learning. The course emphasizes the diagnostic nature of formative assessment and the appropriate use of summative assessment to improve teaching and learning. Candidates will complete classroom-based learning activities in order to understand how to best implement assessments fairly, appropriately, and effectively for data collection, analysis, and data-driven decision making. This will include ready produced and teacher created assessments and item analysis. An embedded field experience is a requirement of this course.

### **EDUT 578 - Secondary Teaching Methods and Resources (3)**

This course examines constructivist approaches to teaching and learning in secondary education. Candidates are expected to demonstrate the ability to align secondary instruction to state academic standards and national Common Core Standards as demonstrated through the development of a content area unit of instruction. This course emphasizes the role of the secondary educator as a reflective practitioner who is capable of differentiating instruction to meet the needs of all learners through an emphasis on higher-order thinking, technology, and the application of content-area best practices. An embedded field experience is a requirement of this course.

### **EDUT 580 - Researched-Based Behavior Interventions And Classroom Management for Adolescents (2)**

This course emphasizes theories of learning and instruction, and involves research-based methods for managing a secondary classroom. An examination of human, social, and intellectual development for diverse populations of students is integrated with concepts of classroom management and behavior intervention. Emphasis is given to legal mandates associated with classroom management that impact student learning and the learning environment. An embedded field experience is a requirement of this course.

### **EDUT 590 - Student Teaching: Elementary Education (3)**

Student teaching is a demonstration of practical applications of content and program knowledge, skills, and dispositions in facilitating elementary students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured.

**EDUT 595 - Student Teaching: Secondary Education (3)**

Student teaching is a demonstration of practical and content applications of program knowledge, skills, and dispositions in facilitating improvement in secondary students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured.

**00****EDUT ORE - Orientation to Transition to Teaching (0)**

This two-week orientation provides candidates with an understanding of university structures and academic policies, an overview of the online learning environment via Blackboard, and establishes expectations for required clinical experiences. This course is worth 0 credit hours; however, it is a program requirement and is considered a prerequisite to EDUT 540 and EDUT 570.

**ELE - Elective****ELE 365 - Introduction to Children's Literature (3)**

The primary focus of this course is literature for young children and elementary students. It is designed to enable students to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. This course does not meet a general education English requirement; a student with credit in EDU-365 cannot register for this course.

**ELE 499TCC - Global Studies Program and Universities (1 to 4)****ENG - English****ENG 100 - English Pre-Composition (3)**

Develops fundamental skills of writing. Students practice techniques in the various stages of the writing process: pre-writing, drafting, revising, rewriting, and editing. Also focuses on grammar, usage, and punctuation. Students must complete this course with a grade of "C" or above in order to advance to ENG-120. Credits cannot be counted toward an English major or any General Education requirements.

**ENG 101 - Critical Reading and Study Skills (3)**

Provides a foundation of reading strategies and skill practice enabling students to develop comprehension and vocabulary skills for use within and after the university setting. Includes a thorough investigation of study skills and materials. Students must score at the 13.0 grade level or higher on a university-approved standardized reading comprehension and vocabulary test, and must complete the course with a grade of "C" or higher. Credits cannot be counted toward any major or General Education Requirement.

**ENG 120 - English Composition (3)**

Develops skills in various methods of writing. Students will write expressive and expository essays using processes of pre-writing, drafting, revising, and editing. They will evaluate and synthesize data, sources, and ideas to develop a research essay. Completion of ENG-120 with a grade of "C" or better will fulfill the writing competency requirement. Credits cannot be applied to an English or Writing major or minor. Prerequisite: Adequate SAT/ACT verbal scores or completion of ENG-100 with a grade of "C" or higher.

**ENG 121 - English Composition II (3)**

Prompts students to develop writing skills by using pre-writing, drafting, revising, and editing. In this process-oriented class 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. Includes impromptu writing and documented research essay.

**ENG 140 - College Writing (3)**

This course provides the student with a basic understanding of the elements involved in the writing process by developing skills in various methods of writing. Students will write expressive and expository essays using the writing process of pre-writing, drafting, revising, and editing. They will also evaluate and synthesize various sources and ideas to develop an essay. This course helps students develop an ability to express their ideas effectively in writing, analyze expository and persuasive writing techniques, and establish a solid foundation for researching and securing information required for productive college level writing. Not open to students with a satisfactory grade in WRI-140. (Must be passed with a grade of "C" or higher.)

**ENG 141 - Research and Writing (3)**

This course focuses on advanced skills of expository and research writing. The course seeks to develop individual confidence in the effective use of professional communication and research writing skills. Students will write expository and research essays using the writing process of pre-writing, drafting, revising, and editing. By evaluating and synthesizing a variety of sources, creating an annotated bibliography, and drafting a formal article critique, students will sharpen their ability to communicate and think critically in an academic setting. Not open to students with a satisfactory grade in WRI-141. (Must be passed with a grade of "C" or higher.)

**ENG 170 - Introduction to Linguistics (3)**

Introduces the major areas and theories in the study of human language: its sound patterns, the structure of words and sentences, the nature of meaning, language use in society, and the ways languages vary and change over time and space. Provides a foundation for all other TESOL courses, for the study and teaching of a foreign language, and for a deeper understanding of the function of language in human communication.

**ENG 180 - Humanities World Literature (3)**

Designed to acquaint students with major authors in world literature in the context of world history and culture--strengthening students' reading skills while deepening their intellectual, cultural, and spiritual experience.

**ENG 201 - Speed Reading (1)**

Computer-assisted course for students who want to increase reading speed while enhancing reading comprehension and vocabulary. Also useful to increase fluency in understanding text books for undergraduate and anticipated graduate work. Includes an online reading program as well as classroom instruction. Not available to students who have taken ENG-101, Critical Reading and Study Skills.

**ENG 220 - Approaches to Literary Analysis (3)**

A foundation for the critical analysis of literature, with emphasis on informed reading and written response to selections from poetry, fiction, and drama, while incorporating basic literary terms and basic theories of criticism. Prerequisite: Major in English, English Education, Writing, or permission of the Division.

**ENG 233 - American Literature Survey (3)**

A chronological study of the development of American literature, including literature of authors of color, from Thomas Hariot and other Colonial and Revolutionary authors through the American Renaissance to the present day. Provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading.

**ENG 235 - American Literature (Literary Period or Region) (3)**

Focused study of one American literary period or one American literary region covered only briefly by other courses offered. Possibilities include New England Transcendentalism, American Realism, The Harlem Renaissance, Ex-patriot Literature, The Beat Movement, Literature of the South or Midwest, Literature of Borders (Canadian, Mexican, Puerto Rican, etc.). May be repeated once under a different topic.

**ENG 236 - British Gothic/Romantic Novel (3)**

Focus on the novels/novellas of the British Gothic/Romantic Period: 1764 to 1850. Study will center on how themes and questions of power, terror, gender, ethics, and religion are combined into the artistry of the works. Might include selections from Shelley, Robert Louis Stevenson, Bram Stoker, Charlotte Bronte, or Walter Scott.

**ENG 237 - British Literature (Literary Period or Region) (3)**

Intensive study of one British literary period or one British literary region covered only briefly by other courses offered: The Eighteenth Century British Novel, World War I British Literature, British Lake District Literature, Scottish Literature, and Irish Literature, for examples. May be repeated once under a different topic.

**ENG 238 - C.S. Lewis (3)**

A careful reading of one Twentieth Century British writer who inspirationally presents the Christian message through works in several genres: fantasy, autobiography, satire, argument, fiction, letters, exposition, and literary criticism.

**ENG 239 - Nineteenth-Century British Literature and Culture (3)**

Careful reading and study of selected nineteenth-century British novelists and poets, perhaps including Walter Scott, the Brontes, Robert Burns, and William Wordsworth. Considerable attention is given to the following: a chronological survey of British history; the imagery, figurative language, philosophy, and artistry of the poetry and prose; and contrasts between British and American cultures.

**ENG 240 - British Literature Survey (3)**

A chronological study of the development of British literature. Beginning with Chaucer and working toward the present, this course focuses on selected authors as well as on the historical/philosophical milieu from which their literatures grow.

**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)**

Traces the impact of a particular literary focus or theme that recurs through British and /or American literature. Examples would include war literature, literature of protest, men and women in conflict, cinema and the novel, family dynamics, etc. May not be repeated.

**ENG 260 - The British Novel (3)**

A chronological study of the development of the British novel. Selections begin with Daniel Defoe and move toward the present. Selections will show emphasis on major authors and on forms of the novel, including epistolary, autobiographical, picaresque, historical, and psychological. A variety of modes will be included, including romanticism, realism, and naturalism.

**ENG 261 - The American Novel (3)**

A chronological study of the American novel from its beginnings in the Nineteenth Century to the present. Emphasis will be on works representative of major authors (i.e., Twain), important types (i.e., novel of manners), and significant American themes (i.e., slavery, racism).

**ENG 290 - The European Novel (3)**

A study focused on the Nineteenth Century novel in continental Europe, from its romantic origins to its realistic and naturalistic development. Authors will include Tolstoy, Dostoyevsky, Balzac, Flaubert, and Zola, as well as supplementary readings to place novels in their historical, social, and philosophical milieus.

**ENG 293 - Topics in Research and Writing (1)**

This course utilizes the elements involved in the writing process to develop skills in research and writing. Students will evaluate and synthesize various sources and ideas including Biblical texts to develop a research presentation.

**ENG 294 - Intermediate Research and Writing (2)**

This course enhances the student's ability to utilize the elements involved in the writing process to further develop skills in research and writing. Students will evaluate and synthesize various sources and ideas including Biblical texts to develop a research presentation.

**ENG 237CC - Global Studies Program (3)****ENG 242CC - Council for Christian Colleges (3)****ENG 352 - History of English Language (3)**

An introduction to the history of English by the application of varied linguistic techniques to Old, Middle, and Modern English. Includes major units on the English sound system, the origins and evolutions of English, the sources and formation of vocabulary, English grammar and syntax, and English usage and dialect.

**ENG 360 - Modern Drama (3)**

Intensive reading of selected American, British, and European plays from 1879 to the present. Analysis and critical literature will focus on significant twentieth-century and contemporary theatrical trends such as realism, expressionism, and the absurd.

**ENG 361 - Shakespeare (3)**

Focus on Shakespeare's drama, including comedies and tragedies. Methods of study feature analysis of text, integration of selected critical literature, dramatic interpretation teams, informal writing, and a significant critical essay.

**ENG 362 - Victorian Literature (3)**

Careful reading of major poetry and prose (Lord Tennyson through Dante Rossetti and John Carlyle through John Stuart Mill) with attention to the historical and philosophical milieu (Pre-Raphaelite painters, for example). Selected critical literature integrated with text analysis.

**ENG 364 - Romantic Literature (3)**

Careful reading of major poetry and prose (William Blake through Keats, Lamb, Hazlitt, and DeQuincey) with attention to the historical and philosophical milieu.

**ENG 365 - British Literature of the Twentieth Century (3)**

Careful study of major poetry and prose (Thomas Hardy to the present) with attention to the historical and philosophical milieu. Selected critical literature integrated with text analysis.

**ENG 370 - Twentieth-Century American Literature (3)**

Close reading and critical study of selected works of major American poetry and prose of the twentieth century. Special attention to the characteristics and implications of realism, modernism, and postmodernism.

**ENG 371 - American Renaissance (3)**

Study of major writers in the period 1830 to 1870 with attention to Emersonian transcendentalism as evidenced in his own work and as it influenced in varied ways the aesthetics and practices of Thoreau, Hawthorne, Melville, and Whitman.

**ENG 372 - Hawthorne (3)**

Study of Hawthorne--the man, his times, his aesthetics, and his works--centered on his American Notebooks, his short stories and essays, and a selection of his novels, including *The Scarlet Letter* and *The Marble Faun*.

**ENG 373 - American Short Fiction (3)**

Study of the development of the American short story from Irving, Hawthorne, and Poe through local color writers, experimentalists, James, realists, and naturalists to the great variety of current practices.

**ENG 374 - American Poetry (3)**

A chronological study of a selection of classic American poets from Bradstreet and Taylor through Eliot and Frost, concluding with study of a large number of recent and current poets.

**ENG 391L - Directed Studies in English (1 to 2)**

Prepares students to perform basic research using 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. (1 or 2 credit hours)

**ENG 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**ENG 383TE - Senior High/Junior High/Middle School Practicum - Teaching English (3)**

Observation and participation in a public/private school classroom. Under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area and at the level appropriate to the area, and in an accredited school within the state of Indiana. (Should be taken in the semester immediately preceding student teaching.) Prerequisites: EDU-382 and Admission to the Teacher Education Program.

**ENG 430 - Contemporary Literature (3)**

A careful study of selected literature by contemporary American and/or British authors. Selections may include short stories, poetry, drama, and the novel. Focus is on both artistry of language and on the impact of the author's thinking on contemporary culture. Literature includes major selections from minority authors.

**ENG 440 - Literary Criticism (3)**

A study of historical and contemporary theories of criticism, from Plato and Aristotle through New Criticism, structuralism, deconstruction, New Historicism, and other modern approaches. Theory is applied to selected works to test contribution and validity and to aid students in developing an eclectic and valid theory of their own.

**ENG 455 - Approaches to Modern English Grammar (3)**

Intensive linguistical study of the grammars of modern English.

**ENG 462 - Milton (3)**

Close reading of complete text of Paradise Lost and other works. Analysis will give attention both to the religio-political environment of the English Civil War and Commonwealth and to Milton's special place as a Renaissance and Reformation man who belongs to the small circle of great epic writers.

**ENG 466 - Chaucer (3)**

A literary and linguistical study of Chaucer's work, including The Canterbury Tales (read in Middle English). Focuses on Chaucer's themes, era, and style, and on the semantics, phonology, morphology, and syntax of Middle English.

**ENG 468 - Pre-Twentieth Century British Literature - Advanced Study (3)**

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Examples: a study in Walter Scott, Charlotte Bronte, or Charles Dickens. Selected critical literature integrated with text analysis. May be repeated under different authors.

**ENG 469 - Post-1900 British Literature - Advanced Study (3)**

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Examples: T.S. Eliot, William Butler Yeats, or World War I poets.

**ENG 475 - Independent Learning in English Literature (1 to 3)**

Independent study (directed by faculty) in a focused area of British or American literature. Prerequisite: Permission of Division.

**ENG 476 - American Literature to 1830 (3)**

A study of "firsts"--reading in Colonial writings, including voyage and travel logs, polemical works, sermons, histories, biographies, diaries, journals, almanacs, and poetry, followed by study of the independence documents and the beginnings of belles lettres: Romantic poetry, essay, short story, drama, and novel.

**ENG 477 - Melville (3)**

Intensive study of Melville's work from Typee to Mardi to Moby Dick to Billy Budd. His milieu, his friendship with Hawthorne, his aesthetics, his life revealed in The Melville Log, are considered in relation to his work, but the emphasis is on critical reading of five novels.



**ENG 478 - Pre-Twentieth Century American Literature - Advanced Study (3)**

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Offered as a study in Mark Twain, a study in Henry James, a study in Longfellow/Lowell/Holmes. May be repeated under different topics.

**ENG 479 - Post-1900 American Literature - Advanced Study (3)**

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Offered as a study in Robert Frost, modern novelists, and postmodern retellings. May be repeated under different topics.

**ENG 481 - English Capstone (3)**

Leads English majors in a culminating experience of literary analysis. Through class discussion, reading, research, writing, and portfolio development, students will review explorations and connections made in their IWU coursework and then cast a vision for how they might implement what they have learned into constructive life skills.

**ENG 499 - English Honors (1 to 3)**

An intensive, individually-designed independent study in language, literature, or writing. Prerequisite: Junior or senior standing with a 3.0 grade-point average. Permission of Division.

**ENG 475CC - Global Studies Program (1 to 4)****ENG 499CC - Global Studies Program (1 to 6)****ENG 520 - Workplace Writing (3)**

This course is designed to give students working knowledge of the skills needed to successfully write in the workplace. Students will explore research processes, analyze types of research, and gain valuable knowledge of various writing techniques. Students will also learn various documentation techniques and develop templates for standardized communication.

**ENG 525 - Academic Composition (3)**

Academic Composition is a hands-on, how-to, writing course that enables students to exercise composition skills within the context of traditional rhetorical study as well as contemporary, graduate-level tasks such as creating a book review, an annotated bibliography, and a research essay. Initially, students will grapple with the premise that the key to composition is to properly understand the relationship of words within sentences. Since no single style, tone, or writing strategy applies to every situation, students will begin by imitating a variety of forms of writing, then move toward applying those forms to several academic circumstances, including publication.

**ENG 530 - Christian Literature (3)**

ENG 530 examines the theme of "life as a journey of discovery," as revealed by various authors from a variety of periods in literary works reflecting a Christian perspective. The course also emphasizes writing skills and the ability to construct well-reasoned, well-supported interpretive essays. Students are expected to develop their own written interpretation in journal responses to some of the literary works. Moreover, students should be able to apply what they discover in reading and discussing literature to their personal lives, in light of their ongoing "journey of discovery," as they progress through life.

**ENG 535 - Creative Writing (3)**

Creative Writing is a discussion-based course, employing a writing workshop format, designed for students interested in enhancing their skills as writers, readers, and critics. The course provides students with the opportunity to express their ideas and to learn from and assist fellow writers in the class, thus demonstrating an understanding of the writing process. This course will focus on writing poetry, short fiction, and creative nonfiction in writing workshop settings. Students will discuss and analyze published literature along with work of fellow students, allowing them to provide and receive constructive criticism, while improving their creative writing skills.

**ENG 540 - Fantasy Literature (3)**

Writers, poets, and artists have explored the powers of the imagination for thousands of years. Even in our technologically advanced age, with its philosophical cynicism and spiritual skepticism, the imagination still fills us with awe and wonder. Nothing reveals this more than the ever-popular genre of fantasy literature. This course explores the literary features of fantasy literature, examining its spiritual significance and social function. The course examines the mythopoeic fantasy works

of such figures as George MacDonald, J. R. R. Tolkien, and C. S. Lewis and explores other notable writers who have built upon this foundation.

### **ENG 545 - Methods of Teaching English to Adults (3)**

This course examines how adults learn (andragogy) and strategies for teaching English to adult learners. Students will identify who adult learners are, explore theories on teaching adult learners, and research best practices for teaching English to adult learners in various settings.

## **ENS Environmental Sci Taylor**

### **ENS 231T - Introduction to Environmental Science (4)**

### **ENS 231LT - Introduction to Environmental Science Lab (0)**

## **ENT - Entrepreneurship**

### **ENT 340 - Entrepreneurship & New Venture Creation (3)**

Development and management of an entrepreneurial organization including pre-startup, startup, survival, growth, and the transition from entrepreneurial to professional management. Explain the function of entrepreneurship and corporate intrapreneurship. Students will review the entrepreneurial revolution, developing creativity and innovation, nonprofit entrepreneurship and developing the entrepreneurial plan. Prerequisite: Admission to the Business Division.

### **ENT 341 - Organizational Intrapreneurship (3)**

This course focuses on the development of ideas within an organization and seeing those ideas become operational reality. Students will review the intrapreneurial process, identify opportunities, building the intrapreneurial foundation and learn how to deal with the challenges of being entrepreneurial within an organization all within the context of biblical principles. Prerequisite: Admission to the Business Division.

### **ENT 399 - Service Learning (3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

### **ENT 455 - Entrepreneurial Planning and Strategy (3)**

This course is designed to provide the student with a practical understanding of the planning and strategy necessary to develop an entrepreneurial/intrapreneurial plan. Due to the requirements of the course, students should gain a practical understanding of how to biblically confront frustration, fear, and failure as they develop their entrepreneurial/intrapreneurial plan. The course will culminate in the development and presentation of an entrepreneurial or intrapreneurial plan. Prerequisites: Admission to the Business Division, ENT-340 and senior standing.

### **ENT 483 - Entrepreneurship Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional quality paper analyzing one or more business applications will be prepared under departmental faculty supervision.

## **FINA - Fine Arts**

### **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. (Part of the Humanities Core Curriculum.)

### **FINA 293 - Introduction to Humanities (1)**

This course is an introduction to humanities including various eras of historic artistic activity by recognizing and describing foundational music and visual art elements among selected historic examples. With an emphasis on developing an aesthetic capacity, the student will learn to critically perceive the meanings, inspirations, and values associated with music and art as

filtered by the cultural conditions under which they were created. Particular emphasis is placed on how art influenced the development of Christianity in Western society with application for the present.

### **FINA 294 - Fine Arts Appreciation (2)**

In this course, you will be introduced to the discipline of connoisseurship in learning to appreciate historic fine art. By surveying various time periods of artistic activity in Western culture, you will learn to describe the unique stylistic characteristics of fine art among various forms and genres. Included will be biographical studies of leading artists and musicians associated with selected historic eras. With an emphasis on developing your aesthetic capacity, you will learn to write critical reviews of music and art as well. The expression of Christian beliefs and values in fine art will be reviewed as it contributes to the development of faith yet today.

### **FINA 391 - Directed Studies in Fine Arts (1 to 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.

## **FINC - Finance**

### **FINC 525 - Accounting and Finance for Managers (3)**

This course entails the application of accounting concepts, financial information, and analytical tools for managerial decision making. Students will acquire a basic understanding of generally accepted accounting principles, use financial ratios and other methods to analyze financial statements, project cash flows, and perform time value of money calculations. They will gain knowledge for managing business budgets and use risk adjusted techniques to evaluate international market prices of stocks and bonds.

### **FINC 530 - Applied Managerial Finance (3)**

In this course, the student will study the discipline of financial management by calculating and interpreting capital budgeting methodologies, formulating and analyzing the required rate of return on capital, designing and managing the optimal capital structure for an organization, determining an appropriate dividend policy, creating appropriate short term financing and working capital strategies, and evaluating domestic and global merger and acquisition opportunities including takeover and antitrust strategies. The student will integrate a biblical and ethical framework to help guide financial management decision-making. Prerequisite: FINC-525

## **FIN - Finance**

### **FIN 210 - Managerial Finance (3)**

A study of the four functions of managerial finance: the capital budgeting decision process, capital structure decision process, evaluation and control of long-range financial decisions, and working capital management. The impact of these financial decisions on the firm's risk level is analyzed. Prerequisite: BUS-100 and ACC-201 or Admission to the CAPS BSA program.

### **FIN 250 - Personal and Family Finance (3)**

A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; an introduction to insurance. No prerequisite.

### **FIN 310 - Financial Decisions for Managers (3)**

During this course students will learn to interpret financial statements used to make informed business decisions while demonstrating a working knowledge of financial markets, institutions, and investment banking. Financial assets will be evaluated from a biblical perspective as the student integrates the time value of money, risk return considerations, and the cost of capital into capital investment decisions and capital budgeting.

### **FIN 330 - Investments (3)**

A study of the investment alternatives available to individual and institutional investors. Emphasis is placed on stocks, bonds, mutual funds, and money market securities. The student's risk preferences and the risk level of investment alternatives are reanalyzed. Prerequisites: FIN-210 and Admission to the Business Division.

**FIN 383 - Real Estate Investment and Marketing (3)**

This course introduces students to the varied ownership and leasehold interests available in real estate. In addition, students are introduced to mechanisms which are used to handle the legal issues associated with real estate; methods for marketing real estate; approaches available for the financing of real estate; and the systems used for managing real estate assets. The keys to successful negotiation are integrated throughout the course. The emphasis is on residential real estate, but commercial real estate development is covered as well. Prerequisites: FIN-210 and Admission to the Business Division.

**FIN 384 - Finance Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: FIN-210 and Admission to the Business Division.

**FIN 399 - Service Learning (3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division

**FIN 430 - Investment Management (3)**

An examination of additional investment alternatives available to individual and institutional investors including options, futures, and convertible securities. Technical analysis and portfolio management theory are examined. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, FIN-340, and the appropriate major area gateway course(s).

**FIN 440 - Financial Management (3)**

An examination of capital budgeting under uncertainty, the capital asset pricing model, lease versus buy decisions, and mergers and acquisitions. The impact of these financial decisions on the firm's risk level is analyzed. Prerequisites: FIN-210 and Admission to the Business Division.

**FIN 450 - Investment Services: Series 7 (3)**

This course is designed to move beyond a basic understanding of investment vehicles and focuses on using these vehicles in the area of financial planning for the present as well as for the future. Retirement and estate planning, legal considerations of investment vehicles, and an in depth understanding of various investment classes are only a few of the topics considered. A student who successfully completes this class should be well prepared to take the Series 7 brokerage licensing examination. Prerequisites: FIN-330 and Admission to the Business Division.

**FIN 474 - Independent Learning in Finance (1 to 3)**

An opportunity for advanced students to pursue further study in a finance field of interest in which they have exhausted catalog offerings. Prerequisites: FIN-210 and Admission to the Business Division.

**FIN 499 - Finance Seminar - Presentation (1)**

A seminar course intended to develop the senior finance major's professional presentation skills as he/she prepares and delivers the results of the research in FIN-498 from the previous semester. Prerequisite: FIN-498.

**FIN 430TU - Investments (3)****FRE - French****FRE 117 - Beginning French I (3)**

Designed to introduce the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required.

**FRE 118 - Beginning French II (3)**

Designed to develop the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required. Prerequisite: FRE-117 or equivalent.

**FRE 237 - Intermediate French I (3)**

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE-117 and FRE-118 or equivalent.

**FRE 238 - Intermediate French II (3)**

Continued development of the four language skills through intermediate mastery. Language laboratory required. Prerequisites: FRE-117, FRE-118, and FRE-237 or equivalent.

**FRE 350 - Advanced Topics in French (1 to 3)**

Independent study or arranged focused exploration. Private lesson fee may be charged. May be repeated. Prerequisite: FRE-236 or equivalent.

**FRE 475CC - Global Studies Program (1 to 6)****GEN - General Education****GEN 111 - Foundations of Lifelong Learning (3)**

This course will enhance the student's personal effectiveness and capacity for lifelong learning through the development of professional and academic skills such as: writing conventions, critical thinking, ethical practice, and information literacy.

**GEO - Geography****GEO 201 - Physical Geography (3)**

A basic study of the content and objectives of geography from a topical view. Includes a consideration of the basic elements of geography from the physical and cultural setting. Not open to the student who has credit in EAR-130.

**GEO 202 - Political and Cultural Geography (3)**

An historical, cultural, and regional approach to the study of contemporary world geography. A consideration of individual countries and their problems as related to their physical and cultural environments. Meets General Education Intercultural Experience requirement but does not meet General Education Social Science requirement. Gives credit for geography or for majors in Political Science.

**GNUR - Graduate Nursing****GNUR 501 - Evidence Based Communication (3)**

Prepares the graduate nursing student to demonstrate advanced writing skills in written communication and formal research coursework.

**GNUR 505 - Advanced Nursing Seminar (3)**

Provides students with an understanding of the Graduate Nursing Program (GNUR) and the mission of Indiana Wesleyan University, expectations of graduate level education, policies, and available student services. Students will also begin a personal and professional integration of evidence-based practice.

**GNUR 507 - Introduction to Nursing Administration (3)**

This course will provide an introduction to the Master of Science in Nursing (MSN) Administration degree with an overarching Christian worldview. Management and business theory/practice, orientation to IWU, MSN administration resources, MSN research process, time management principles, and overall online success techniques will be emphasized.

**GNUR 509 - Interdisciplinary Professional Development (3)**

Collaboration across the disciplines in health care will be a major focus for this course. The development of systems and processes to become an effective nurse leader will be pursued.

**GNUR 510 - Theoretical Foundations for Advanced Nursing Practice (2)**

Explores the philosophical and theoretical foundations for nursing practice. Interrelationships among nursing theory, research, and practice are emphasized. Focuses on the critique, evaluation, and utilization of nursing and other relevant theories. Includes an evaluation of nursing theories in relationship to a biblical worldview.

**GNUR 512 - Theoretical Perspectives for the Nurse Educator (4)**

Explores the philosophical and theoretical foundations for nursing practice. Interrelationships between nursing theory, research, and practice are stressed. Emphasis is placed on the critique, evaluation, and utilization of nursing, education, and other relevant theories for application in nursing education. Nursing theories are evaluated from a biblical worldview. Competencies required for scholarly work will be included, and a system established to demonstrate accomplishment of progressive outcomes across the graduate 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-590.

**GNUR 521 - Trends and Issues in Advanced Practice Nursing (2)**

Analyzes the impact of contemporary issues on health care and advanced practice nursing in diverse settings, integrating biblical Christian perspectives.

**GNUR 523 - Foundations of Adult Education (3)**

Examines various adult education and learning theories with application to learning and management within diverse health care environments.

**GNUR 525 - Ethics and Health Policy (3)**

This course emphasizes ethical decision making in the stewardship of resources and the process of implementing change in health policy in institutional, community, and cross-cultural settings. Prerequisite: GNUR-513A.

**GNUR 526 - Applied Research (4)**

This course lays the foundation for the final research project. Introduces the relationship of theory-research-practice and emphasizes conceptual understanding and practical application of design, methodology and analysis to an identified problem. The incorporation of Christ's compassion and integrity from a global perspective is introduced as an integral part of the research process. Prerequisite: GNUR-528

**GNUR 528 - Biostatistics and Epidemiology (3)**

Focuses on examination and application of statistical methods, research designs, and epidemiologic principles used in healthcare research. Application will be made to disease prevention and health promotion.

**GNUR 530 - Utilization of Research for Evidence Based Practice (3)**

Examination of the research process, statistical analysis, and evidence based practice with applicability to advanced nursing practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of nursing knowledge, improves nursing practice, supports the design of nursing systems, and enhances the education and professional accountability of nurses.

**GNUR 544 - Health Policy: Process and Analysis (2)**

Examines the process of public policy information in health care and provides techniques for analysis. The focus is on application of knowledge to specific health policy issues.

**GNUR 557 - Ethics in Health Care (3)**

Assists the student in applying ethical theories to decision-making within the scope of practice for nurse managers, educators and administrators in institutional, community, and cross-cultural settings. Students will develop an ethical decision-making model and an ethical code of conduct which is compatible with Christian values.

**GNUR 559 - Research Methods (3)**

Considers research in the field of nursing, health, and human services and the relationship of research to knowledge and practice, including cross-cultural research in national and international communities. Emphasizes conceptual understanding of design, methodology, and the development of a structural investigation of a problem. Prerequisite: GNUR-528.

**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 and Evaluation (4)**

Prepares the graduate nursing education student to develop and revise curriculum in order to facilitate student learning and enhance program effectiveness.

**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. Prerequisite: GNUR-568.

**GNUR 569C - Practicum Continuation (1 to 3)**

Continued clinical experiences will occur providing an opportunity to partner with a nurse educator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-569. Graded on a CR/NC basis.

**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 to 3)**

Continued clinical experiences will occur providing an opportunity to partner with a nurse manager administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-578. Graded on a CR/NC basis.

**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 592 - Applied Nursing Capstone Project (3)**

Conducts a structured investigation of a research problem pertinent to advanced practice nursing in an educational, administrative, or primary care practice setting. Prerequisite: Successful completion of all courses.

**GNUR 595 - Nursing Investigation Continuation (1)**

This course is a continuation of the process involved in completing the requirements for GNUR-590 Nursing Investigation. It is designed to assist students with making steady progress toward earning a Master of Science in Nursing degree. Students will prepare a plan of action, engage in regular discussions with faculty and fellow students, and submit a weekly progress report. Prerequisite: GNUR-590

**00****GNUR ORE - Orientation (0)****GRE - Greek****GRE 201 - Beginning Greek I (3)**

This course presents an overview of the categories of Koine Greek syntax with an emphasis on translation. With the help of Greek tools, students will acquire the basic translation skills needed to read the Greek New Testament.

**GRE 202 - Beginning Greek II (3)**

A continuation of GRE-201, this course assumes knowledge of basic Greek syntax and completes the student's knowledge of Greek forms and basic vocabulary, diminishing the need for auxiliary aids in translation. Prerequisite: GRE-201.

**GRE 422 - Greek Bible (3)**

A study of selected New Testament passages in the original Greek. This course expands vocabulary and builds depth in one's understanding of Greek morphology, syntax, and semantics. Prerequisite: Beginning Greek competence or permission of department. Can be repeated.

**GRE 475 - Independent Learning-Greek (1 to 3)**

Individually arranged reading, research, and issues relating to the Greek language. Prerequisite: GRE-201, GRE-202 or its equivalent.

**GRE 521 - Intermediate Greek I (3)**

The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE-201 and GRE-202. (Biblical)

**GRE 522 - Intermediate Greek II (3)**

Intermediate Greek - second semester. See GRE-521. (Biblical) Prerequisite: GRE-521.



## HBR - Hebrew

### HBR 201 - Beginning Hebrew I (3)

An introduction to biblical Hebrew designed to give the student sufficient knowledge of the grammar and tools available to be able to do basic study of the Hebrew Bible in the original language.

### HBR 202 - Beginning Hebrew II (3)

A continuation of HBR-201, this course attempts to complete the student's knowledge of basic Hebrew grammar and vocabulary. At the end of the first year the student should be able to translate from the original text with some basic proficiency. Prerequisite: HBR-201.

### HBR 422 - Hebrew Bible (3)

A study of selected Old Testament passages in the original Hebrew. This course expands vocabulary and builds depth in one's understanding of Hebrew morphology, syntax, and semantics. Prerequisite: HBR-202 or permission of division. Can be repeated.

### HBR 475 - Independent Learning-Hebrew (1 to 3)

Individually arranged reading, research, and issues relating to the Hebrew language. Prerequisite: HBR-201, HBR-202 or its equivalent.

### HBR 475CC - Council for Christian College (1 to 4)

issues relating to the Hebrew language. Prerequisite: HBR-201, HBR-202 or its equivalent.

### HBR 520 - Beginning Hebrew I (3)

An introduction to biblical Hebrew designed to give the student sufficient knowledge of the grammar and tools available to be able to do basic study of the Hebrew Bible in the original language.

### HBR 521 - Beginning Hebrew II (3)

A continuation of HBR-520, this course attempts to complete the student's knowledge of basic Hebrew grammar and vocabulary. The student will also gain proficiency in exegetical study from the Hebrew Bible. Prerequisite: HBR-520.

## HCAD - Health Care Administration

### HCAD 510 - Healthcare Issues (3)

Students in this course will assess the impact of healthcare trends and issues on the organization's people, performance and policies, evaluate programs for strategic alignment with current trends and issues, and distinguish the various types of healthcare systems. Students will evaluate the various organizations that provide professional development, peer support, and continuing education, and determine present healthcare issues through research using scholarly sources. A Christian worldview of the ethical obligations of healthcare providers and institutions will be integrated and communicated throughout the course.

### HCAD 511 - Healthcare Governance and Organizational Structure (3)

Students in this course will analyze governance structures and performance outcomes for alignment with mission, vision, values, and goals and select the appropriate legal structure for specific healthcare organizations. Students will analyze the policies, marketplace dynamics, and standards of the healthcare industry on organizational governance and structures, assess the influence of governance systems on human resource policies, and design personnel structures in relationship to the governing body and facility operations. The roles, responsibilities, and relationships among executive management and the governing body will be evaluated from a biblical worldview.

### HCAD 512 - Healthcare Finance (3)

Students in this course will evaluate investment opportunities using various measurements of financial risks and rates of return, determine appropriate financing options for capital acquisitions, and create strategic financing plans for projects using capital budgeting and risk analysis techniques. Students will assess third party payer systems and reimbursement methods, analyze cost measurement and allocation processes, and determine the organization's financial condition and potential for the future. A biblical worldview will be integrated throughout the course.

**HCAD 513 - Healthcare Principles and Policies (3)**

Students in this course will evaluate the political and legal process through which public health problems are addressed, assess the role of culture and patient choice in the creation of health policies, and analyze the financing and policies of long-term care for the aged and disabled. Students will design policies based on scholarly research methods that address community and national health needs in the context of economic health and stewardship. A biblical worldview will be integrated into ethical and professional principles throughout the course.

**HCAD 514 - Healthcare Technology and Information Management (3)**

Students in this course will assess an organization's technology security systems in view of HIPPA and governmental policies, evaluate technology trends and clinical applications to determine the potential problems and opportunities for the organization, and recommend health information systems in order to meet organizational objectives. Students will develop crisis management and technology lifecycle implementation plans. A biblical worldview will be integrated throughout the course.

**HCAD 515 - Healthcare Strategic Development (3)**

Students in this course will evaluate the factors in the healthcare environment that impact strategy and integrate the functions of a healthcare organization into a strategic development framework that creates value and ensures sustainable organizational success. Students will apply critical thinking to the analysis and evaluation of health care from a strategic perspective, evaluate the role of social responsibility in creating value for stakeholders, and formulate operational strategies that promote continuous performance and process improvements. Biblically based policies and ethical strategies will be developed and evaluated throughout the course.

**HCM - Health Care Management****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.

**HMSR - Human Services****HMSR 220 - Interview Skills in Human Services (3)**

This course provides interpersonal skill development with an emphasis on ethical behavior for students who are planning to work in social service organizations.

**HMSR 340 - Advocacy in Human Services (3)**

Understanding the biblical principles of caring for others, this class will focus on the evaluation and advocacy of services to meet the needs at the individual, family, and community levels. Prerequisites: HMSR-220 or equivalent, PSY-250, and CRJ-268

**HMSR 350 - Systems of Social Change (3)**

This course will focus on the systems and the protocol that create social change for those who are un/under-served in society. Prerequisite: SOC-210

**HMSR 420 - Program Planning and Evaluation in Human Services (3)**

This class will focus on skills necessary for matching the needs of a community with available resources as well as the effectiveness of services rendered. Prerequisite: MAT-112

**HMSR 430 - Administration in Human Services (3)**

This class will focus on the leadership and management of human and fiduciary resources utilized in social service organizations. Prerequisite: HMSR-420

**HMSR 490 - Capstone in Human Services (3)**

This course serves as the culminating experience of students enrolled in the Human Services program. It emphasizes skills utilized to assess and implement programs in social services organizations. Prerequisites: HMSR-340, HMSR-350, HMSR-420, HMSR-430

## **HNR - Honors College**

**HNR 100 - Honors College Forum (0 to 1)**

This course exposes students to a broad range of cultural and intellectual experiences in order to enrich their liberal arts foundation and to help develop as Christian agents of discernment in our society and culture. The Honors College will assemble a diverse schedule of events each semester in the arts, humanities, social sciences, natural sciences, and religion. Students will be challenged to reflect critically on the meaning and significance of such events within our contemporary social and cultural contexts and in the light of the Christian faith. This course is limited to Honors College students and may be repeated up to 8 hours. Graded on a CR/NC basis.

**HNR 130 - Discerning One's Calling As a Servant Leader (0 to 1)**

This course introduces students to the nature of servant leadership, equips them to begin to discern their calling as servant leaders, and helps them to cultivate the healthy habits and practices that will sustain them as they seek excellence in scholarship, character formation, and servant leadership during their years at Indiana Wesleyan and beyond. A variety of topics will be addressed, such as discerning one's life calling, managing time, fostering spiritual disciplines, caring for the body, living well in community, growing in healthy self-knowledge of one's strengths and gifts as well as one's limitations, and developing academic skills (e.g., learning to use library resources). Students will also complete a 10-hour service-learning experience. Reserved for students with freshman standing in the John Wesley Honors College.

**HNR 135 - Cultivating the Habits That Sustain a Servant Leader (0 to 1)**

This course continues students' introduction to servant leadership and the healthy habits and practices that will sustain them as they seek excellence in scholarship, character formation, and servant leadership during their years at Indiana Wesleyan and beyond. A variety of topics will be addressed, such as exploring one's life calling, managing time, fostering spiritual disciplines, caring for the body, living well in community, growing in healthy self-knowledge of one's strengths and gifts as well as one's limitations, and developing academic skills (e.g., learning to use library resources). Students will also complete a 10-hour service-learning experience. Prerequisite: HNR-130

**HNR 170 - LLLC Seminar I: What Is Truth? (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-170 focuses on the most central of these foundational questions: 'what is truth?' As the gateway course for the LLLC Seminars, HNR-170 introduces students to the nature and purpose of a Christianity, and helps them to understand their lives within the context of a kingdom-of-God calling that thoroughly integrates intellectual, moral, and spiritual formation. Reserved for students in the John Wesley Honors College.

**HNR 175 - Liberal Learning and Life Calling Seminar II: What Is Beauty? (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-175 explores the nature of beauty in light of God's character, His created order, and humanity's participation in divine creativity. Prerequisite: HNR-170.

**HNR 180 - Foundations of Christian Tradition (3)**

This course is an introduction to the meaning and significance of the Christian canon of Scripture. Students will learn how to read and interpret Scripture as the heart of the historic Christian tradition, attentive to the interpretive wisdom that the Body of Christ has cultivated over the centuries. After an historical study of the formation of the Christian canon, an overview of various unifying theological themes in the Old and New Testaments, and an introduction to the history of Scriptural exegesis from the early Church to modern biblical criticism, students will be instructed in the exegetical process and will be required to demonstrate their learning in the production of an exegetical work. Reserved for students in the John Wesley Honors College.

**HNR 185 - Rhetoric and the Sacramental Imagination (3)**

HNR-185 develops a student's written literacy through practiced writing, dialogue, and critical thought. Using some of the best Christian fiction and nonfiction prose as a gateway for all writing assignments, this course explores how one's imaginative and rational thought intersect to shape one's vision of beauty, goodness, and truth. The classroom activities and writing assignments will develop a student's skills in expressive, expository, and research writing through an understanding and implementation of various writing patterns and strategies. The course's texts, classroom discussions, research, and written essays will highlight how the world and all that is in it are in constant interaction with the divine.

**HNR 100CC - Council for Christian Colleges (0 to 1)****HNR 101HC - Honors Forum on Faith and The Arts I (1)**

HNR-101HC is the first in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the history and significance of the fine arts in antiquity.

**HNR 102HC - Honors Forum on Faith and the Arts II (1)**

HNR-102HC is the second in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the history and significance of the fine arts in medieval and Byzantine cultures.

**HNR 103HC - Honors Forum on Faith and the Arts III (1)**

HNR-103HC is the third in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the nature and significance of the fine arts in the Renaissance and early modern periods of history.

**HNR 104HC - Honors Forum on Faith and the Arts IV (1)**

HNR-104HC is the first in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the nature and significance of the fine arts in modern and contemporary cultures.

**HNR 200 - Honors Forum on Christ and Culture (0 to 1)**

The Honors College will assemble a diverse schedule of events each semester that explore the meaning and significance of our contemporary world. Students will have the opportunity to attend events, both on- and off-campus, from a broad array of areas (e.g., politics, economics, entertainment, world religions, genetics, psychology, technology, and the environment). Students will be challenged to reflect critically on these events, particularly in light of their broader liberal education and their developing understanding of the Christian faith. This course is limited to Honors College students and may be repeated up to six semester hours.

**HNR 210 - Honors Colloquia (1 to 3)**

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

**HNR 215 - News and Views Through the Eyes of Faith (1)**

The purpose of this course is to help students cultivate a deeper understanding of various current events and issues that shape our world. In particular, students will be challenged to consider the meaning and significance of such matters in the light of the Christian faith. Typically, the course will focus on a particular contemporary issue or theme prominent in the news.

**HNR 225 - Liberal Learning Tutorial (1)**

This course provides opportunities for Honors College students to grow as Christian liberal learners. Through various readings, discussions, written work, and personal assessments, students are challenged to deepen their understanding of the nature and purpose of a Christian liberal education, equipped to draw their general education and academic majors into formative dialogue with the Christian theological narrative, and taught to pursue an integrative life of learning, spirituality, and service within the context of a holistic Kingdom-of-God vocation. Students integrate the coursework from these tutorials into a Liberal Learning Life Calling Portfolio (LLC) that consolidates and documents their growth in the Honors College learning outcomes. This Portfolio culminates in a LLC capstone course in which Seniors synthesize the fruits of their liberal education and cast a personal vision for the lifelong pursuit of intellectual and spiritual growth. This course is limited to Honors College students and may be repeated up to 6 hours.

**HNR 230 - Servant Leadership for Redemptive Communities I (0 to 1)**

In this course, students explore the incarnational nature of servant leadership and consider how servant leaders foster redemptive forms of diverse communities. In particular, students seek to understand servant leadership in the context of their chosen field(s) of study. Prerequisite: HNR-135.

**HNR 270 - Seminar III: What Is Humanity (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-270 explores what it means to be human and traces how people's various answers to this question-whether by design or default-shape the substance of their daily lives. The course focuses on what it means for humans to be created in the image of the Triune God and to live out the essence of that image in a fallen world. Readings will draw from the creation narratives, the Gospels, Epistle to the Hebrews, as well as disciplines such as anthropology, biology, psychology, philosophy, and sociology. Prerequisite: HNR-170

**HNR 275 - Seminar IV: What Is the Good Life? (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-275 explores how the Church understands God's invitation to all of humanity to embrace "the good life." This theological vision of the good life will also engage insights offered by disciplines such as literature, political science, sociology, and economics. In the end, students will develop understandings of how God's call to faithfulness, hope, and love should orient their pursuits of lives well-lived in the face of competing cultural notions of goodness. Prerequisite: HNR-170

**HNR 280 - Wisdom, Culture, and Justice Through the Ages I (3)**

This course explores the social, political, cultural and literary developments of human history from the 8th Century BCE to 1600 CE. Through key historical sources and literary texts students will examine how various societies through the centuries cultivated particular visions of wisdom, culture, and justice as well as how these visions nurtured key historical developments.

Combining elements and methodologies of both Old and New Historicism along with various literary methodologies-new criticism, structuralism, reader response, deconstruction, Marxism, cultural poetics, etc.-this course investigates the shifting paradigms of Western Civilization in order to help students to situate contemporary society in this historical trajectory. Must be taken concurrently with HNR-285. Co-requisite: HNR-285.

### **HNR 285 - Great Texts in Context I (2)**

HNR-280/285 explore the social, political, cultural and literary developments of human history from the 8th Century BCE to 1600 CE. Through key historical sources and literary texts, we will explore answers to the following questions: What is truth? What is humanity? What is the Good Life? and Who is our neighbor? Combining elements and methodologies of both Old and New Historicism along with various literary methodologies-New Criticism, Structuralism, Reader-Response, Deconstruction, Marxism, Cultural Poetics, and others,-these courses will investigate the shifting epistemes of Western Civilization and literature. The success of these interdisciplinary courses is dependent on the presence of both a literature and history professor in each class session. Must be taken concurrently with HNR-280. Co-requisite: HNR-280.

### **HNR 310 - Honors Colloquia (1 to 3)**

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

### **HNR 320 - Topics in Christian Scholarship (3)**

The purpose of this course is to explore the nature and meaning of Christian scholarship. This will be accomplished in one of two ways: either through the study of thinkers, movements, and/or themes which provide notable and creative models for the integration of faith and reason, or by reflecting critically on contemporary efforts to analyze modern learning and ideas from a biblical perspective. Possible topics may include Augustine's "City of God", the works of Martin Luther, Jonathan Edwards, John Henry Newman or C.S. Lewis; Christian scholarship in the Reformation era; an evaluative survey of Christian Feminism, liberation theology, or Christian approaches to behavioral science. This course may be repeated. Prerequisite: UNV-180.

### **HNR 325 - Honors Research Tutorial (3)**

This course will acquaint students with the nature, roles, and value of humanities/social science research. In small groups, students will explore a specialized topic from the humanities/social sciences by engaging in collaborative research project with an instructor that will culminate in publishable scholarly work(s). This inquiry-based approach to learning should yield a critical appreciation for the humanities and social sciences that helps students to recognize the relevance of such disciplines to their daily lives. The course will also challenge students to cultivate intellectual skills that are essential to the profitable pursuit of a liberal education: e.g., analytical thinking, critical and reflective reading, well-expressed writing, and articulate oral communication. Prerequisite: UNV-180.

### **HNR 330 - Servant Leadership for Redemptive Communities II (0 to 1)**

In this course, students continue to explore the incarnational nature of servant leadership and consider how servant leaders foster redemptive forms of diverse communities. Students collaboratively develop and implement a service project for the Marion Community, ideally one that draws upon their growing expertise in their fields of study. Students also begin to consider post-graduation plans for servant leadership and the transition to life after college. Prerequisite: Junior standing in the John Wesley Scholars Program and the Mary C. Dodd Honors Program.

### **HNR 350 - Honors Research Seminar (3)**

The purpose of this course is to prepare John Wesley Scholars to undertake an Honors Scholarship Project. Students will cultivate preliminary research skills and methods, sharpen their proficiency in critical analysis, reflect critically on the meaning of Christian scholarship within their chosen discipline(s), and receive guidance in the preparation of their Honors Scholarship Project proposal. After a series of introductory readings and class discussions, students will explore potential avenues of research and/or creativity that might prove fruitful for their Honors Project. Each student's work will culminate in a preliminary Project proposal that has passed through a collaborative process of assessment within the seminar and has been reviewed by a faculty member from the student's area of study.

**HNR 375 - Seminar V: Who is our Neighbor? (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-375 focuses on the character of human community and diversity in light of Christian conceptions of creation, sin, redemption, and reconciliation. Drawing on canonical and theological writings, as well as disciplines such as history, sociology, political science, and intercultural studies, the course will help students to develop both a theologically grounded response to the question, "Who is our neighbor?", and a well-informed understanding of how to embody their response in a variety of diverse contexts. Meets Intercultural Competency requirements. Prerequisite: HNR-170

**HNR 380 - Wisdom, Culture, and Justice Through the Ages II (3)**

This course explores the social, political, cultural and literary developments of human history from 1600 CE to the present. Through key historical sources and literary texts students will examine how various societies through the centuries cultivated particular visions of wisdom, culture, and justice as well as how these visions nurtured key historical developments. Combining elements and methodologies of both Old and New Historicism along with various literary methodologies-new criticism, structuralism, reader response, deconstruction, Marxism, cultural poetics, etc.-this course investigates the shifting paradigms of Western Civilization in order to help students to situate contemporary society in this historical trajectory. Special emphasis in this course will be placed on explicating "who is our neighbor" as we explore the cultural exchanges that occurred across the global community beginning with the seventeenth century age of exploration and ending with the anticolonial movements of the twentieth century. Prerequisite: HNR-280 and HNR-285. Co-requisite: HNR-385.

**HNR 385 - Great Texts in Context II (2)**

This course explores the writings of the major authors of world literature from 1600 CE to the present. By analyzing key literary texts from the Age of Enlightenment through the Twentieth Century, students will learn about the nature and character of the theological/philosophical narratives that shaped these periods of literature. Students will also investigate how each of these major literary periods answers the following questions: What is truth? What is humanity? What is the Good Life? and Who is our neighbor? Utilizing elements and methodologies of both Old and New Historicism, students will author papers that compare and contrast the literary and philosophical assumptions of the various literary periods studied in the course to Christianity. Prerequisites: HNR-280 and HNR-285. Corequisite: HNR-380

**HNR 399H - Honors College Thesis/Project (3)****HNR 325CC - Global Studies Program (3)****HNR 410 - Honors Colloquia (1 to 3)**

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

**HNR 430 - Servant Leadership Capstone (0 to 1)**

In this course, students continue to consider post-graduation plans for servant leadership and the transition to life after college. They also provide leadership for the HNR-130 retreat, sharing what they have learned with the next generation of JWHC students. Reserved for students with senior standing in John Wesley Honors College.

**HNR 475 - Capstone: How Then Shall We Live? (3)**

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-450 is the capstone for LLC Seminars. Students in this course draw on their theological work from previous semesters in order to formulate a 'theology of vocation' that integrates their

understanding of the historic Christian narrative, their life calling, and their anticipated profession into a holistic vision of human flourishing. Students will also craft an agenda for lifelong learning and character formation in order to prepare them to continue their trajectory of intellectual and spiritual growth in their post-collegiate lives. Prerequisite: HNR-170

### **HNR 480 - Advanced Topics in Interdisciplinary Humanities (3)**

As an advanced interdisciplinary study of issues related to human life and society, this course will explore the meaning and significance of a contemporary topic through the lenses of multiple academic disciplines. The course topic and the disciplinary methodologies employed will vary from one semester to the next. Ideally, the course will be team taught by faculty members who expertise helps to nurture its interdisciplinary approach. Ultimately, the course will require students to integrate the knowledge and insights of their interdisciplinary study into their vision of life calling and human flourishing. Open to students in John Wesley Honors College.

### **HNR 497 - Honors Scholarship Project I (1 to 3)**

As the first part of the Honors Scholarship Project, the aim of this independent learning experience is to refine the subject of the Honors Project and begin the formal process of research and/or creative endeavor. Working under the guidance of a faculty mentor, the student establishes a detailed plan of scholarship and begins to pursue it. In addition to regular meetings with the faculty mentor during the semester, the student must submit midterm and final progress reports to the Honors College Director. Prerequisite: HNR-350.

### **HNR 498 - Honors Scholarship Project II (1 to 3)**

The aim of this independent learning experience is to complete the process of research and/or creative endeavor begun in HNR-498. Working under the guidance of a faculty mentor, the student's work should culminate in a scholarship project that demonstrates rigor and creativity in the field of study. The final Honors Scholarship Project must collectively represent at least 3 hours of work. Prerequisites: HNR-350 and HNR-497.

### **HNR 499 - Honors Scholarship Presentation (0 to 1)**

After completing their Honors Scholarship projects, John Wesley Scholars are required to share the fruits of their scholarship in an on-campus public forum appropriate to their discipline. Through their engagement of a public audience, students should demonstrate both the merits of their Honors Project and a good capacity for addressing feedback about the development and outcomes of their scholarship. Students will also be encouraged to share their work at regional and national conferences and to revise their project for submission to journals of undergraduate scholarship in their disciplines. Prerequisite: HNR-497; HNR-498 must be taken prior to or with HNR-499.

## **HRM - Human Resources Management**

### **HRM 549 - Human Resources 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.

**HRMT - Human Resources Management****HRMT 535 - Human Resources Management (3)**

This course will vest students with the knowledge and skills needed to effectively manage the myriad challenges associated with human resources (HR) practice in organizations. Students will learn how, through effective HR planning and implementation, managers can assist in strategically influencing the quality of life, productivity, and performance of employees. Additional topics will include recruiting and selecting staff to match organizational needs; counseling and engaging staff for personal and professional development; negotiating internal conflict; and practicing effective communication.

**HRMT 536 - Evidence Based Tools for HR Decision- Making (3)**

This course examines the theory and application of various evidence based tools that are used in the HR decision-making process. Students will be able to develop and apply research theory, including quantitative methods, benchmarking, and balanced scorecard, to provide stakeholders with HR-relevant information that improves organizational decision-making. Students will focus on supporting full disclosure, accountability, and transparency, from an ethical and biblical perspective, in the generation of HR information used by internal and external stakeholders. Prerequisite: HRMT-535 and FINC-525

**HRMT 537 - Staffing, Performance Management, and Training (3)**

This course provides students with an in-depth examination of staffing, performance management, and training. After the completion of this course, students will be able to analyze internal and external business environments and identify the required skills and talents needed to fulfill the organizational strategic plan, develop strategies to attract and retain a competitive workforce, and construct performance appraisal systems that align with organizational mission, vision, values, and goals. Students will be able to support optimal organization performance through the continuous development of human capital and integration of a biblical perspective into the Human Resource (HR) development and appraisal programs. Prerequisite: HRMT-535

**HRMT 538 - Total Rewards Management (3)**

This course examines the basics of compensation and benefits and explores best practices in the development of the total rewards philosophy. Students will develop reward systems, including executive compensation and termination packages, that are fair, just, and align with organizational goals; design human capital plans for managing compensation and workforce adjustments; and assess benefit plans in order to maximize the utility to employees within the limitations of the available resource. Students will evaluate potential sources for total rewards functions and integrate a total rewards philosophy into a consistent communication strategy. A biblically based perspective will be used throughout the program. Prerequisite: HRMT-535

**HRMT 539 - Labor Management Relations in the Global HR Environment (3)**

This course examines labor management relationships from a global perspective and explores the unique staffing issues created by the global business environment. Students will create biblically based labor and management strategies that promote sustainable relationships, construct solutions through the dispute resolution process, and evaluate situations for legal and regulatory compliance. Students will develop global staffing programs that promote cross cultural experiences for organizational human capital, design labor policies and procedures that are compliant with differing country regulations and laws, and create a culture of inclusion throughout all levels of the organization. Prerequisite: HRMT-535

**HRMT 541 - Strategic Risk Assessment (3)**

This course examines Risk Management from the strategic perspective of HR as an internal consultant to the organization. The student will develop biblically based strategies that promote sustainable organizational practices in the utilization of human, financial, and environmental resources; evaluate organizational activities to enhance accountability to stakeholders and organizational reputation; and formulate plans to avoid risk in both everyday operations and times of crises. The student

will design policies and procedures that secure HR related information and records, comply with applicable laws and regulations, and lead to a safe work place for all employees. Prerequisite: HRMT-535

### **HRMT 542 - Organizational Renewal and Development (3)**

This course examines leadership and organizational renewal and development from a strategic perspective with particular emphasis on the role of Human Resource (HR) in the change process. Students will evaluate environments and determine their impact on the organization. Students will integrate leadership, strategy, and HR management functions such as job roles and design, organizational culture, behavior, performance, goals, and objectives in order to recommend biblically based strategies for organizational renewal and development. Students will defend the role of HR as an essential agent of organizational transformation and change. Prerequisite: HRMT-535

## **HST - History**

### **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. Not open to students with credit in HST-212.

### **HST 103 - Recent History and Politics (3)**

A penetrating study of intellectual, political, economic, social, legal, aesthetic, ecclesiastical, and international political developments from 1920 to the present with emphasis on America's role in the world. Gives credit for History or Political Science majors.

### **HST 160 - Western Civilization (3)**

This survey covers cultural Western Civilization from the Renaissance through the Modern Era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

### **HST 180 - Humanities World Civilization (3)**

An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance. (History majors take HST-185 and HST-190 in place of HST-180. Any student may take HST-185 and HST-190 in place of the HST-180 general education requirement.)

### **HST 185 - Foundations of Civilization to 1648 (3)**

This course is an introduction to the foundations of civilization from the dawn of human history to the beginning of the Modern era, focusing on the religious, political, social, intellectual, and cultural attributes emphasizing the origins, rise and interactions of Western Civilization. (History majors take HST-185 and HST-190, The West and the World after 1648 in place of HST-180.) No Prerequisite. Not open to students with credit in HST-201.

### **HST 190 - The West and the World after 1648 (3)**

This course examines the development of Western Civilization from 1648 to the present, with an emphasis on the religious, political, social, intellectual, and cultural elements, as well as the encountering of non-Western peoples, cultures and civilizations. Not open to students with credit in HST-202.

### **HST 201 - World Civilization to 1500 (3)**

An intellectual, institutional, and cultural consideration, of world civilizations and their development, interaction, and significance to 1500. Combined with HST-202, meets HST-180 Humanities requirement. (History majors take HST-201 and HST-202 in place of HST-180.) Not open to students with credit in HST-185.

**HST 202 - World Civilization after 1500 (3)**

An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance after 1500. Combined with HST-201, meets HST-180 Humanities requirement. (History majors take HST-201 and HST-202 in place of HST-180.) Not open to students with credit in HST-190.

**HST 211 - 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-101.

**HST 212 - 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. Not open to students with credit in HST-102.

**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 change from session to session, but will be a focused look at a movement, event or era, or field within history.

**HST 230 - Colonial Latin America (3)**

A survey of the political, social, cultural and religious history of Latin America from the rise of pre-Columbian civilizations to the eve of independence.

**HST 231 - National Latin America (3)**

A survey of the political, social, cultural and religious history of Latin America from the eve of independence to the recent past.

**HST 250 - Contemporary Affairs (1)**

An intensive analysis of communications and the news media from a historical perspective with a focus on television network news. A penetrating study of the structure, power, and bias of the television news industry and how it affects contemporary life and affairs. Gives credit for majors in History or Political Science.

**HST 261 - Contemporary Modern Problems (2 to 3)**

A penetrating interdisciplinary analysis of the rise and decline of Western thought and culture. Features a sequential viewing of the widely acclaimed Francis Schaeffer film series "How Should We Then Live?" with informative and stimulating discussion following the viewing of each film.

**HST 290 - Making History: Historians, Historical Techniques and Historiography (3)**

This course is an introduction to the philosophies of history and the techniques of historical inquiry and research and writing. Prerequisites: Students must have basic writing skills, and general survey knowledge. The student should have passed both HST-185 Foundations of Civilization to 1648 and HST-190 The West and World after 1648. If only one has been taken, enrollment in the other concurrent with HST-290 is acceptable with permission of the division. Gives credit towards the history major.

**HST 293 - China: History and Culture (1)**

This course gives an overview of Chinese history. Particular emphasis given to religion, major events, and beliefs that fashioned the history of China. Students will gain an understanding of the role of China in the 21st Century.

**HST 294 - History of Christian Civilization (2)**

This course will present the history of Christianity in Western civilization from the first century A.D. through the modern period. Students will study the important personalities of Christian history, significant theological movements, political and social events which have impacted the growth and development of the Christian religion, and the Church's role in society.

**HST 295 - American Portraits (1 to 3)**

Autobiographical and biographical studies of the life and times of American leaders.

**HST 220CC - Global Studies Program (3)****HST 230CC - Colonial Latin America (3)**

A survey of the political, social, cultural and religious history of Latin America from the rise of pre-Columbian civilizations to the eve of independence.

**HST 290CC - Council for Christian Colleges Techniques and Historiography (3)****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. Gives credit for majors in History, Philosophy, Political Science, Political Science Pre-Law or Sociology. Prerequisite: Any course from HST-180, HST-211, HST-212, HST-103, HST-185, HST-190, HST-160, or POL-100.

**HST 301 - American Foreign Relations (3)**

A history of international politics from 1415 to the present, focusing on an analysis of the foreign relations of the United States from the American Revolution to the present. Gives credit for majors in Political Science, International Relations, or History. Prerequisite: HST-211, HST-212, or POL-100.

**HST 302 - American Political Parties (3)**

An analysis of the nature, history, and function of political parties and pressure groups in the United States. Gives credit for Political Science, Political Science Pre-Law, International Relations, or History majors. Prerequisite: HST-211, HST-212, or POL-100.

**HST 312 - Medieval Civilization (3)**

This course analyzes the political, social, intellectual and religious components of Europe in the Middle Ages, covering the period from the Fall of Rome in the West to the eve of the Reformation. Prerequisite: HST-180 or HST-185.

**HST 320 - American Economic History (3)**

A survey of American economic developments, including business and the American economy. Gives credit for History or Economics majors. Prerequisite: HST-211 or HST-212, and ECO-211 or ECO-212.

Crosslisted as: ECO-320.

**HST 321 - History of the Muslim-Christian Encounter (3)**

This course will examine various points of interaction between the Muslim and Christian faiths from the origins of Islam (in the Seventh Century) to the present day. Special emphasis will be placed on elucidating the complex theological, cultural, and political factors that have shaped the relationship between these two religions. The course will provide an introduction to the origins and basic tenets of Islam and opportunities to interact with various contemporary expressions of the Muslim faith. Prerequisite: HST-180, HST-185 or HST-190.

**HST 341 - History of England to 1688 (3)**

This course is a survey of English history from Celtic and Roman times to 1688, emphasizing religious, political, social, and cultural developments between the Anglo-Saxon period and the Glorious Revolution. Prerequisite: HST-180 or HST-185. Not open to students with credit in HST-360.

**HST 342 - History of England 1688 - Present (3)**

This course is a survey of English history from 1688 to the present. It will emphasize religious, political, social, and cultural developments between the Glorious Revolution and the present. Prerequisite: HST-180 or HST-190.

**HST 355 - Modern Mexico (3)**

A history of greater Mexico from Independence to the recent past. Prerequisite: HST-180, HST-185, or HST-190 or permission of the Division of Social Sciences.

**HST 360 - History of England (3)**

A history of the British Isles from their earliest time to the present, emphasizing the Reformation period. Prerequisite: HST-180 or HST-185 and HST-190.

**HST 361 - History of Russia and Eastern Europe (3)**

A study of Russia from its beginnings to the present, emphasizing its Eurasian cultural development and the rise, expansion, and dissolution of Soviet Communism. Includes a survey of Eastern European developments from the beginning of modern Europe to the present. Prerequisite: HST-180 or HST-185 and HST-190.

**HST 370 - International Cultural Studies (3)**

Travel experience to nations outside the United States designed to enable students to gain a greater understanding for and appreciation of other cultures. Extra fee: air travel, lodging, meals, and miscellaneous. Gives credit for geography or for majors in History or Political Science. Prerequisite: Consent of the department.

**HST 380 - History of Middle East and Africa (3)**

A study of the Middle East from ancient times to the present including a survey of eastern Mediterranean, African, and Near Eastern cultures. Emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Prerequisite: HST-180 or HST-185 and HST-190.

**HST 381 - History of East Asia (3)**

A study of Asian nations, emphasizing China and Japan, including India and Pakistan, from earliest beginnings to the present. Particular stress is placed on the nineteenth and twentieth centuries, including the history of communism in Asia and the growing contemporary significance of East Asia. Prerequisite: HST-180 or HST-185 and HST-190.

**HST 391 - Directed Studies in Social Studies (1 to 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. (1 or 2 credit hours)

**HST 395 - Renaissance and Reformation (3)**

A specialized study of the intellectual, cultural, and religious life of Europe in the fourteenth, fifteenth, and sixteenth centuries. Prerequisite: HST-180 or HST-185 and HST-190.

**HST 399H - Honors College Thesis - History (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**HST 341CC - History of England to 1688 (3)**

This course is a survey of English history from Celtic and Roman times to 1688, emphasizing religious, political, social, and cultural developments between the Anglo-Saxon period and the Glorious Revolution. Prerequisite: HST-180 or HST-185. Not open to students with credit in HST-360.

**HST 342CC - Council for Christian Colleges (3)****HST 360CC - Global Studies Program (3 to 4)****HST 361CC - Council for Christian Colleges and Universities (3)****HST 370CC - Council of Christian Colleges and Universities (3)****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. Gives credit for History, Political Science Pre-Law, or Political Science majors. Prerequisites: HST-211 and HST-212 or POL-100.

**HST 442 - World War II (3)**

A specialized study of World War II within the context of world history. It emphasizes the fracturing of the world order with the rise of Japanese, German, and Italian imperialism. It also gives an overview of the military strategies and conduct of the war in the major theaters of operations, as well as the impact of "total war" on the civilian populations of the various home fronts, with a special focus on the Nazi Holocaust. Prerequisite: HST-180, HST-212 or HST-190.

**HST 450 - History and Social Science Seminar (3)**

A survey of historical writing and philosophies of history. Practice in the methodology of research and writing. Required of all History majors. Prerequisite: Upper-division status.

**HST 450H - History and Social Science Seminar - Honors College Thesis (3)****HST 475 - Independent Learning in History (1 to 3)**

Individually arranged research and writing in history. Prerequisite: Consent of the department.

**HST 499 - History Honors (3)**

Prerequisites: Junior or senior standing with 3.0 GPA and consent of the department.

**HST 475CC - Global Studies Program (1 to 6)****HST 499CC - Council for Christian Colleges and Universities (3 to 4)**

## **ICD - Intl and Comm Development**

**ICD 210 - Introduction to Development (3)**

This course will explore the primary theories and practices in social and economic development of communities on a local and global scale. The course takes its basic approach to the subject from a consideration of the role of culture in economic development and social change. The course will include an overview of the history and impact of globalization, the impact of global population growth and migration patterns, and the growth and impact of transnational corporations on societies. Finally in this course students will receive an introduction to the major multinational bodies such as The World Bank, International Monetary Fund, World Trade Organization, and World Health Organization, as well as the development activities of governmental and non-governmental agencies.

**ICD 229 - Essentials of Non-Profit Management (3)**

This course introduces the student to the spectrum of management issues in which leaders of non-profit organizations must be involved giving attention to the special nature of non-profit enterprises. The course will introduce students to essential management areas such as the legal framework for non-profit organizations, organizational governance, the role of the chief executive officer, strategic planning, finance, and human resource development. In addition students will be introduced to the fundamental principles of organizational effectiveness and capacity building. Finally the course will provide an opportunity to examine the contributions of the non-profit sector in the broader social and economic environment.

**ICD 240 - Urban Anthropology (3)**

This course will examine urban life in a variety of historical and cultural contexts. Particular attention will be directed to the process of urbanization and to the political economy of the growth of cities; the impact of urbanization on rural cultures; race, class and ethnic relations in urban areas; and social use of urban space.

**ICD 260 - Models of Urban Ministry (3)**

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

**ICD 260CC - Global Studies Program (3)****ICD 323 - Urban Ministries Internship (3 to 9)**

This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisite: ICD-260.

**ICD 325 - Urban and Rural Development Practice (3)**

This course seeks to provide students with practical insights into areas of urban and rural development practice. It approaches development from a decidedly transformational and Christian perspective. Allowing flexibility for either an urban or rural slant, it attempts to place holistic development practices squarely within the context of the relationship between churches/church organizations and the world in which they are called to serve. Pre-requisite: ICD-210

**ICD 350 - Transformational Development Principles (3)**

This course covers the key principles and processes of transformational development rooted in the tradition and values of self-determination, empowerment, and social justice. The course focuses on direct practice and advocacy for the socially and economically disempowered groups in the society and on bringing the church and the community together to address the problematic social conditions. It is designed to build the students' analytical, political and interactional skills necessary to mobilize the community for collective action and social justice.

**ICD 360 - Development Internship (3 to 9)**

The student will be involved in a significant development experience under the supervision of a development practitioner. The internship setting must be in an international development agency or in an urban/rural development organization outside of North America. Direct exposure involving observation and practical development service will be required. The internship must be a minimum of four weeks. Prerequisites: ICD-210, ICD-325 and INT-220.

**ICD 450 - Community Development Workshop/Practicum (3)**

This is an upper level course that allows ICD students to harness the knowledge and skills they have acquired from the program to effectively identify, analyze and resolve local community development issues. Students participate in hands-on community-based research and problem-solving activities, and thus prepare them to work with the community, identify local needs, leverage community assets, and devise strategies to mitigate community challenges. Pre-requisites: ICD-210, ICD-325, ICD-350, MAT-112 and PSY-355 or POL-322.

**ICD 480 - Development Capstone (1)**

This course provides a capstone for the International and Community Development major and is designed to help the students to reflect on learning experiences throughout their coursework and development internships. Various exercises and readings will be used to help the students to integrate wide range of development concepts learned throughout the major. Students will be required to present their internship papers and written development concept papers to the class for constructive criticism from their peers and the faculty to enable them to sharpen their ideas and career path in International and Community Development.

## **INR - International Relations**

**INR 332 - Conflict Processes (3)**

The purpose of this course is to cover a variety of theoretical and ethical approaches to the problem of understanding international conflict. Strong emphasis will be placed on the evaluation of the empirical literature attempting to explain the causes of war and peace. Historical continuity and change in international conflict will be examined via the analysis of a variety of case studies of global, regional and intrastate war. By combining a theoretically sophisticated understanding of the causes, results, and resolution of conflict, coupled with concerns about the moral justification of war, students will emerge prepared to formulate thoughtful, concrete opinions on issues of global conflict. Prerequisite: POL-230.

Crosslisted as: POL-332.

**INR 375 - Foreign Policy Analysis (3)**

This course examines the way international actors make decisions regarding how they will interact with other members of the international community. Students will be introduced to the variety of ways in which the foreign policy making processes within and across countries operate and can be explained. A number of influences on foreign policy are discussed, including individual policy makers, characteristics of the domestic political environment, and international systemic factors. The course surveys these influences, concepts and theoretical approaches in preparation for the in-depth and hands-on analysis students will undertake in the later part of the semester. Prerequisites: POL-230 and POL-232.

Crosslisted as: POL-375.

**INR 432 - Global Governance (3)**

This course is an advanced survey of the norms, institutions and processes increasingly constituting some type of governance at the global level. Students will be acquainted with the knowledge and analytical tools needed to cope with an increasingly complex and interconnected global system. Towards this end, the course introduces the key dimensions, actors and nature of global governance; identifying the most significant concepts and theoretical approaches to understanding global rule. The course also addresses the various debates about global governance and explanations for the increasing demands in global governance structures. Prerequisites: POL-230 and POL-232.

Crosslisted as: POL-432.

**INR 470 - International Relations Capstone (3)**

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

Crosslisted as: POL-470.

**INT - Intercultural Studies****INT 120 - Introduction to Cross-Cultural Engagement (1)**

This course will introduce students to the challenges and opportunities associated with cross-cultural engagement. It is recommended for all students who plan to live, study and/or serve in another cultural context either at home or abroad. Meets General Education intercultural requirement when taken in combination with INT-124 or INT-222.

**INT 122 - Short-Term Missions (orientation) (1)**

This course will introduce students to the challenges and opportunities associated with cross-cultural engagement. It is recommended for all students who plan to live, study and/or serve in another cultural context either at home or abroad. Meets General Education intercultural requirement when taken in combination with INT-124 or INT-222. Prerequisite: INT-220 or INT-222.

**INT 124 - Cross Cultural Exposure Trip (2)**

The purpose of this course is to facilitate greater understanding of what is involved in cross-cultural ministries. It is available to students who will be entering into significantly different cultural settings for at least three weeks, and is designed to equip and prepare them to engage that culture in ways that are transformational, appropriate and effective. Prerequisite: INT-120 or INT-220.

**INT 124CC - Global Studies Program (3)****INT 220 - Intercultural Relationships (3)**

This course examines the theology of diversity, and specific ways that Christians deal with cultural differences. We develop strategies for effectively relating to people in cultural settings other than our own and working in the church to minister to various people groups in our society. Meets General Education intercultural requirement.

**INT 222 - Intercultural Leadership for Transformation (2)**

This course provides an introduction to the intercultural and multicultural leadership and followership, and logistical foundations for developing effective intercultural teams. Special emphasis will be placed on pre-field planning and team preparation, on-field operations, and post-field debriefing, follow-up, and next steps. Servanthood and stewardship paradigms serve as the biblical and theological bases for intercultural leadership/followership. Prerequisite or Co-requisite: INT-120 or INT-220.

**INT 225 - Folk Religion (3)****INT 229 - Essentials of Non-Profit Management (3)**

This course introduces the student to the spectrum of management issues in which leaders of non-profit organizations must be involved giving attention to the special nature of non-profit enterprises. The course will introduce students to essential management areas such as the legal framework for non-profit organizations, organizational governance, the role of the chief



executive officer, strategic planning, finance, and human resource development. In addition students will be introduced to the fundamental principles of organizational effectiveness and capacity building. Finally the course will provide an opportunity to examine the contributions of the non-profit sector in the broader social and economic environment.

**INT 262 - Issues in Urban Ministry (3)**

Students will learn the basic knowledge of a variety of urban church planting methodologies. They will gain appropriate church growth principles; a knowledge of the urban church planting process from beginning to end, and a knowledge of how to build competent urban leaders in the new urban church plant.

**INT 280 - Intercultural Communication (3)**

Explores intercultural communication theory and practice within interpersonal, group and public contexts. Topics include similarities and differences in values, language, nonverbal, interethnic/intergroup communication, identity, and adaptation. Students will enhance flexibility with such encounters. Meets General Education requirements for Intercultural Competency.

**INT 220CC - Global Studies Program (3)**

**INT 310 - The Role of Women in Missions (3)**

A study of ministry to and by women, including biblical foundations for roles of female missionaries in the home, church, society, and principles for evangelizing, discipling, and counseling women of other cultures.

**INT 315 - Cross-Cultural Communication of Faith (3)**

This course explores the fields of theologizing and communication from a cross-cultural perspective. The student should learn how to think theologically and then communicate that into a new cultural context. Significant time will be spent observing and interacting with those from a different culture. Prerequisite: SOC-225,THE-232.

**INT 322 - Intercultural Internship (3 to 9)**

The student will be involved in a significant cross-cultural experience overseas under the supervision of a professional in the student's area of academic interest. Direct exposure involving observation and practical service that relates to classroom instruction will be required. Prerequisites: INT-220.

**INT 323 - Urban Ministries Internship (3 to 9)**

This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisite: ICD-260.

**INT 350 - Transformational Development Principles (3)**

This course covers the key principles and processes of transformational development rooted in the tradition and values of self-determination, empowerment, and social justice. The course focuses on direct practice and advocacy for the socially and economically disempowered groups in the society and on bringing the church and the community together to address the problematic social conditions. It is designed to build the students' analytical, political and interactional skills necessary to mobilize the community for collective action and social justice.

**INT 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**INT 320CC - Global Studies Program (3)**

**INT 322CC - Council for Christian Colleges and Universities (3)**

**INT 323CC - Global Studies Program (3 to 9)**

**INT 380CC - Global Studies Program (1 to 3)**

**INT 402 - Contemporary Global Issues (3)**

This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Concerns arising out of current events and the personal experiences of the students may also be topics of discussion.

**INT 410 - Islam: Understanding and Dialogue (3)**

This course is designed to develop a basic understanding of Islam. Some attention will be given to its birth and development, the variety of expressions found today around the world and the implications these things hold for Christian witness. We will look at the facts of Islam, the text, the anthropological and sociological make up of the faith and its people in a variety of cultural settings. Strategies for engaging in meaningful dialogue and effective Christian witness will be explored. Not open to students with credit in HST-321. Pre-requisites: PHL-180, ENG-180, HST-180, UNV-180, BIL-101, and BIL-102.

**INT 480 - Intercultural Capstone (1)**

This seminar will provide a forum for the interdisciplinary integration of students' course work and for the integration of students' academic, personal, and ministry development. Studies in the cultural and religious backgrounds, historical development, and present situation in a country of the student's selection are also discussed in relation to how they affect the preaching of the Gospel and the development of the church. Restricted to seniors with a major or minor in Intercultural Studies.

**INT 475CC - Global Studies Program (1 to 4)****INT 499CC - Global Studies Program (1 to 6)****IPE - Interprofessional Education****IPE 545 - Biostatistics (3)**

Biostatistics is the application of statistics to biology, medicine, nursing, and other health-related professions. This course is intended to give the student an introduction to basic statistical concepts, methods, and reasoning used in public health and other health sciences, providing a base for further development of these skills in courses such as Epidemiology, Research Methods, and Advanced Epidemiology. Health Sciences students in Public Health, Occupational Therapy, Physical Therapy, and other related professions will establish a foundation for their experiential learning projects.

**IPE 555 - Bioethics: Theory, Application and Decision-Making (3)**

An overview of healthcare ethics, theoretical foundations of ethical decision-making, and the role of personal values and ethics. Ethical dimensions of geopolitical, economic, sociocultural, environmental, and educational influences on health will be explored in local, national, and global contexts. Strategies for analyzing and managing ethical situations will provide a foundation for Biblical-based decision-making by an interprofessional team.

**IPE 565 - Research Methods I (3)**

This course will provide graduate Health Sciences students a comprehensive exploration and sound understanding of the origins and applications of diverse research methods used in the health sciences, with an emphasis on selecting and applying appropriate research designs. It includes an overview of the scientific methods and the various research paradigms in current use.

**IPE 575 - Clinical Anatomy (3)**

This course will provide students a comprehensive study of the human body and its related function. Students will learn human anatomy as it relates to function through the study of bones, cadaver dissection, models, medical imaging, atlas drawings, and their own bodies. Clinical correlations will be presented related the anatomical structures discussed to clinical practice.

**IPE 605 - Research Methods II (3)**

This course will serve as a continuation of the Research Methods I course. This course will cover measurement theory and the use of techniques such as factor analysis to validate measurement scales, risk and sensitivity analysis, qualitative research, and mixed methods designs. In addition, the course will continue to develop the student's ability to produce a research proposal by expanding the previous semester project to include methodological sections of a research proposal.

**IPE 615 - Health Policy (3)**

Students examine the development, implementation, and evaluation of health policies and law and their impact on delivery of health services and the promise of public health. This course provides an overview of public policy interventions within the various domains of public health, the motivations for undertaking them, and the influences of the political, bureaucratic, and social environments in which policy decisions are made.

**IPE 625 - Organizational Leadership in Health Care (3)**

This course provides an overview of leadership, management, and organizational behavior reflecting the uniqueness of the health care sector. The course integrates theory with practice through readings, presentations, team learning, written assignments, and guest lecturers from different organizational and interprofessional leadership perspectives in health care. Assessment, practice, and development of organizational leadership systems and skills will be accomplished through action learning teams, case studies, and problem based learning.

**LANG - Language****LANG 499CC - Global Studies Program (1 to 4)****LAT - Latin****LAT 201 - Beginning Latin I (3)**

An introduction to the basic forms, syntax, and vocabulary of Latin.

**LAT 202 - Beginning Latin II (3)**

A continuation of LAT-201, this course prepares the student for the translation of Latin literature. Prerequisite: LAT-201.

**LAT 320 - Intermediate Latin I (3)**

This course continues the student's knowledge of Latin grammar and vocabulary by reading texts from authors such as Livy, Cicero, and Catullus. Prerequisite: LAT-202.

**LAT 321 - Intermediate Latin II (3)**

A continuation of LAT-320, this course largely consists of readings from more advanced Latin authors such as Virgil and Tacitus. Prerequisite: LAT-320.

**LAT 475 - Independent Learning-Latin (1 to 3)**

Individually arranged reading, research, and issues relating to the Latin language. Prerequisite: LAT-201, LAT-202 or its equivalent.

**LDR - Leadership****LDR 120 - Exploration of Life Purpose and Individual Uniqueness (1)**

This course will lead students to develop an understanding of their unique design as a key to discovering their life purpose and calling. Students will then explore how to work with this uniqueness in maximizing their college experience and life beyond college. A major focus of this course concentrates on the discovery of one's God-given strengths, passions and life experiences as a basis for this calling. Students are then led to understand how education, work, and other relationships in life are best understood and developed from this life calling perspective. Cannot take if earned credit in LDR-150.

**LDR 150 - Introduction to Life Calling (3)**

This course focuses on students developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from the life calling perspective. Students will evaluate values, spiritual gifts, interests, abilities, personality traits, and experience. Students will combine each component in an in-depth self-assessment paper, and will integrate this into a life and leadership plan. Additional fees required.

**LDR 200 - Foundations of Leadership (3)**

This course presents the paradigm of servant leadership within a study of the historical and theoretical models of leadership. Leadership will be defined and the Servant Leadership Model presented and contrasted to traditional views.

**LDR 210 - Introduction to Leadership Development (0 to 1)**

Provides an introduction to student development theory and practice and how residence hall living impacts college students. The course concentrates on developing self-awareness, interpersonal skills, and leadership skills that are needed and useful

to residence life. Emphasis is given to integrating current trends and theories of student development with residence life on a Christian university campus. The course is open to all students but is offered mainly to students anticipating working as a resident assistant.

### **LDR 225 - Student Leadership Practicum (0 to 3)**

This course is designed for those who are in student leadership positions. It is an applied course that relates servant leadership theory directly to various student leadership roles. An emphasis will be placed on developing and implementing program plans, dealing effectively with student conflict and learning to appreciate the field of student development leadership.

### **LDR 235 - High Adventure Leadership Experience (1)**

This course involves high adventure experiential learning (backpacking, canoeing, rappelling) with a focus on developing leaders through mentoring, self-discovery and personal challenge.

### **LDR 245 - Peer Leader Practicum (1)**

This course focuses on developing students in the understanding and practice of leading their peers, both individually and as a group. The participants will minister and serve freshmen students in their breakout group through small group meetings, individual contact, mentoring, and community service projects. The student's experience will be facilitated by purposeful reflection, group discussion, interaction with faculty, and class assignments.

### **LDR 246 - Mentoring Practicum (1)**

Provides an introduction to basic theory and skill development for peer leadership and mentoring. The participants will serve as a peer mentor for 2-3 first year students to assist in making a successful transition to college, and foster growth in character, scholarship and leadership. Experiences will be facilitated by purposeful reading and reflection, group discussion, and class assignments. No prerequisites are required for this course. May be repeated up to 4 credits.

### **LDR 255 - Honors Leadership Practicum (0 to 1)**

This course introduces students to servant-leadership concepts and facilitates the practical application of such concepts to student leadership roles within the Honors College. The course is restricted to students currently serving in a leadership capacity within the Honors College. The course will challenge students to develop as reflective servant leaders and assist students in the assessment of their leadership style and effectiveness. This course may be used to meet Leadership electives in the Leadership Major.

### **LDR 265 - International Servant Leadership Experience (1 to 3)**

This course provides an experiential learning process that introduces leadership concepts and development based on a servant-leadership paradigm. Students will utilize a learning cycle to combine concrete experiences with reflective observation, abstract conceptualization and active experimentation as a way of developing as leaders. This course is conducted in an international setting. Prerequisites: INT-122 or equivalent and the consent of the Leadership Center.

### **LDR 300 - Leadership and Followership (3)**

This course explores the key relationships between leaders and followers with a focus on mutual learning, mutual influence, and mutual empowerment that enable them to value and develop each other. Students will learn about leadership and followership types and how the leader-follower dyad works in organizational setting. Students will also explore historical models of leadership and followership styles across cultural, philosophical and faith traditions. Prerequisite: LDR-200.

### **LDR 310 - Lifeskills, Career and Leadership (3)**

This course helps prepare upper division students of any major to transition into the workforce following graduation. The course focuses on preparing for a life of leadership after college by understanding how to develop life skills that will allow them to integrate their unique life calling into work environments and career interests. Four broad areas will be addressed: 1) Job Search, 2) Professional Development, 3) Personal Financial and Time Management, and 4) Lifelong Leadership and Learning. Students will prepare a personal portfolio and develop a strategic life and leadership plan.

### **LDR 325 - Leadership Internship (1 to 3)**

This course provides a supervised practical leadership experience in a professional work environment. Students will provide leadership under the mentorship of a more experienced leader to develop and reinforce learning from the Leadership program. Prerequisites: LDR-200 and advisor approval. Instructor consent may be required.

**LDR 335 - Independent Study in Leadership (1 to 3)**

This course allows a student to assist in ongoing research projects being conducted through the Servant Leadership Research Center at IWU. Students will conduct a literature review in a specific leadership research area while being actively involved in a research project. Prerequisites: LDR-200 and advisor approval.

**LDR 350 - Leadership and Teams (3)**

This course explores the leadership of teams. Students will learn how to build community among the people they lead by building relationships, working collaboratively and valuing differences. Students will also learn to view work and results from the perspective of partnership as opposed to competitive individualism. Students will learn to respect the unique contribution of diverse individuals who make up teams and organizations. Prerequisite: LDR-200.

**LDR 390 - Leadership and Organization (3)**

This course introduces the nature of organizational leadership, classical and contemporary theories of organizations, organizational types, development, communication, and strategies. Students explore topics and issues relating to human resource theory, structural organization theory, organizational culture theory, theories of organizations and environments, learning organizations, and the dynamics of organizational communication. Through individual and group activities, students learn about organizational ethics, effective organizational culture, shared organizational vision, and value-based strategic planning.

**LDR 400 - Leadership and Change (3)**

This course focuses on the leader as a transforming agent of change. Students will learn to understand the dynamics of personal and organizational change and how to best serve others through the change process. This course explores various change models while focusing on the servant organizational culture as the best foundation for effective change. Prerequisite: LDR-200.

**LDR 420 - Leadership and Authenticity (3)**

This course explores the leader's relationship to self and the unique demands of authenticity and character to leadership. Students will be guided to see that authentic leaders are open and accountable to others, are willing to learn from others and maintain the highest integrity and ethics. Prerequisite: LDR-200.

**LDR 430 - Leadership and Conflict (3)**

This course is an introduction to the scope and nature of leading self and others through conflict. Students will learn about their personal communication and conflict styles, will be introduced to biblical principles and prominent theories on conflict, as well as various techniques of managing conflict (with a focus on conflict coaching, negotiation, and mediation). Students will develop skills reflecting sensitivity to intercultural and diverse population contexts and needs. In addition, students will explore concepts of nonviolent social change. Students will have opportunity to develop and practice skills through in-class experiential activities, assignments, and observational coaching/evaluation.

**LDR 450 - Leadership Capstone Seminar (3)**

In this course students will be asked to focus on a particular field of leadership (political, organizational, community, educational, etc.) and interact together around current issues in that field with an emphasis on ethical issues and how to be a change agent within that leadership area. Prerequisite: LDR-200. This course is designed to be taken later in the program when most, if not all, leadership courses have been taken.

**LDR 475 - Leadership Project (Leading for Community Improvement) (3)**

In this course students will conduct an individual field project providing leadership to a community improvement project that they identify and implement through mobilizing others. Students will utilize the learning gained from the leadership major and put that learning into action in a true service-learning design. This course is available to students who are majoring in Leadership and have completed most, if not all, the other leadership courses.

**LDR 475H - Leadership Project (Leading for Community Improvement) Honors College Thesis (3)**

In this course students will conduct an individual field project providing leadership to a community improvement project that they identify and implement through mobilizing others. Students will utilize the learning gained from the leadership major and put that learning into action in a true service-learning design. This course is available to students who are majoring in Leadership and have completed most, if not all, the other leadership courses.

**LDR 480 - Leadership Capstone Seminar (3)**

In this course students will be asked to focus on a particular field of leadership (political, organizational, community, educational, etc.) and interact together around current issues in that field with an emphasis on ethical issues and how to be a change agent within that leadership area. Prerequisite: LDR-200. This course is designed to be taken later in the program when most, if not all, leadership courses have been taken.

**LDR 475CC - Global Studies Program (1 to 4)****LEAD - Leadership****LEAD 540 - 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)

**LEAD 560 - 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)

**LEAD 600 - Congregational Leadership (6)**

This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

**LIT - Literature****LIT 242 - Literature and Ideas (3)**

This course is intended to challenge students to evaluate, analyze, and synthesize a variety of literature. Literary elements such as plot, setting, conflict, characterization, and point of view will be applied. The literary collection is organized through a focus or theme and requires students to critically examine their own thoughts and 21st century viewpoints. Not open to students with credit in ENG-242.

**LIT 499CC - Council for Christian Colleges (1 to 6)**

=and Universities

**MA - Math Competency****C00****MA COMP - Undergraduate Math Competency (0)**

Pseudo course created to accommodate test score equivalencies that meet Math Competency. Awarded from the TSUM screen to meet prerequisites and Degree Audit specifications.

**C000****MA COMPG - Graduate Math Competency (0)**

Pseudo course created to accommodate test score equivalencies that meet Math Competency. Awarded from the TSUM screen to meet pre- requisites and Degree Audit specifications.

## **MAT - Math**

### **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.

### **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.

### **MAT 101 - Introductory Algebra (3)**

A study of introductory algebra plus applications in geometry. This course is intended for those students who need improvement in skills of mathematics and preparatory work before taking college mathematics courses. Topics include polynomials and solving and graphing systems of linear equations and inequalities. This course does NOT satisfy the general education math/computer requirement. Only open to students who have not satisfied the math preparatory requirement.

### **MAT 104 - Sample Surveying (3)**

A course in elementary survey sampling that uses the survey questionnaire as the main focus of learning. This course will introduce the basic concepts and techniques of statistics while using practical lessons in survey design and development. Team work will be a significant part of the course along with using statistical computer software in conjunction with collection, summarization, analysis, and interpretation of real data. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement.

### **MAT 107 - Contemporary Mathematics (3)**

A study of contemporary mathematical topics including networks and graphs, basic statistics, optimization, and codes. Emphasis is on translating real-world scenarios into mathematical models, solving by either algebraic techniques or mathematical software, and communicating the results. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement.

### **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 109 - Foundations of College Math (3)**

This introductory math course prepares students for college-level algebra content. Foundational concepts covered in this course include algebraic expressions, equations, inequalities, polynomials, factoring, rational expressions and exponents, and graphs. (This course must be passed with a "C" or higher in order for a student to take MAT-116)

### **MAT 110 - Business Mathematics (4)**

A study of the basic arithmetic and algebra used most commonly in general business operations.

### **MAT 111 - Mathematics for Elementary Teachers (3)**

A mathematics content-based course for the prospective elementary school teacher that combines practical application of experiencing mathematics and critical thinking for problem solving. Topics reflect the NCTM standards for mathematics content at the elementary level, such as numeration systems, set theory, the real number system, algebra, geometry, measurement, probability and statistics. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement. Only open to elementary education majors

### **MAT 112 - General Statistics (3)**

An introduction to elementary concepts in descriptive statistics and inferential statistics using applications from various disciplines and supplementing with statistical software. Topics include data collection and summarization, random variables

and probability distributions, linear correlation and regression, confidence intervals, and hypothesis testing. Prerequisite: Math SAT above 460 (Math ACT above 18) or a grade of "C" or above in MAT-104.

### **MAT 113 - College Algebra With Modeling (3)**

A study of algebraic, exponential, and logarithmic functions from analytic, graphical, and numerical points of view. Additional topics include solutions of equations, inequalities, and systems of linear equations; curve fitting; and algebraic operations. Emphasis on problem solving and modeling, supplemented by mathematical software. This course will meet General Education requirements. Prerequisite: Math SAT above 460 (Math ACT 19 or above) or permission of division.

### **MAT 114 - Trigonometry (3)**

Topics to be covered include trigonometric functions, analytic trigonometry, polar coordinates, and conic sections. Prerequisite: MAT-113 or equivalent.

### **MAT 116 - Contemporary College Algebra (3)**

This conceptually-driven course will enable students to use mathematical language and models to describe real world mathematical relationships. Students will become familiar with linear and quadratic functions, graphs of functions, polynomial functions, rational and exponential functions, and systems of equations and inequalities. Students will become competent with technical tools used to visualize algebraic relationships. (Students must receive a C or higher in MAT-109 to take this course).

### **MAT 120 - College Algebra/Trigonometry (4)**

A course intended to strengthen algebraic and trigonometric concepts and to prepare students for higher level college courses such as calculus. Topics to be covered include systems of equations, inequalities, functions and their graphs, trigonometric identities, analytic trigonometry and conic sections. Prerequisite: Equivalent of two years of high school algebra; Math SAT is required to be above 460 (Math ACT above 18).

### **MAT 130 - Applied Calculus (3)**

Students will use derivatives and integrals on applications for business and science. This course provides classroom based lecture format. Intended for non-mathematics majors. A student may not earn credit in both MAT-130 and MAT-253. Prerequisite: MAT-113 or equivalent or permission of the division.

### **MAT 204 - Applied Statistics I (3)**

An in-depth introduction to descriptive and inferential statistical procedures including graphical and numerical data summary, basic principles of sampling and experimental design, random variables and probability distributions, estimation and hypothesis testing, contingency table analysis, and correlation and regression. Emphasizes conceptual understanding of statistical procedures and their implementation using statistical software. Prerequisite: Math SAT above 460 (Math ACT above 18) or a grade of "C" or above in MAT-104. Students may not earn credit in more than one of MAT-100, MAT-112, or MAT-204.

### **MAT 211 - Mathematics for Elementary Teachers II (3)**

A continuation of MAT-111. This mathematics content course reflects the NCTM standards and includes extensive coverage of geometry and measurement along with selected topics from probability, data analysis, and modeling. Emphasizes mathematical reasoning, problem solving, and communication. Prerequisite: MAT-111 or permission of the Division.

### **MAT 223 - Introduction to Mathematics Via Discrete Processes (3)**

An introductory mathematics course designed to raise awareness of the mathematics discipline and acquaint students with a range of intellectual and professional activities within the mathematical science community. The mathematical content of the course focuses on discrete processes. Topics include set theory, logic and proof, mathematical induction, combinatorics, and graph theory. Open to mathematics and mathematics education majors as well as others interested in mathematical career possibilities.

### **MAT 253 - Calculus I (4)**

An introduction to differential and integral calculus of a single variable using polynomial, logarithmic, exponential and trigonometric elementary functions. A study of the concepts of limit, continuity, derivative, and integral using interdisciplinary applications and computer software. Prerequisite: MAT-120 or equivalent or permission of the Division.



**MAT 254 - Calculus II (4)**

Differential and integral calculus with applications in area, volume, and surfaces. Additional topics of study include techniques of integration, parametric equations and polar coordinates, and infinite series representation of functions. Prerequisite: MAT-253 or equivalent.

**MAT 255 - Calculus III (4)**

A study of multivariable calculus including continuity and differentiability of functions of several variables, partial derivatives, extrema, multiple integrals, line integrals, surface integrals, and Stoke's Theorem. Prerequisite: MAT-254 or equivalent.

**MAT 280 - Linear Algebra (3)**

An introduction to the theory and application of linear algebra. Topics include systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, and linear transformations. Prerequisite: MAT-253.

**MAT 293 - Introduction to Mathematical Proofs (1)**

This introduction to mathematical proofs course is designed to encourage mathematical reasoning and critical thinking. Topics include direct proofs, indirect proofs, and strategies for creating proofs.

**MAT 294 - Mathematical Figures and Properties (2)**

This course is designed to enable students to understand geometric models that describe real world phenomena. Foundational concepts include triangles, quadrilaterals, polygons, circles, area, and volume.

**MAT 296 - Studies in Mathematics (1 to 3)**

A course in topics of current interest in mathematics. See schedule for specific content. Prerequisite: Permission of instructor.

**MAT 304 - Applied Statistics II (3)**

A continued study of estimation and hypothesis testing procedures from Applied Statistics I. Topics include simple, multiple, and logistic regression analysis of variance and covariance; and nonparametric procedures. Prerequisite: MAT-204.

**MAT 305 - Statistics for Social Sciences (3)**

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measure of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work, criminal justice, or political science. Prerequisites: Math SATI 450 (SAT 410) or ACT 19 or MAT-112 or MAT-204.

**MAT 322 - Mathematical Modeling I (4)**

An introduction to the principles and process of mathematical modeling. This course incorporates several projects in which students model open-ended scenarios from various disciplines. Relevant mathematical techniques, such as curve-fitting and optimization, are included on an as-needed basis. Various software packages and lab experiments are also incorporated. Prerequisite or corequisite: MAT-280.

**MAT 324 - Mathematical Modeling II (4)**

The development and extension of the modeling process using higher level mathematical concepts in calculus and differential equations. Problem-solving techniques for finding solutions to open-ended scenarios are discussed, developed, and demonstrated by the students using the modeling process, and statistical computer software. Interdisciplinary applications beneficial to both mathematics and science majors. For some students, an opportunity to participate in COMAP contest. Prerequisite: MAT-254 or equivalent.

**MAT 333 - Modern Geometry (4)**

A critical study of the foundations of geometry in which Euclidean and non-Euclidean geometries are explored and compared. A sound logical basis is then built for Euclidean geometry within the framework of Hilbert's postulates. Prerequisite or co-requisite: MAT-254 or permission of the Division.

**MAT 342 - Number Theory (3)**

A study of the theory of numbers that includes concepts about the fundamental theorem of arithmetic, theory of prime numbers, Diophantine equations, congruences, Euler's Theorem, and number theoretic functions. Prerequisite: MAT-223.

**MAT 344 - Modern Abstract Algebra (3)**

An introductory study of significant algebraic structures and their properties. Introduction to group theory including cyclic groups, permutations, Lagrange's Theorem, product groups, First Isomorphism Theorem, and Finite Abelian Groups. Introduction to rings and fields, including polynomial rings and factorization. Prerequisite: MAT-342.

**MAT 351 - Financial Mathematics I (3)**

An introduction to financial mathematics with emphasis on the theory behind formulas for present and accumulated values of cash flows. Topics include simple and compound interest, the time value of money, cash flows, yield rates, annuities, loans, and bonds. Also includes an introduction to financial economics, examining mathematical formulas for forwards, futures, options, hedging and swaps. This course prepares students for the second required examination (FM/2) in the Actuarial Profession. Prerequisites: MAT-253 and MAT-223.

**MAT 353 - Differential Equations (3)**

A study of ordinary differential equations including classification, theory and common solution techniques of linear equations, basic numerical and qualitative methods, power series solutions, Laplace transform methods, linear systems, and applications. Prerequisites: MAT-254 and MAT-280.

**MAT 354 - Introduction to Operations Research (3)**

An introduction to linear programming, integer programming, and dynamic programming. This course will be offered as needed. Prerequisite: MAT-280.

**MAT 363 - Mathematical Statistics I (3)**

An introduction to the theory of probability and statistics using basic concepts of probability and its laws, probability distributions for discrete and continuous random variables, mathematical expectation, and sampling theory. Multivariate probability distributions are examined, along with methods of distribution functions, transformations and moment-generating functions. Prerequisites: MAT-255.

**MAT 364 - Mathematical Statistics II (3)**

A continued study of the theory of probability and statistics covering sampling distributions, The Central Limit Theorem, methods of estimation, and hypothesis testing. Analysis of variance and chi-square will be derived theoretically and then applied to various designs of experiments. Prerequisite: MAT-363.

**MAT 370 - Statistical Research Design I (3)**

An introduction to experimental design using statistical inference as the basis for applying statistical tests to various parameters. Design of experiments will include single factor experiments using analyses of variance, randomized block and Latin Square Designs. Factorial experiments will be explored in depth, and regression techniques will be extended to include multiple regression. Prerequisite: MAT-304.

**MAT 371 - Statistical Research Design II (3)**

A continuation of experimental design reinforcing elementary models and including complex design methods. Topics will include fixed, random and mixed models, nested experiments, and covariance analysis. A survey of factorial experiments will include split-plot designs, confounding and replication. Prerequisite: MAT-370.

**MAT 373 - Numerical Analysis (3)**

A study of the operation, efficiency, and accuracy of numerical algorithmic processes. Topics include rates of convergence, analysis of error, solution of equations, interpolation, numerical integration and differentiation, solution of linear systems, and approximation/curve-fitting. Prerequisites: MAT-254, MAT-280 and CIS-125.

**MAT 391 - Directed Studies in Math (1 to 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. (1 or 2 credit hours)

**MAT 396 - Advanced Studies in Mathematics (1 to 3)**

A course in advanced topics of current interest in mathematics. Specific content varies term by term but will be announced before registration begins for the semester of offering. Prerequisite: Permission of instructor.

**MAT 399H - Honors College Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**MAT 444 - Advanced Algebra (3)**

A continuation of MAT-344 Modern Abstract Algebra. Topics include advanced group theory, theory of factorization, extension fields, Galois theory, and selected applications. Prerequisite: MAT-344.

**MAT 446 - Advanced Calculus (3)**

An advanced multivariate treatment of calculus for the mature student of mathematics. This course will present derivation of the properties of continuity, differentiation, integration and convergence using the fundamental concepts and theorems of analysis. Applications in differential geometry and vector calculus will build on previous calculus experience. Prerequisite: MAT-255 or MAT-353.

**MAT 455 - Point Set Topology (3)**

A study of metric spaces and general topological spaces. Continuity, connectedness, compactness, separation, completions, product spaces, and quotient spaces. Prerequisite: MAT-255.

**MAT 456 - Elementary Real Analysis (3)**

A theoretical study of single variable calculus. Topics include the real number system, sequences, limits, continuity, derivatives, Riemann integrals, and convergence of series. Emphasis will be placed on understanding, writing, and communicating proofs. Prerequisite: MAT-255.

**MAT 457 - Complex Variables (3)**

An introduction to functions of a single complex variable. Topics include complex numbers, analytic and harmonic functions, mappings, integration techniques and theory, series, and residues. Prerequisite: MAT-255.

**MAT 475 - Independent Learning-Mathematics (1 to 3)**

Individually arranged reading, problem solving, or research in higher mathematics or statistics. Prerequisite: Approval of department.

**MAT 481 - History & Foundations of Mathematics (3)**

A classical historical approach to the study of the foundations of mathematics. Contributions of ancient cultures such as the Egyptians, Babylonians, Greeks, Chinese, Hindus and Arabs are considered, as well as the transmission of mathematics into Europe from antiquity through the twentieth century. A comprehensive overview of the various branches of mathematics, such as number theory, logic, geometry, analysis, probability, and statistics is given using concrete applications and high level abstract thinking. Prerequisite: MAT-342.

**MAT 485 - Mathematics Internship (1 to 3)**

A mathematical/statistical work experience individually arranged with an employer or volunteer agency. Internships must be preapproved by the Mathematics Department Coordinator for suitable placement and determination of the number of credits. Requirements at the end of the experience include a presentation to the Department as well as student and employer evaluations, a journal, and a paper submitted to the Coordinator. The course may be repeated for credit; a maximum of 4 credits may be applied to a major within the Math Department. Prerequisite: Junior or senior status.

**MAT 490 - Math Senior Seminar (2)**

A capstone course designed to integrate Christian faith, mathematics, philosophy, and other disciplines. Emphasis will be placed on researching and presenting advanced topics in mathematics. The relationships between the world changing mission of the university, truth, and the student's mathematical career will also be explored. The Major Field Achievement Test in Mathematics will be administered. Prerequisite: Senior standing in a major offered through the Mathematics Department.

**MAT 495 - Research in Mathematics (1 to 4)**

Students will engage in a research project in conjunction with a faculty member. Designed for mathematics majors who plan on graduate level work. This course may be repeated for up to 4 credits total. Prerequisite: At least sophomore standing and permission of instructor.

**MDIV - Master Divinity****MDIV 500 - Pastor, Church & World (3)**

This course introduces and overviews the six praxis domains of the Master of Divinity curriculum: mission, congregational formation, congregational life, proclamation, worship, and leadership. It also presents the foundational components of each practical domain: biblical, theological, and historical. This course is a prerequisite for all subsequent praxis courses.

**MDIV 510 - The Bible As Christian Scripture (3)**

This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

**MDIV 530 - Cultural Contexts of Ministry (3)**

This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

**MDIV 540 - Introduction to Christian Theology (3)**

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

**MDIV 580 - Global Christian History (3)**

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

**MDIV 610 - Spiritual Formation: Change & Transformation (1)**

This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

**MDIV 611 - Spiritual Formation: Self Awareness & Appraisal (1)**

This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

**MDIV 612 - Spiritual Formation: Goal Setting & Accountability (1)**

This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

**MDIV 613 - Spiritual Formation: Mentoring & Spiritual Direction (1)**

This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

**MDIV 614 - Spiritual Formation: Personal & Corporate Disciplines (1)**

This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

**MDIV 615 - Spiritual Formation: Recovery & Deliverance (1)**

This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

**MDIV 630 - Missional Church (6)**

This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

**MDIV 640 - Congregational Leadership (6)**

This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

**MDIV 650 - Christian Worship (6)**

This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

**MDIV 660 - Christian Proclamation (6)**

This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

**MDIV 670 - Congregational Spiritual Formation (6)**

This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

**MDIV 680 - Congregational Relationships (6)**

This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

**MDIV 695 - Integration Capstone (3)**

This course completes the Master of Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministerial portfolio, and the creation of a five year plan for future ministry and personal development. Prerequisite: Completion of all six praxis courses.

## **MED - Master of Education Program**

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**MED ORE - Orientation to the Master of Education Program (0)**

The Indiana Wesleyan University M.Ed. Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the M.Ed. program.

## **MGMT - Management**

### **MGMT 500 - Applied Management Theory (3)**

This course focuses on the functions of management, along with a conceptual framework and the practical skills necessary for managing effectively in the global business environment. Particular emphasis is placed on developing critical thinking skills and enhanced cultural awareness to analyze and develop creative solutions to challenging management dilemmas.

### **MGMT 512 - Ethical and Legal Aspects of Management (3)**

In this course students will examine business ethics and social responsibility as deliberate organizational development strategies in a competitive global environment. Students will engage in decision-making exercises that take into account biblical standards, ethical theories, business law, and regulatory compliance as the bases of professional conduct.

### **MGMT 520 - Organizational Behavior (3)**

This course provides students with the knowledge and skills needed to understand the roles of leaders in affecting people behaviors in a diverse global environment. Students will apply a biblical worldview to concepts of organizational behavior on topics that include employee characteristics, technological influences, diversity, and cross-cultural competency.

### **MGMT 522 - Business Strategy and Policy (3)**

This course contextualizes the functions of business within a framework of strategic management that considers the direction and goals of an enterprise; social, political, technological, economic, and global factors; industry and market structures; and organizational strengths and weaknesses. Emphasis is placed on the critical analysis of businesses from a general management perspective and the development and evaluation of biblically based business policies and ethical business strategies tailored for specific industry and organization situations. Additionally, students will consider the role of social responsibility in creating value and ensuring sustainable organizational success.

### **MGMT 528 - Global Management (3)**

This course focuses on technological, social, political, ethical, and organizational issues and opportunities resulting from globalization. Students will develop the global management competencies that are required for organizations to achieve strategic success and sustainable growth. By participating in a cross-cultural service learning project, students will increase multi-cultural competence and develop skills in cross-cultural negotiation and communication.

### **MGMT 532 - Leadership and Organizational Change (3)**

This course examines the roles managers play in implementing change, the challenges associated with managing planned and unplanned organizational change, and approaches to the implementation and anchoring of change. Students will study change interventions that drive organizational renewal while paying careful attention to ethical communication and communication management, employee care, positive work culture, and strategic alliances.

### **MGMT 533 - Personal and Professional Competencies for Leadership (3)**

Research reveals that leaders with a firm grasp on their identity are more effective than those who do not possess this knowledge. This course is designed to assist students in the self-discovery of their strengths, personality types, and conflict management styles. It will also examine the importance of Godly character and how individuals make decisions that stem from their character. By exploring these personal attributes in conjunction with the spiritual reality of their identity in Christ, the participants in this course will gain a greater understanding of how they can manage effectively.

### **MGMT 534 - Management Theory for Constituent Engagement (3)**

Researchers are constantly producing new and rich information to increase the effectiveness of managers. This class will inform students of "best practice" techniques in management theory so managers can better inculcate their vision and values to the organization and its constituents. To that end, leveraging technology for value creation is highly important to engage one's audience, because new technologies can promote causes and inform both the organization and the general public of relevant events. By employing current social media tools to engage their constituents, this class can inform managers how to best build a platform to communicate their goals.

### **MGMT 541 - Innovation Management (3)**

Candidates in this course evaluate organizational cultures and structures that support innovation, continuous improvement and provocation, and assess leadership and motivational theories for adaptability and visioning within a biblical framework.

Candidates create project plans utilizing organizational resources to accomplish desired change, and develop communication, collaboration, and human capital strategies for innovation and change.

### **MGMT 590 - Applied Management Capstone (3)**

This course presents opportunities for students to demonstrate an integrated understanding of sound business principles, biblical and ethical standards, and best practices in management. Students will complete a previously approved project that involves a product, service, or organizational unit as the focus for development of an idea or resolution of a business problem. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified opportunity or problem and prepare a formal presentation of the completed project.

## **MGT - Management**

### **MGT 205 - Professional Communication (3)**

The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

### **MGT 302 - Management and Leadership (3)**

This course provides an introduction to management and leadership styles, strategies, and applications for planned change within global organizations today. Students will demonstrate an understanding of academic expectations, university policies and procedures, learning, and technology. Students will apply critical thinking skills to evaluate appropriate interventions for organizational challenges in structure, control, and culture. Students will create an ethical strategy and standard for leadership during decision-making and problem solving that considers a biblical perspective.

### **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 421 - Strategies in Marketing Management (3)**

An integrated analysis of the role of marketing within an organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the cognition of marketing variables.

### **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 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 context of both individual and group behavior.

### **MGT 433 - Personal and Professional Competencies for Leadership (3)**

Research reveals that leaders with a firm grasp on their identity are more effective than those who do not possess this knowledge. This course is designed to assist students in the self-discovery of their strengths, personality types, and conflict management styles. It will also examine the importance of Godly character and how individuals make decisions that stem from their character. By exploring these personal attributes in conjunction with the spiritual reality of their identity in Christ, the participants in this course will gain a greater understanding of how they can manage effectively.

### **MGT 434 - Management Theory for Constituent Engagement (3)**

Researchers are constantly producing new and rich information to increase the effectiveness of managers. This class will inform students of "best practice" techniques in management theory so managers can better inculcate their vision and values to the organization and its constituents. To that end, leveraging technology for value creation is highly important to engage one's audience, because new technologies can promote causes and inform both the organization and the general public of relevant events. By employing current social media tools to engage their constituents, this class can inform managers how to best build a platform to communicate their goals.

**MGT 435 - Human Resources Management (3)**

This course provides an introduction to the field of human resource management, its purpose, and how it functions within a business setting to address the issues related to staffing; workforce planning and employment; human resource development; compensation and benefits; employee and labor relations; and occupational health, safety, and security. Integrated into the application of the HR functions are strategic management, employment law and ethics, globalization, and managing the diverse workforce. Emphasis is placed on HR's role in the organization and the knowledge, competencies, and skills necessary to integrate business and HR strategies.

**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.

**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 445 - Ethical and Legal Business Concepts (3)**

Students in this class will apply a biblical perspective on ethical issues that confront today's businesses. Students will integrate how ethical values influence individual and business effectiveness, compare and contrast major ethical theories, and apply basic legal reasoning to develop sound business decisions. Students will assess the influence on commerce of major legal, regulatory, and environmental factors and analyze the concept of social responsibility from an ethical and legal perspective.

**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 451 - Quality and Project Decision-Making for Managers (3)**

Students in this course explore the historical concepts of quality and project management. Multiple quality management processes will be compared and contrasted. Students will also evaluate from a biblical perspective the planning, teamwork, and management decisions necessary in a project management role.

**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 470 - Total Rewards (3)**

This course focuses on how organizations use pay systems and benefits plans to achieve organizational goals. Topics encompass the strategic implementation, administration, maintenance, and control of a comprehensive compensation and benefits program, including an examination of current theory and application.

**MGT 490 - Human Resources Development (3)**

The course will emphasize the importance of developing, implementing, and evaluating activities and programs addressing employee training and development, performance appraisal, talent and performance management, and the unique needs of employees to ensure that the knowledge, skills, abilities, and performance of the workforce meet current and future organizational and individual needs. Students will be challenged to establish their own plan for personal and career development and lifelong learning and will complete a training and development project intended to be a realistic job preview.

**MGT 494 - Comprehensive Overview of HRM (3)**

The course is designed to provide students with an overview of key areas in human resource management. Coursework corresponds to the six functional areas, responsibilities, and associated knowledge as defined by the Human Resource Certification Institute (HRCI) that forms the basis of the Professional in Human Resources (PHR) and the Senior Professional in



Human Resources (SPHR) certification testing. Review topics include: Strategic Management, Workforce Planning and Employment, Human Resource Development, Total Rewards, Employee and Labor Relations, and Risk Management. Prerequisites: Completion of balance of courses for the HRM Specialization.

**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.

**MGT 499CC - Contemporary Music Center (3)**

**MGT 510 - Theory and Practice of Leadership (3)**

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

**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 517 - Managerial Finance (3)**

The application of contemporary finance theory to the solution of management problems as defined by selected cases and the working experience of course participants.

**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 524 - Finance for Managers (3)**

This course will provide an overview of the objectives and methods of finance for managers. The course will provide 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.

**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 to managerial decision-making.

**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 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 535 - Legal Issues for Managers (3)**

This course will provide an overview of legal issues for managers. It will introduce 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 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.

**MGT 541 - Applied 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 544 - Analysis and Decision-Making (3)**

Using case analysis as the basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing solutions. Methods of research and creative problem solving will be explored.

**MGT 550 - Seminar on Quality (3)**

Through reading works of primary theorists, students will gain understanding of the different philosophies and perspectives impacting contemporary thinking in quality management. Given this context, students will research, present, and discuss issues and current practice related to quality in their own particular industry or field of endeavor.

**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.)

## **MIN - Ministry**

**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 503 - The Wired Church: Information Technology and the Local Church (3)**

This course examines the ways in which information technology may be used to enable and enhance the congregational life and ministry of the 21st century local church. It will provide an overview of technologies that are available including such tools as church management software, financial software, and communication tools, examine principles governing effective implementation of technology in the local church, and illustrate these with case studies of effective implementations. Students will explore the positive and negative impact of the Internet as a tool to enable ministry and as a vehicle of communication to internal and external audiences. The budgeting and strategic planning aspect of technology use will also be examined. The course builds upon a foundational consideration of the "theology" of technology, the ways in which technologies shape message and interactions, and the ethics connected with the creation and use of technology.

**MIN 504 - Inner Life of the Pastor: Cultivating the Character of the Shepherd (3)**

This course will examine the Biblical models of character formation in the lives of those whom God calls to full-time ministry. In particular, the course will focus on the character traits of servant leadership matching the Biblical metaphor of "the shepherd" with the didactic elements of Scripture that deal with the aspects of character required of those called to vocational ministry. The course explores the emotional, psychological, relational, and moral challenges of contemporary ministry. Course participants will be encouraged to assess their own unique journey of character development and to develop a personal framework for ongoing character development as a foundation for ministry. Biblical, sociological, and counseling resources will be mined to assist ministers in creating this framework.

**MIN 505 - Worship (2 to 3)**

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

**MIN 506 - Church Rituals (1)**

Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.

**MIN 507 - Minor Prophets (3)**

This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)

**MIN 508 - Gospel of John (3)**

This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)

**MIN 509 - Greek Exegesis (3)**

Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)

**MIN 510 - Biblical Archeology (3 to 5)**

This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

**MIN 512 - Interpretation of Old Testament Writings (3)**

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

**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 - Transformational Communication (3)**

This course is designed to advance the graduate student's understanding of and facility with transformational communication and/or 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 and Christian 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 and transformative communication plays in shaping the life of a church and other ministry contexts.

**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 inter-relatedness, as integral parts of an organic whole, examined in the light of their biblical foundations, historical development, philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)

**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 designed to be a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-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, and biological study of urgent issues. It identifies Creation and Gospel images of wholeness and integrity which call all people to the highest and best vision of themselves "in the image of God, male and female." It offers specialization in recognizing, preventing, and rehabilitating through "class meeting" support for victims of sexual abuse, sexual addiction, and divorce. (Practical)

**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 549T - Selected Topics in Theology: The Doctrine of the Trinity (3)**

The doctrine of the Trinity is peculiar to Christian systematic theology as it seeks to understand the God disclosed in the person of Jesus Christ and experienced through the immediacy of the Holy Spirit. Students will study the historical and theological development of the treatise on the Triune God from its biblical roots to its place in modern theology. Particular attention will be given to the role that this doctrine plays in Christian self-understanding and praxis.

**MIN 550 - Emerging Strategies 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.

**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 up on 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 - Bldg A Multi-Generational Ministry (3)**

This course presents a careful explanation of how almost any church or ministry can utilize key research-based steps to grow into a healthy multi-generational ministry. The course traces the root of congregational and organizational 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 and ministries will be explored. (Practical)

**MIN 559 - Staying Power: Leading a Church Through Change (3)**

This course explains how the latest tools developed in management research can assist church leaders in retaining those newcomers who press for change, as well as unify them with the mainstream members of the church. The course deals with the problem congregations face of losing talented new people who grow despondent because of a church's inability or slowness to change. The course examines the foundational stages through which newcomers pass before leaving the church. It explores the methods for interrupting the "triggers" that cause people to leave. The course is based on original research gathered through field-testing over a 20-year period, augmented by a variety of supporting publications.

**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 visits to urban ministry settings in order to observe the range of needs present in these population intensive regions. (Practical)

**MIN 584 - Independent Study (1 to 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 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 587 - Leading the 21st Century Church (3)**

This course deals with the planning missteps that bring growing churches to a halt. It deals with strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling the spiritual needs of a congregation, how and when to add multiple worship services, prayer strategies to keep the unchurched in focus, why building too soon or too big will stunt congregational growth, planning realistic budgets for growth without overestimating potential, how to "cell" a growing congregation. The course makes use of over two dozen case studies to explore the application of strategic management principles to the growing congregation.

**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 to 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. Graded on a CR/NC basis.

**MIN 592 - Personal Development and Growth Strategies for Youth Ministers (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 (1)**

Continuation of the process of the research and preparation of a thesis or project. Graded on a CR/NC basis.

### **MIN 596 - Advanced Theoretical Issues in Ministry (1 to 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 to 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.

## **MISS - Missions**

### **MISS 500 - Cultural Contexts of Ministry (3)**

This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

### **MISS 520 - 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)

### **MISS 600 - The Missional Church (6)**

This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

## **MKG - Marketing**

### **MKG 210 - Marketing Principles (3)**

This course emphasizes the principles of marketing and will focus on the social process that directs an economy's flow of goods and services from producers to consumers in a way that accomplishes the goals of society. This course also examines marketing from the perspective of the organization. Prerequisite: BUS-100.

### **MKG 346 - Consumer Behavior (3)**

A study of major factors that influence consumer purchase behavior. Such factors as cultural, social, personal, and psychological are studied. Special emphasis is given to the buyer decision-making process. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

### **MKG 348 - Service Marketing (3)**

A study of the marketing of services as opposed to the marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

### **MKG 353 - Selling and Relationship Management (3)**

A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

### **MKG 357 - Advertising and Promotion (3)**

An in-depth study of the administration of advertising, consumer advertising, industrial advertising, and professional and trade advertising. Actual advertisements are developed and tested for effectiveness. MKG210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

### **MKG 370 - Digital Marketing (3)**

The course is an introduction to Digital Marketing that explores the field and provides an understanding of basic tools needed to be a successful digital marketer. This course examines the role of digital marketing within the larger organization. Prerequisites: Admission to the Business Division.

### **MKG 386 - Marketing Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: MKG-210 and Admission to the Business Division.

### **MKG 398 - Marketing Research (3)**

An in-depth study of the various methods of marketing research. Both quantitative and qualitative methods will be taught in the course. Students will be involved in the development of an actual marketing research project. Prerequisite: MKG-210 and admission to the CAS Business Division or permission of the instructor, or admission into the CAPS BSMK program.

### **MKG 399 - Service Learning (1 to 3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

### **MKG 399H - Honors Thesis/Project-Marketing (3)**

### **MKG 386CC - Council of Christian Colleges and Universities (3)**

### **MKG 424 - Strategic Marketing (3)**

The planning and administration of marketing programs is the primary emphasis of this course. This course centers on the analysis of marketing opportunities and the development of strategies for achieving marketing plan goals and objectives. Prerequisites: Two upper-level Marketing courses and Admission to the Business Division.

**MKG 444 - Branding (3)**

This course explores the branding process by creating a long-term branding solution for a "firm's brand." Students will also develop their own "individual brand." The branding process will involve the evaluation and development of brand: meaning, objectives, target markets, barriers, packaging, pricing, rebranding and promotion. Prerequisites: Admission to the Business Division.

**MKG 476 - Independent Learning in Marketing (1 to 3)**

An opportunity for advanced students to pursue further study in a marketing field of interest in which they have exhausted catalog offerings. Prerequisites: MKG-210 and Admission to the Business Division.

**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.

**MKG 498 - Marketing Seminar - Research (1 to 3)**

A seminar course intended to develop the senior marketing major's research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC-201, ACC-202, BUS-100, BUS-362, ECO-211, ECO-212, FIN-340, MKG-210, MNG-280 and either senior classification or written permission of the Business Division.

**MKG 499 - Marketing Seminar - Presentation (1)**

A seminar course intended to develop the senior marketing major's professional presentation skills as he/she prepares and delivers the results of the research in MKG-498 from the previous semester. Prerequisite: MKG-498.

**MKG 475CC - Contemporary Music Center (3)****MKTG - Marketing****MKTG 530 - Marketing Management (3)**

This course provides an overview of key marketing concepts that impact managers and organizations. Students will gain knowledge of the marketing process and its essential functions with an emphasis on the importance of technology in promoting goods and services locally and on a global scale. Topics include: the marketing mix, marketing research and planning, sales and customer relationship management, and integrated marketing communications in light of the free flow of information through emerging media and internet campaigns.

**MKTG 540 - Non-Profit Development and Advancement (3)**

Candidates in this course evaluate non-profit development strategies and assess the market structure and environments to determine the crucial factors impacting development. Candidates create advancement strategies for donor development, donor relations, grants, network development, branding, and corporate sponsorships that result in sustainable funding. Candidates use a biblical framework to develop an integrated marketing communication strategy to all stakeholders incorporating emerging media.

**MLT - Medical Laboratory Technology****MLT 450 - Medical Technology Clinical Experience (1 to 16)****MLT 451 - Medical Technology Clinic Experience II (1 to 16)****MNG - Management****MNG 210 - Management Principles (3)**

A study of management principles as they apply to all organizations. The functions of planning, organizing, directing, motivating, and controlling are examined. Prerequisite: BUS-100 or LDR-200.

**MNG 324 - Small Business Management (3)**

This course provides an introduction to the world of small business and to the fundamentals of effective small-business management. Fundamentals of such diverse activities as organizing and controlling, pricing, advertising, financial analysis, record keeping, budgeting, purchasing, controlling inventory, franchising, and acquiring capital are covered. An aim of the course is to integrate the functional disciplines such as management, marketing, finance, accountancy, and management information systems. Prerequisites: Either MNG-210 or LDR-200. Admission to the Business Division.

**MNG 328 - Human Resource Management (3)**

A study of the various functions considered vital to the efficient use of the firm's most valuable asset, its human resources. Covers the areas of staffing, employee development and training, creation of a favorable work environment, and the operation of management-labor relations. Prerequisites: MNG-210 or LDR-200. Admission to the Business Division.

**MNG 334 - Production and Operations Management (3)**

An introduction to the field of production and operations management. The course represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Production and operations activities, such as forecasting, choosing a location for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality are core subjects covered in the course. Prerequisites: BUS-320 and MNG-210 and Admission to the Business Division.

**MNG 378 - Comparative Management Styles (3)**

A study of how management philosophies pervade organizations. Attention is focused on what organizations stand for and how organizations express values to their constituencies. Course participants will observe progressive management practices in action at various organizations. Prerequisites: LDR-200; or ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, and the appropriate major area gateway course(s).

**MNG 385 - Management Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: MNG-210 and Admission to the Business Division.

**MNG 399 - Service Learning (3)**

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

**MNG 443 - Organizational Behavior (3)**

Organizational behavior is concerned with the study of the behavior, attitudes, and performance of workers in an organizational setting; the organization's and informal group's effect on the worker's perceptions, feelings, and actions; the environment's effect on the organization and its human resources and goals; and the effect of the workers on the organization and its effectiveness. Special emphasis is placed on management theory with an eye to developing a Biblical philosophy of management. Prerequisites: MNG-210 or LDR-200. Admission to the Business Division.

**MNG 475 - Independent Learning in Management (1 to 3)**

An opportunity for advanced students to pursue further study in a management field of interest in which they have exhausted catalog offerings. Prerequisites: MNG-210 and Admission to the Business Division.

**MNG 498 - Management Seminar - Research (2)**

A seminar course intended to develop the senior management major's research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, FIN-340, MKG-298, MNG-280, and either senior classification or written permission of the Business Division.

**MNG 499 - Management Seminar -Presentation (1)**

A seminar course intended to develop the senior management major's professional presentation skills as he/she prepares and delivers the results of the research in MNG-498 from the previous semester. Prerequisite: MNG-498.

## **MOL - MA Organizational Leadership**

### **MOL 500 - Leadership Theory (3)**

This course provides an overview of leadership thought and will explore the history, styles, and application for the practice of leadership in organizations today. It will also seek to understand a biblical approach to leadership and analyze the differences between leadership and management.

### **MOL 505 - Wisdom and Leadership (3)**

This course examines how worldview, critical thinking, creativity, intuition, and intelligence interact to support wisdom in leaders. The relationship between scholarship and wisdom will also be considered, as well as ways to facilitate wise decision-making and problem solving.

### **MOL 510A - Leadership Praxis (1)**

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

### **MOL 510B - Leadership Praxis (1)**

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

### **MOL 510C - Leadership Praxis (1)**

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

### **MOL 510D - Leadership Praxis (1)**

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

### **MOL 511 - Leadership Praxis Seminar (2)**

This course synthesizes the learning in the MAOL program. Students submit their Portfolio, a document that demonstrates their organizational leadership competencies and their understanding of leadership principles covered in the MAOL courses. This will include a final integration paper that summarizes their learning in the program and future application in their work. Students also will present their thesis orally, which is another opportunity to demonstrate their scholarship. (Credit/No Credit)

### **MOL 515 - Followership (3)**

This course provides a structure for students to assess how they will develop as both a leader and follower. Students will examine the interconnectedness of leading and following by examining their mutual influence as explored by writers and researchers on Followership.

### **MOL 520 - Ethical Challenges of Leadership (3)**

This course assists students to understand what ethics is, as well as know the importance of a biblical perspective to guide them in making ethical decisions as leaders. Common dilemmas of leaders in organizations will be examined and possible resolutions will be considered in class sessions.

### **MOL 525 - Organizational Behavior and Communication (3)**

This course examines the challenges associated with organizational behavior and leadership. It also includes understanding the historical and theoretical perspectives of organizational behavior. The course will further analyze organizational and individual communication processes, the impact of technology on organizations, and the design of organizational structures.

**MOL 530 - Organizational Learning and Change (3)**

This course examines the theory and practice of organizational change and organizational learning. It considers how key theories can be put into practice to implement organizational transformation by utilizing adult learning styles across the organization, developing a shared vision toward constructive change, and collaboratively overcoming barriers to organizational change.

**MOL 535 - Stewardship and Strategic Planning (3)**

This course introduces the concept of stewardship and leads students to responsibly use the resources of an organization to benefit all stakeholders. In addition, students will consider how the concepts of strategic planning can be used to implement vision and be a good steward. Tools for developing a strategic plan and techniques for communicating the vision will be studied.

**MOL 540 - Research and Evaluation Methods for Leaders (3)**

This course examines techniques for conducting research and evaluating programs. It prepares the students to investigate and solve problems within an organization. It also prepares the student to consider a research project and write a thesis.

**MOL 565 - Leadership Thesis (6)**

This course introduces students to research methods of design, data collection, analysis, as well as reporting and discussion of the results. The student completes a thesis under the supervision of a thesis coordinator that focuses on a topic related to organizational leadership.

**MPH - Public Health****MPH 510 - Social and Behavioral Aspects of Health (3)**

This course provides an overview of the major social and behavioral factors relevant to public health. Students will explore various health problems and investigate how social and behavioral issues impact both the individual and public health. Major theories of behavior change and their application to public health interventions are introduced. Finally, community dynamics and their influence on both onset and management of public health issues are also discussed.

**MPH 520 - Global Health (3)**

This course explores the principal health problems of the world's population and the major challenges to improving health at the rural and global level in resource-constrained and marginalized communities. It explores factors that result in unequal distribution of health and disease services in the world. The course will incorporate knowledge and views from multiple academic disciplines (public health, economics, politics, management, sociology, etc.) and does not require background knowledge in global health.

**MPH 530 - Introduction to Epidemiology (3)**

This is an introduction to the field of epidemiology that focuses upon basic epidemiological definitions, common courses of data, and measures of disease occurrence and epidemiological study designs. Epidemiological processes of both chronic and infectious diseases are discussed. Practical skills such as calculation of rates, estimating risks and evaluation of public health screening programs are also included.

**MPH 570 - Environmental Health (3)**

This course is designed to introduce students to environmental health, a core public health discipline. Course content will focus on introducing major sources of physical, chemical, and biological agents that pose a threat to the environment and how those agents influence the health of the public. The ability of prevention programs, intervention strategies and governmental policies and regulations to control environmental issues will also be discussed.

**MPH 610 - Public Health Practicum (3)**

This course will allow graduate professional public health degree students to develop skills in basic public health concepts and demonstrate the application of these concepts in an applied setting through a practice experience that is relevant to students' areas of specialization.

**MPH 620 - Health Systems Administration and Management (3)**

This course provides a macro-level study of healthcare systems including delivery, integration, reimbursement mechanisms, multi-organizational and interorganizational arrangements, health policies and future solutions.

**MPH 630 - Advanced Epidemiology (3)**

This is an advanced epidemiology course designed to expand on topics from the introduction to epidemiology course and introduce new material, including a practical guide to the EPI-INFO software, logistic regression methods, and an introduction to field epidemiology. Areas of additional emphasis will include the evaluation of epidemiological surveillance systems, identification of threats to validity and sources of bias, and topics on the epidemiology of infectious and chronic diseases. Prerequisite: MPH-530.

**MPH 640 - Rural Health (3)**

The course provides an overview of rural communities, rural health disparities, and rural health delivery systems. It identifies federal, state, and local official health organizations and their role in the intergovernmental health system in the U.S. It discusses the need for a stronger public health leadership presence. The course highlights illustrative public health problems, diseases, and risk factors and the role of public health as an intervening agent.

**MPH 650 - Health Program Planning, Implementation, And Evaluation (3)**

Students explore the fundamental concepts and techniques of planning, implementing and evaluating public health programs. It covers concepts that are relevant to evaluation of health, social and behavioral interventions in the community settings. These include program interventions, implementation and impact evaluation concepts, models, indicator development, methods of practice, data collection, analysis and interpretation strategies. The course investigates the role of planning and evaluation in improving program implementation, management and outcomes.

**MSC - Military Science****MSC 101 - Introduction to Military Science (1)**

Studies the organization, history, and traditions of the United States Army and the characteristics and skills that future leaders will need to develop. Covers military skills such as first aid, rifle marksmanship, and land navigation.

**MSC 102 - Introduction to Leadership (1)**

Incorporates small group exercises with various military and communication skills to introduce the real world situations that future leaders may face. Includes active participation in discussions and activities. Builds on topics discussed in MSC-101.

**MSC 201 - Leadership/Military Tactics (2)**

Examines light infantry tactics. Introduction to squad movement techniques, ambushes, reconnaissance, movement to contact, advanced land navigation, drill and ceremony, first aid, and weapons.

**MSC 202 - Leadership/Team Development (2)**

Continued study of tactical leadership development. Focuses on operations orders, communication skills, weapons, map reading, and drill and ceremony.

**MSC 299X - Experimental/Developmental Topics (1 to 6)**

Topics relevant to the discipline. Titles to be announced before each semester. Prerequisite: enrolment in military science; permission of the department. A total of 6 hours of credit may be earned.

**MSC 301 - Military Leadership and Operations 1 (3)**

Introduction to military planning methodology. Develop oral and written communication skills through introduction to small unit tactics and operations. Prerequisite: MSC-202; permission of the department.

**MSC 302 - Military Leadership and Operations 2 (3)**

Continues the methodology of MSC-301. Analysis of leadership and management problems using military tactics at the squad level. Train on individual skills. Prerequisite: MSC-301; permission of the department.



**MSC 401 - Leadership Challenges and Goal Setting (3)**

Plan, conduct, and evaluate activities of the ROTC cadet organization. Develop confidence in skills to lead people and manage resources. Develop counseling and motivating techniques. Prerequisite: MSC-302; permission of the department.

**MSC 402 - Transition to Lieutenant (3)**

Continues the methodology from MSC-401. Refine counseling and motivating techniques and prepare for a future as a successful Army lieutenant. Prerequisite: MSC-401; permission of department.

**MSC 499 - Independent Study in Military Science (1 to 3)**

An opportunity to investigate a topic of particular interest to the student under the supervision of a faculty member. Extensive reading, research, analysis, and writing. Prerequisite: permission of the department. A total of 16 hours of credit may be earned, but no more than 3 in any one semester or term.

**MUS - Music****MUS 100 - Applied Study - Non-Majors (1)**

Applied Study for non-music majors; requires a private lesson fee. Meets 1/2 hour once each week with adjunct faculty.

**MUS 101 - Applied Study - Level I (majors) (1)**

Study of applied music at the freshman level; requires a private lesson fee. Meets one hour each week.

**MUS 101P - Applied Study Perfor- Level I (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 102P - Applied Study Perfor-Level 1 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 104 - Foundation and Principles of Music Therapy (3)**

Foundations of Principles of Music Therapy is an introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the American Musical Therapy Association is included as well as the processes and principles of music therapy as used by practicing music therapists. Prerequisite: PSY-150.

**MUS 105 - Class Piano Level I (2)**

This course is designed for students with no previous piano instruction. Development of two-hand coordination, five-finger patterns, playing two independent lines simultaneously, all major tetrachords, five major scales in two octaves (hands separately), triad playing, I, IV, V chords, ensemble, transposition, pedaling and sight reading.

**MUS 111 - Applied Study - (music Minors) (1)**

Study of applied music for the music minor at the first semester of study, requires private lesson fee. Meets one-half hour each week.

**MUS 112 - Applied Study - (music Minors) (1)**

Study of applied music for the music minor at the second semester of study, requires private lesson fee. Meets one-half hour each week.

**MUS 114 - Class Voice (1)**

A study of basic vocal technique, including breathing, resonant tone production, note reading, and fundamental vocabulary for singers; aims at developing healthy vocal habits. This course is open to voice electives and non-majors.

**MUS 117 - Beginning Piano/Non-Major I (1)**

Designed for the non-major who has not had previous piano instruction. While learning the fundamentals of music-- elementary rhythms, notation, and primary chords--the student gains facility on the keyboard by playing interesting pieces in easy keys.

**MUS 118 - Beginning Piano/Non-Major II (1)**

Designed for the non-major with some keyboard experience. Continued study of music fundamentals including scales and triads, elementary accompaniment styles, pedaling, and elementary-intermediate repertoire as appropriate for the individual student. Prerequisite: MUS-117 or equivalent.

**MUS 119 - Keyboard Skills I (1)**

Designed for Piano majors to increase functional skills on keyboard such as harmonization with a variety of accompaniment styles, reading of four-part vocal and instrumental scores, transposition of easy contrapuntal pieces at sight, hymn playing with adaptations, art-song accompaniments with concentration on style, balance, etc., sight-reading (about grade three), patriotic songs and improvisation.

**MUS 124 - Guitar Techniques for Leading Worship (1)**

The purpose of this course is to help the student gain a greater understanding of guitar-driven worship leading techniques; to explore and perform different styles of contemporary worship songs; to gain guitar-leading experience of basic worship music repertoire; to understand the basics of chord-chart reading and writing; and to display an understanding of transition patterns and modulations using expanded guitar chords.

**MUS 125 - Diction for Singers I (2)**

A comprehensive study of the rules for proper diction in the singing of English, Italian, and Latin vocal literature with practical exercises in a comparative approach for American Singers. Languages will be studied using the specific symbols of the International Phonetic Alphabet.

**MUS 149 - Introduction to Contemporary Worship (2)**

This semester-length course provides an overview of contemporary worship music and its application in a worship service. Students will learn through experience as worship teams model the distinctives of contemporary worship music. A variety of areas will be explored: contemporary music theory, working with a praise band, arranging for the worship team, developing and leading teams, effective resources for worship.

**MUS 159 - Fundamentals of Music Theory (2)**

This course will teach students to read notes (pitch and rudimentary rhythm) in G and F clef and to connect graphic images to appropriate keys of the keyboard. This course will also include studies in scales, intervals and triads.

**MUS 160 - Introduction to Music Theory (2)**

A study of the basic fundamentals of music: major and minor scales, key signatures, triads, and introduction to functional harmony. Open to non-music majors as well as majors. Offered every semester. Prerequisite: The ability to read notes.

**MUS 162 - Music Theory I (3)**

Review of scales, intervals and triads. Elementary harmony is studied by writing and analysis of diatonic triads in four-part harmony, figured bass, cadences, non-harmonic tones, voice-leading, dominant seventh chords, and harmonic progression. Prerequisite: MUS-160 or permission of instructor.

**MUS 164 - Ear Training I (2)**

Includes the singing of all intervals and scales, melodic and interval dictation. Identification of major and minor triads. Rhythmic exercises. Sight-singing in a limited vocal range. To be taken concurrently with Music Theory I.

**MUS 165 - Class Piano Level II (2)**

This course includes two and three-part textures, I, IV, V, V7 chords in root position and inversions for progressions and harmonization, elementary accompaniment styles, seven major scales (hands together), seven minor scales (hands separately), arpeggios, alto and tenor clef score reading, and sight reading. Prerequisite: MUS-105 or equivalent; MUS-162 (Theory I) prior to or during same semester.

**MUS 167 - Opera Workshop (0 to 3)**

Opera Workshop is a course designed to train students in the art of auditioning for the opera genre and preparing a role, culminating in the presentation of an opera scenes program. Fulfills a prerequisite for MUS-190: Opera Theatre. This course may be repeated for a total of 9 hours. Must be concurrently enrolled in MUS-100 or equivalent. Offered Fall.

**MUS 170 - Music Appreciation (2 to 3)**

A review of the history of music with the objective of providing students with aesthetic and cultural experiences. Covers some elements of music and explores works of a variety of composers from different style periods. Not open to individuals with credit in MUS-180.

**MUS 171 - Studio Recording I (3)**

This course will provide an understanding of the theory and practice of studio recording and sound reinforcement. Students will gain hands-on knowledge of the equipment and techniques used in the recording studio.

**MUS 173 - Handbell Ensemble (0 to 1)**

This course will offer students an opportunity to develop their musicianship, music reading and performance skills through the study of handbell literature.

**MUS 174 - Women's Chorus (0 to 1)**

Indiana Wesleyan University Women's Chorus is an auditioned SSAA choir, comprised of music majors and also includes students from other disciplines. This chorus assists in various campus and community programs and represents the university in concert. Admission is by audition and approval of the director. Participants who are enrolled in the first semester are expected to enroll again for the second semester. Rehearsals take place twice a week. This ensemble may meet the requirement for large ensemble credit only for those who are Music Education majors with an emphasis in applied strings.

**MUS 175 - Chapel Ensemble (0 to 1)**

This course will provide an opportunity for singers and instrumentalists to adequately train and rehearse in preparation to lead worship for IWU Chapel. Students will form various ensembles-in agreement with their area of expertise-and from such ensembles worship music for all Chapels will be provided. This is a mandatory class for all students willing to participate in IWU Chapel Worship Teams. Can earn 1 hour credit (may be repeated for 0 hr credit).

**MUS 176 - Tuba/Euphonium Quartet (0 to 1)**

This quartet provides chamber music as well as a variety of offerings from classical, to hymn arrangements and lighter selections. Entrance to the ensemble is by audition.

**MUS 177 - Clarinet Quartet (0 to 1)**

The clarinet quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 178 - Saxophone Quartet (0 to 1)**

The saxophone quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 179 - Woodwind Quintet (0 to 1)**

The woodwind quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**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. (Part of the Humanities Core Curriculum.)

**MUS 181 - Guitar Ensemble (0 to 1)**

The IWU Guitar Ensemble is a musical ensemble designed to familiarize the student with music of different styles and eras and the proper execution of that music. Included in the course will be emphasis on ensemble playing skills--balance, blend, intonation, tone, etc. Concerts will be performed by the group.

**MUS 182 - Piano Ensemble (0 to 1)**

The course is designed to familiarize pianists with the wide variety of literature available for piano ensemble playing, from piano duet to works for multiple pianos.

**MUS 183 - IWU Jazz Combo (0 to 1)**

The IWU Jazz Combo provides the opportunity to explore the jazz medium in greater detail. The term "jazz combo" is used to describe almost any group of instruments smaller than ten pieces, which would include a rhythm section (drums, bass, piano), and at least 2 soloists. This ensemble's greatest emphasis will be in the area of improvisation and it will practice a variety of tunes drawn from the following categories: Bebop, modal, standards, ballads, rhythm and blues, blues, Latin, contemporary, and sacred. As Christian musicians, it is imperative that we strive to serve God in our music. This style is an opportunity to praise God and serve Him in a wonderful and different way.

**MUS 184 - World Music Ensemble (0 to 1)**

Music of various cultures will be studied and performed, concentrating on (but not limited to) music of African, Latin American, Caribbean, and Japanese styles. Instrumentation for this ensemble includes authentic drums and non-pitched instruments as well as xylophones and metallophones. Prerequisite: permission of the Music Division.

**MUS 185 - Flute Ensemble (0 to 1)**

The flute ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 186 - String Quartet (0 to 1)**

The string quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 187 - Trombone Ensemble (0 to 1)**

The Trombone Ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 188 - Woodwind Ensemble (0 to 1)**

The woodwind ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 189 - Honors Brass Quintet (0 to 1)**

The honors brass quintet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

**MUS 190 - Opera Theater (0 to 3)**

Opera Theater is a course designed to give students practical experience in preparing and performing the opera genre culminating in the presentation of a major opera, operetta or opera scenes program. Admittance is by audition and approval of the director. This course may be repeated.

**MUS 192 - University Chorale (0 to 1)**

The University Chorale is a mixed choral ensemble of approximately 80-85 voices. Repertoire consists of sacred classics, hymns, spirituals and contemporary compositions, in addition to major choral/orchestral works. The Chorale represents the University in concert at various community and university events. Admittance is by audition and approval of the director. This ensemble meets four times each week. The course meets the large ensemble requirement for those individuals whose major is in the area of voice. Participants enrolled in first semester are expected to enroll the second semester.

**MUS 193 - University Singers (0 to 1)**

University Chorale, University Singers, and Chamber Singers are offered as large vocal ensembles. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week. Participants enrolled in the first semester are expected to enroll the second semester.

**MUS 194 - Chamber Singers (0 to 1)**

Chamber Singers is a mixed ensemble of approximately 18-20 voices. Repertoire consists of chamber music from all periods of Western Music History along with contemporary compositions. The Chamber Singers represent the University in concert at various community and university events. Admittance is by audition and approval of the director. This ensemble meets two times each week. Participants enrolled in the first semester are expected to enroll the second semester.

**MUS 195 - Percussion Ensemble (0 to 1)**

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week.

**MUS 196 - Wind Ensemble (0 to 1)**

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other large instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets four times a week. Participants enrolled in the first semester are expected to enroll the second semester.

**MUS 196C - Concert Band (0 to 1)**

The Concert Band rehearses and performs wind band literature focusing on the early British Band works, orchestral transcriptions, hymn arrangements, popular styles, as well as sacred literature. This organization gives one concert per semester and may perform on occasion with the IWU Wind Ensemble. The groups meets two times a week. This course meets the large ensemble requirement for those individuals whose major is in the area of brass, woodwinds, or percussion. All students should have training on brass, woodwind, or percussion through high school or should have taken Woodwind, Brass, or Percussion Techniques. Prerequisite: All students will audition for the ensemble or have permission of the director.

**MUS 197 - Jazz Ensemble (0 to 1)**

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week.

**MUS 198 - Orchestra (0 to 1)**

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week. Participants enrolled in the first semester are expected to enroll the second semester.

**MUS 199 - Brass Choir (0 to 1)**

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets one to three times a week.

**MUS 149CC - Council for Christian Colleges and Universities (1 to 3)****MUS 200 - Recital Attendance (0)**

For music majors and minors only. Requires students to attend a specified number of musical events. Music majors must complete the course for 7 semesters and minors for 4 semesters to qualify for graduation. Offered every semester. Graded on a CR/NC basis.

**MUS 201 - Applied Study- Level II (majors) (1)**

Study of applied music at sophomore level of study requires private lesson fee. Meets one hour each week.

**MUS 201P - Applied Study Perfor- Level 2 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 202P - Applied Study Perfor- Level 2 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 205 - Class Piano Level III (2)**

Greater independence of hands in intermediate repertoire using three- and four-part textures, more challenging rhythms, secondary chords (ii, iii, vi) used for harmonization, four-part hymn transposition, transposition of instruments in score-reading, major scales to four sharps and four flats, parallel minor scales (all hands together), arpeggios, sight reading. Prerequisite: MUS-165 or equivalent; MUS-261 (Theory II) prior to or during same semester.

**MUS 206 - Music Therapy Methods and Techniques (3)**

Music Therapy Methods and Techniques is a study of music therapy procedures used with individuals in aging adult settings and psychiatric settings and an examination of issues concerning the use of music therapy within these populations. Issues related to securing internships and employment in music therapy will also be addressed. Methods of instruction will include lecture, group discussion, experiential approaches such as denominations and role play, review of written material/texts, exams, and written assignments. Prerequisite: PSY-150 and MUS-104.

**MUS 207 - Music Therapy With Various Populations (3)**

Music Therapy with Various Populations emphasizes the potentials of music therapy with a variety of clinical populations. The content includes a survey of various populations with whom music therapists work, focusing on the characteristics and needs of each group, general treatment approaches, and general methods for incorporating music therapy. Students are introduced to the therapeutic traits and basic interaction skills involved in counseling. Prerequisites: PSY-150, MUS-104, and MUS-206.

**MUS 208 - Psychology of Music (3)**

Psychology of Music examines music and the human psyche. Topics include auditory and musical perception, music cognition, creativity and esthetic experience, listening styles and strategies, music and human emotions, and the social psychology of musical activities. In addition, the course will touch on aspects related to performance, music and the brain, and methodological issues in music research. Prerequisites: PSY-150 and MUS-104.

**MUS 211 - Applied Study - (music Minors) (1)**

Study of applied music for the music minor at the third semester of study, requires private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111 and MUS-112.

**MUS 212 - Applied Study - (music Minors) (1)**

Study of applied music for the music minor at the fourth semester of study, requires private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111, MUS-112, and MUS-211.

**MUS 218 - Collaborative Piano (2)**

This course will offer students an opportunity to increase their ability to make music with other musicians in both vocal and instrumental collaboration and to experience the wealth of chamber music repertoire.

**MUS 220 - Organ Class (1)**

An introduction to the study of the organ, typical stop lists and designations, literature, means of tone generation in acoustic and electronic emulations, MIDI applications, training and expectations for an organist, playing techniques, use of the organ in contemporary settings. Prerequisite: Completion of piano requirements.

**MUS 225 - Diction for Singers II (2)**

A comprehensive study of the rules for proper diction in the singing of French and German vocal literature with practical exercises in a comparative approach for American Singers. Languages will be studied using the specific symbols of the International Phonetic Alphabet. Prerequisite: MUS-125.

**MUS 245 - Piano Pedagogy I (2)**

The focus of the class will be on the study of current elementary methods and literature for teaching piano. The course will provide a general foundation for the knowledge and experience needed for teaching beginning piano.

**MUS 246 - Piano Pedagogy II (2)**

The focus of the class will be on the study of techniques and literature for the teaching of intermediate/early advanced piano students. The study will also include setting up a private studio. It will provide a general foundation for the knowledge and experience needed for piano teaching at the intermediate level. Both private studio and group piano settings will be experienced and observed through practical teaching projects.

**MUS 248 - Keyboard Literature (2)**

The focus of this class will be the study of keyboard literature by major composers of each era. Important style characteristics of these composers will be studied to give insight for increased understanding and interpretation of a wide variety of keyboard literature. Prerequisite: previous keyboard study of the upper intermediate/early advanced level.

**MUS 254 - Church Music I - Christian Education/Administration (3)**

An overview of the use of music in the Christian Education program of the local church. Includes work with children, basic music education, and development of tools to assist the Christian Education worker. Also includes methods of planning, organizing, and developing a music program in a local church. Personal development in leadership and staff relationships is discussed.

**MUS 255 - Contemporary Keyboard for the Church Accompanist (1)**

This course is designed for students with majors in Church Music, Christian Education, and Piano who plan to perform in a church setting. Reading chords, understanding chord inversions, positions on the piano, voicings and added tones, modulations, and combining these elements with contemporary theory will enable students to be successful in the contemporary church music setting. This is an elective course that will be offered every other year. Prerequisites: MUS-205 and audition. Limited to 10 each semester.

**MUS 260 - Hymnology (1)**

The course will be a short historical study of the great hymns of the Christian church, their writers and composers and patterns of development and change. Attention will focus on hymns of the Protestant heritage, with study of characteristics of well-crafted hymns and tunes. Not restricted to music majors.

**MUS 261 - Music Theory II (3)**

The study of harmony is continued through four-part writing and analysis of music literature. Chordal vocabulary is increased with dominant and non-dominant seventh chords as well as secondary and leading-tone chords. Procedures of modulations, realization of figured bass, and transposing for various instruments. Prerequisite: MUS-162, to be taken concurrently with MUS-263.

**MUS 263 - Ear Training II (2)**

Interval, melodic, two and four-part, and rhythmic dictation. Recognition of bass and soprano factors as well as triad function in four-part dictation. Rhythmic exercises including subdivision level. Sight-singing with modal inflections and in tenor and alto clef. To be taken concurrently with Music Theory II, MUS-261.

**MUS 264 - Music Theory III (3)**

Four-part writing and analysis involving tertian sonorities (9th, 11th, and 13th chords) and chromatic harmony (borrowed, Neapolitan, augmented sixth, altered dominant, and chromatic mediant chords). Introduction to analysis techniques for Twentieth Century music. Prerequisite: MUS-261, to be taken concurrently with MUS-266.

**MUS 265 - Form and Analysis (2)**

Analytical skills are developed further by studying typical musical forms of the Eighteenth and Nineteenth centuries, such as binary, ternary, variation, fugue, sonata-allegro, and rondo. Prerequisite: MUS-264.

**MUS 266 - Ear Training III (1)**

Dictation of modulating exercises, intervals, modes, and rhythm. Recognition of more functions of four-part harmony. Identification of cadences and major, minor, augmented, and diminished triads. Rhythmic exercises of difficult nature. Sight-singing with modulating passages and of an extensive range. To be taken concurrently with Music Theory III, MUS-264.

**MUS 268 - Counterpoint (2)**

Beginning students will work with first- through fifth-species counterpoint in two and three voices with a cantus firmus. Work will include exercises in canon and invertible counterpoint.

**MUS 271 - Studio Recording II (3)**

This course will provide a complete understanding of Pro Tools (used in professional studios) software, hardware, and all editing, and mixing functions. Students will also learn studio miking, mixing, and mastering techniques. Students will gain practical hands on experience through the completion of audio recording/editing projects. Prerequisite: MUS-171.

**MUS 274 - Computer Applications for Music Educator (2)**

The purpose of this course is to develop the students' skills in the integration and incorporation of a variety of computer-assisted teaching and learning tools into their music curricula. These skills include MIDI Notation Software as well as Sequencing Software. They will examine and evaluate multimedia and computer-assisted-instructor lessons. The Internet will be examined as a tool for music instruction including the creation of a music education web site. Students will evaluate music hardware and software to judge its appropriateness for particular educational applications, different learning styles, and different grade levels. Students will also use software that can enhance communication to parents as well as organize their future classrooms. Prerequisites: MUS-261, MUS-263, MUS-165 or equivalency, and EDU-250.

**MUS 275 - Introduction to Computer Applications in Music (1)**

Students will be introduced to topics in MIDI (Musical Instrument Digital Interface), notation, MIDI controllers, and Internet music resources for PC-compatible computers. Prerequisite: MUS-162 or equivalent.

**MUS 280 - Choral Techniques (2)**

This course will be divided into three modules. Module one: basic understanding of vocal production and pedagogy. Special emphasis on the development of the voice from a young age through adulthood. Module two: choral techniques pertaining to development of good choral tone and musicianship. Emphasis on rehearsal techniques and choral sound. Module three: literature for various levels and styles; efficient organization and operation of a choral ensemble.

**MUS 281 - Woodwind Techniques (2)**

This course is for the music major, who may or may not have prior knowledge or experience on a woodwind instrument. The opportunity to gain knowledge and experience on a wind instrument is considered essential in the teacher education process. For the applied or church music major, this course will provide foundational knowledge and performance skills for purposes of basic performing, teaching, or arranging. This course is designed to commence at the beginning performance/skill level, and will progress to a basic intermediate level.

**MUS 282 - String Techniques (2)**

An introduction to the technique of playing string instruments. Violin, viola, cello, and string bass are equally emphasized.

**MUS 283 - Percussion Techniques (2)**

An introduction to the techniques of playing all percussion instruments. Emphasis is placed on tympani, snare drum, and mallet instruments.

**MUS 284 - Brass Techniques (2)**

An introduction to the techniques of playing brass instruments. The trumpet, French horn, trombone, baritone, and tuba are equally emphasized.

**MUS 285 - Beginning Conducting (2)**

An introductory survey in basic conducting techniques applicable to both choral and instrumental music. The focus of this course will be on the mastery of standard beat patterns as well as communication of cues, tempo, dynamics, mood, and other musical nuances. Techniques will be applied and evaluated through in-class conducting. Other related topics will include score study, rehearsal techniques, baton grip, and selection of choral and instrumental literature.

**MUS 286 - Advanced Conducting (2)**

A course devoted to the study and application of advanced techniques in choral and instrumental conducting. The course will focus on that which is technically challenging for the conductor or that which requires an alternative conducting gesture. Literature chosen for in-class application and evaluation will include chant (non-metric), recitative, and other excerpts from



works that utilize combined vocal and instrumental forces, and multimeteric and polymetric music. Related topics will include core preparation and study, nontraditional notation, performance practice in various stylistic periods, rehearsal planning for large vocal and orchestral works, recruiting and administrative duties involved in a choral or instrumental music program. Prerequisite: MUS-285.

### **MUS 287 - Marching Band Techniques (1)**

Marching Band Techniques is available to all music education majors and is meant to give students the knowledge of how to lead a marching band program in today's secondary schools. The class will focus on all aspects of the modern marching band, including history, rehearsal techniques, drill design, uniform care and selection, color guard, drum majors, marching instruments, and organization skills.

### **MUS 290 - Jazz Improvisation (1)**

This course is applicable for all students interested in exploring the area of improvisation. The scope of the course will cover basic jazz theory and creating a meaningful improvisational solo. The design of the course will encompass both playing participation and lecture. This course is open to any instrumentalist. Prerequisites: MUS-215 and MUS-261. The professor must grant permission for enrollment.

### **MUS 295 - Show Choir Techniques (2)**

Deals with show choir literature and performance techniques. Involves visits to area high schools to observe rehearsals and programs, lectures by local choral directors, and practical experience in organization and handling of a show choir. Offered alternate years.

### **MUS 254CC - Council for Christian Colleges and Universities (1 to 3)**

#### **MUS 300 - Arranging (1)**

An introduction to orchestration, transcription, and arranging. Emphasis on the acquisition and development of the practical skills necessary to adapt and arrange music for a variety of uses and mediums. Prerequisites: MUS-162, MUS-261, and MUS-264.

#### **MUS 301 - Applied Study-Level III (majors) (1)**

Study of applied music at junior level of study, requires private lesson fee. Meets one hour each week.

#### **MUS 301P - Applied Study Performance - Level 3 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

#### **MUS 302P - Applied Study Perfor Level 3 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

#### **MUS 305 - Class Piano Level IV (2)**

This course is for more advanced level of competency in keyboard playing and includes technical studies (2 octave scales and arpeggios in all keys, hands together), late intermediate repertoire, harmonization using secondary dominant with stylized accompaniment, 3-4 part vocal score reading, art song accompaniment, selected patriotic songs, and 4 part texture transposition to neighboring keys. Prerequisite: MUS-205 or equivalent; MUS-264 (Theory III) prior to or during same semester.

#### **MUS 306 - Assessment and Evaluation Techniques For Music Therapy (3)**

Assessment and Evaluation Techniques for Music Therapy is a study of current assessment and evaluation procedures used in music therapy and the application of observational recording and behavior modification techniques in educational, social, and therapeutic settings. A data-based model of providing music therapy services is explored in detail. Research models are also explored. Prerequisites: PSY-150, MUS-104, and MUS-206.

**MUS 307 - Influence of Music on Behavior (3)**

Influence of Music on Behavior examines the psychological basis of music and human behavior. Study will include music perception, cognition, response, and creation as it relates to the influence of music on behavior. Prerequisite: MUS-208.

**MUS 311 - Applied Study - (music Minors) (1)**

Study of applied music for the music minor at the advanced level of study, requires a private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111, MUS-112, MUS-211 and MUS-212.

**MUS 318 - Orchestration (2)**

Study of the characteristics of orchestra and other instruments and techniques for scoring for these instruments in various combinations. Prerequisite: MUS-261.

**MUS 321 - Keyboard Skills II (1)**

Designed for Piano majors to increase advanced functional skill as pianists. Harmonization of melodies involving primary, substitute, secondary dominant and seventh chords, modulation, by-ear playing and improvisation, transposition of hymns at sight, more challenging assignments in vocal and instrumental scores, accompaniments, patriotic songs, and sight-reading (solo, ensemble), hymns with adaptations. Prerequisite: MUS-119.

**MUS 342P - Junior Recital (2)**

This course is a partial fulfillment of the requirements of Bachelor of Music in performance and theory/composition. The course includes individual instruction in the performance techniques and literature of the instruments and voice. Upon completion, students will have developed a 30 minute program of music and be required to give a public performance. The program should demonstrate a proficiency of various periods, contrasting styles, genres and languages (vocal). An additional fee per semester is required. Prerequisites: Students must have passed their Upper Divisional Hearing and had at least 4 semesters of applied study prior to this course.

**MUS 345 - Piano Pedagogy (2)**

Designed for music majors and electives who may become independent piano teachers; study of teaching methods, materials, and literature emphasizing early through intermediate levels; student observation/teaching experiences; business aspects. Offered alternate years.

**MUS 354 - Church Music II - Worship (3)**

Designed to assist the pastor in working with the musician, aid the musician in using music to create the desired environment for worship, and assist the member of the congregation in his understanding of the worship service. A basic study of hymnology is included.

**MUS 363 - Instrumental Methods (2)**

A comprehensive investigation of the instrumental music program. Emphasis will be placed on the development of the band and orchestra program including literature, teaching techniques, marching band, orchestra, concert band, jazz band, chamber music, and school, community, and parent support.

**MUS 364 - Organ Pedagogy (2)**

Required of organ majors; techniques of teaching as applied to organ teaching; involves a review of organ methods and teaching guides. A pedagogy student will do a limited amount of student teaching. Offered on demand.

**MUS 365 - Vocal Pedagogy (2)**

A comprehensive course covering the instruction skills necessary for vocal studio practice. Topics include vocal anatomy, diagnostic skills and philosophies and methods of teaching correct vocal production. This class includes a brief overview of private studio business practices. Prerequisites: MUS-120. Offered Fall.

**MUS 366 - Song Literature (2)**

Designed for the upper class voice major to introduce significant song composers and to perform representative selections from their works. Students will become acquainted with composer styles, art songs, opera and oratorio excerpts, and song cycles through listening and performance. Prerequisite: MUS-120 and at least three semesters of applied vocal studies. Offered Spring.

**MUS 371 - Music History and Literature I (3)**

A survey of the history of music through the work of the great composers. The course covers the evolution of style and form to about 1750.

**MUS 372 - Music History and Literature II (3)**

A survey of the history of music through the work of the great composers, past and present. The course covers the evolution of style and form from 1750 into the Twentieth Century.

**MUS 375 - Symphonic Literature (2)**

This course introduces students to standard Symphonic/Orchestral Literature. Students become acquainted with the development of the orchestra from the late baroque through present day and are familiarized with the most significant composers of Symphonic Literature through representative works. Prerequisites: MUS-265 and MUS-180.

**MUS 380 - Private Studies in Conducting (1)**

Advanced studies of conducting. For upper-class majors. By permission of the instructor. Requires applied lesson fee. Offered on demand.

**MUS 383 - Elementary Music Methods for Music Education Majors (2)**

This course is designed to present an introduction to the general music program in the elementary schools. Its purpose is to sharpen musical skills and sensitivity, create and teach lessons based on specific concepts at appropriate grade levels, and develop insights into current music education approaches and methodology (Orff, Kodaly, Dalcroze, etc.). Performance skills in soprano recorder, autoharp, and guitar will also be included.

**MUS 383P - Elementary Music Practicum (1)**

This course provides a practicum experience for K-12 music education majors in elementary-level classrooms in public or private schools. Students will observe/assist an experienced elementary music teacher who will serve as the cooperating teacher for the practicum. Students will teach a minimum of three lessons in the elementary classroom, and will be observed and evaluated by both IWU Music Education faculty and Education Division faculty. Graded as a Credit/No Credit class. Co-requisite: MUS-383. Permission of the Music Education faculty and Division of Education to take this course in conjunction with EDU-382C.

**MUS 385 - Music Technology for Music Educators (2)**

An introduction to computer applications in music with an emphasis on programs of particular pertinence to music educators.

**MUS 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**MUS 371CC - Global Studies Program (1 to 3)****MUS 401 - Applied Study-Level IV (majors) (1)**

Study of applied music at senior level of study, requires private lesson fee. Meets one hour each week.

**MUS 401P - Applied Study Perfor- Level 4 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 402P - Applied Study Perfor-Level 4 (2)**

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

**MUS 405 - Internship in Music Therapy (3)**

Students are placed in a local clinical setting where they gain supervised, clinical experience in the implementation of music therapy treatment. Group support is a major component of the internship as well as development of session planning and implementation skills. Open to Music Therapy Majors with Senior status only.

**MUS 406 - Research in Music Therapy (3)**

Music Therapy Research will examine how music therapists document the processes and products of what they do. After covering assessment and data-gathering techniques, it offers a survey of research methodology, ways to analyze data, and ethical considerations in music therapy practice. Students participate in designing, implementing, and analyzing the results of a music therapy experiment. Prerequisite: Open to Music Therapy Majors with Senior status only.

**MUS 442 - Senior Recital - Music Majors (2)**

Students enroll in this course for the final semester of applied study in preparation for the required recital. Two hour lesson per week for one semester.

**MUS 445 - Church Music Senior Project (2)**

As a substitution for the senior recital, church music majors may do a faculty coached recital/cantata/program that would have musical and practical value in a local church setting.

**MUS 446 - Senior Recital/Project in Theory/Composition (2)**

Students enroll in this course for the final semester of the theory/composition emphasis. During this term a final project is completed which may be a composition in a large form or a recital of several smaller compositions and/or a large project in music analysis. Prerequisites: Permission of the instructor.

**MUS 450 - Church Music Practicum (2)**

Structured to be a capstone course for all Church Music Majors. Involves work in a local church. The student is required to meet for a half-hour session each week to discuss the practicum project. A minimum of 10 hours of observation and 15 hour of "hands on" work is required. For the Church Music minor, 7 hours of observation and 10 hours of practical work are required.

**MUS 475 - Independent Learning-Music (1 to 3)**

Advanced studies of chosen subject. For upper-class majors. By permission of instructor. Requires independent study fee.

**MUS 480 - Private Studies in Music Education (1 to 3)**

Advanced studies in music education. For upper-class majors. By permission of instructor. Requires independent study fee.

**MUS 490 - Senior Seminar (2)**

Advanced studies and research in a selected topic that is chosen by the student and approved by the music education faculty member. For upper-class majors. By permission of the instructor. Requires independent study fee.

**MUS 475CC - Global Studies Program (1 to 4)****MUS 501 - Aesthetics in Music (3)**

This course is a study of aesthetic perception and experience when encountering musical art. Considered will be the human capacity for aesthetic response, contemporary theories of aesthetic encounter, and the historic origins of aesthetics in Euro-centric and American musical art. Modes of aesthetic scanning as applied to various streams of artistic activity in music will be studied as well.

**MUS 502 - The Related Arts in the Western World (3)**

This course is designed to lay a foundation for understanding and appreciating the related arts, in particular the aural arts (music) and the visual arts (painting, sculpture and architecture) in the Western world. The course will give the students tools to categorize and comprehend the basic elements of the arts, will systematically demonstrate the development of these arts from Antiquity to the present, and will seek out relationships between artistic periods and societal trends and events.

**MUS 503 - Foundations for Musical Criticism (3)**

Foundations for Musical Criticism deals with the fundamentals of music and their application to understanding and analyzing music. Beginning with Music Theory, the goal is to develop a working knowledge of the elements of music. This foundation is used to clearly perceive and communicate observations about musical selections, to perceptively discuss aesthetic judgments, and to develop guidelines for musical appreciation of varying styles of music.

**MUS 504 - Teaching Music for Adult Students (3)**

This course is a seminar in effective music teaching and learning methods for undergraduate adults that are not music majors. With emphasis on the non-traditional adult learner, the course will cover the key learning, teaching, and instructional design principles associated with andragogy within the context of a liberal arts curriculum elective in music. Syllabus design, lesson planning, in-class teaching, and music course assessment learning activities are included.

**MUS 505 - Teaching Music Through Technology (3)**

This course is a series of learning activities designed to develop the knowledge and skills necessary to deliver effective instruction in musical elements, music appreciation, and music history through various current technology-based presentation modalities. Featured will be learning activities in teaching music through editing graphic images and both audio and video recordings, designing presentation software files, using video conferencing software and hardware such as Adobe Connect®, teaching with Smart Boards, working with an on-line learning management system such as Blackboard®, and developing lessons within publisher produced, internet-based course companions such as Connect Kamien®.

**MUS 506 - Survey of Non-Western Music (3)**

This course will present a survey of non-Euro-American musical genres, including the aspects of music that are unique to these genres and that differ from Euro-American music in general. The course will cover music from west, north, and east Africa, the Middle East, India, China, Japan, and the Andes. The course will provide students an understanding of music outside the Euro-American sphere, as well as the analytic skill to recognize the use of musical elements in music throughout the world, and a realization in depth of the various philosophical and social influences affecting the music of the world.

**MUS 507 - Survey of Western Music (3)**

This course will present a survey of Western music from ancient Greece to the 20th century, including how the elements of music are designed by God to provide opportunity for theosis and koinonia, and how the elements of music were used by composers and performers in early Christianity, and the medieval, Renaissance/Reformation, Baroque, Classic, Romantic, nationalist, and modern eras. The course will provide students with the analytic skill to recognize the use of musical elements and their effects, and a realization in depth of the various philosophical and social influences that affected Western music in each of the historical eras.

## **NRA - Nursing Administration**

**NRA 640 - Introduction to Interprofessional Collaboration (1)**

This course will emphasize the importance of collaboration among nursing, business, and other healthcare professions. The relationship of emotional intelligence in the development of collaborative ethical practice is stressed.

**NRA 670 - Interdisciplinary Professional Development (3)**

Collaboration across the disciplines in health care will be a major focus for this course. The development of systems and processes to become an effective nurse leader will be pursued.

**NRA 671 - Professional Role Development for the Nurse Administrator (3)**

Provides an understanding of the professional role of the nurse administrator, including the ability to collaborate effectively in diverse settings with interprofessional partnerships. It 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 decision maker and servant leader. Management and business theories/practices will be introduced. Biblical perspectives will be integrated throughout the course. 35 practica hours required.

**NRA 672 - Management of Healthcare Delivery Systems (3)**

Prepares the student to apply theoretical foundations of nursing, business, and marketing to the administration of health delivery systems; an emphasis on quality improvement, risk management, and public relations will be evident.

Interprofessional collaboration will be enhanced through communication and team building skills. 35 practica hours required.

#### **NRA 673 - Nursing Leadership and Human Resources (3)**

Explores human resource management practices in a health care setting with a focus on developing knowledge and skills required of nurse leaders. Topics such as recruitment, selection, performance development, employment law, maintaining a positive work environment, labor relations, compensation, and training will be included in the course.

#### **NRA 674 - Organizational Development (3)**

Prepares the student to effectively apply organizational behavior theories and concepts in an administrative role; biblical concepts will be integrated throughout the course material. 35 practica hours required.

#### **NRA 676 - Organization and Finance of Healthcare (3)**

This seminar course will assist the student in applying financial management/administrative practices to healthcare organizations. The course will provide a foundation for the role of Christian principles in stewardship of resources. Students will develop the ability to perform basic financial functions such as creating a budget, analyzing the financial statements, and developing a business plan. 35 Practica hours are required.

#### **NRA 678 - 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.

## **NRE - Nursing Education**

#### **NRE 660 - Health Assessment for the Nurse Educator (2)**

Designed to provide the nurse educator with the knowledge and skills to teach and evaluate health assessment skills of the undergraduate nursing student.

#### **NRE 661 - Leadership in Nursing Education (3)**

Presents leadership and management concepts essential for nurse educators across a variety of settings. The course emphasizes ethical decision-making in the stewardship of resources and the process of implementing change through an understanding of economics, organizational behavior, and healthcare policy. The professional role of the nurse educator is addressed, including the ability to collaborate effectively as a change agent.

#### **NRE 663 - Course Design and Development (3)**

Prepares the nurse educator to develop and revise courses within the context of a curriculum to facilitate student learning and enhance program effectiveness. Emphasizes the roles of internal and external stakeholders in the process.

#### **NRE 665 - Innovative Teaching Strategies (3)**

Assists the graduate nurse educator to design appropriate teaching techniques for diverse learners and learning settings. Incorporates the use of cutting edge technology and social media to augment student learning.

#### **NRE 667 - 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.

#### **NRE 669 - The Art of Teaching (3)**

Provides the opportunity to apply acquired knowledge and skills in supervised diverse educational settings. Includes 140 practica hours.

## **NUR - Nursing**

### **NUR 145 - Foundations of Nursing (3)**

Introduce students to professional nursing and begin socialization into professional roles and values. Students will identify the concepts of person, health, environment, and nursing and describe the nursing process as a framework for nursing practice. Successful completion of this course is a requirement for admission to the nursing program. Testing fee required.

### **NUR 198 - Health and Wellness for Women (2)**

Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women's health and self-awareness. In addition, investigates social issues related to women's health.

### **NUR 201 - Professional Skills in the Academic Environment (1)**

Designed to acquaint the returning professional with skills necessary for academic success. Philosophy and procedures for the IWU Division of Nursing will be introduced. Other topics include scientific writing (APA style), computer literacy, personal time management, and other key elements for professional success.

### **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 215 - Global Health (2)**

This course will focus on international health issues. Students will develop a global perspective of the international community, political structures, and health issues. Cooperative, culturally appropriate strategies to international health issues will be discussed and developed. An introduction to global health issues: environmental health, global malnutrition, primary health care, maternal and child health, comparative health care systems, and epidemiology. A specific country/area of study will be chosen by students in order to synthesize specific international health issues and develop potential solutions. There are no prerequisites.

### **NUR 221 - Principles of Intervention (2)**

This course is designed to guide application of theory and principles for basic nursing interventions. It includes didactic and guided skills practice, and must be taken during the first semester in the nursing program. Co-requisite: NUR-245 and NUR-252.

### **NUR 221L - Principles of Intervention - Lab (0)**

Laboratory experiences in performing nursing procedures. To be taken concurrently with NUR-221. Graded on a CR/NC basis.

### **NUR 224 - Nursing Informatics (2)**

The 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 232 - Advanced Principles of Intervention (2)**

This course is designed to guide application of theory and principles for advanced nursing interventions. It includes didactic content and guided skills practice. Must be taken during the second semester in the nursing program. Prerequisite: Successful completion of NUR-221. Co-requisite: NUR-245 or NUR-252.

### **NUR 232L - Advanced Principles of Intervention Lab (0)**

Laboratory experiences in performing nursing procedures. To be taken concurrently with NUR-232. Graded on a CR/NC basis.

### **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. No prerequisites.

### **NUR 237 - Complementary and Alternative Therapies (2)**

This course is designed to examine a variety of nontraditional (outside of the accepted mainstream) healing medicines and therapies. It includes 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. This course will be of particular interest to students in the fields of health promotion and wellness, missions, nursing, pre-professional health fields, social work, psychology, and others. No prerequisites.

### **NUR 242 - Nutrition (2)**

Study of the fundamental principles of nutrition and their relationships to health and disease within the context of cultural congruence. Prerequisite: CHE-120 or Nursing Division approval.

### **NUR 245 - Adult Health I (4)**

Application of the nursing process to clients unable to satisfy their basic needs due to a pathological condition. Focuses on nursing care of adults with common health problems and includes clinical experience. Co-requisite: NUR-221 or NUR-232.

### **NUR 250 - Pharmacology (3)**

Designed to introduce the student to principles of pharmacology and their relationship to health care. Included are classification of drugs, basic mechanisms of drug interaction, and drug administration. Prerequisite: Admission into Sophomore Nursing studies OR successful completion of the four science courses: BIO-111, BIO-112, BIO-113, CHE-120 and the math competency requirement.

### **NUR 253 - Maternal/Newborn Nursing (3)**

This course is a theory and clinical course that focuses on the provision of nursing care to normal and at risk childbearing families. Normal pregnancy, labor, deliver, and care of the newborn are studied and physiological and psychological complications are presented. The course content is presented within a context of Christian values and ethics. The clinical component of the course provides the student with learning experiences related to nursing care of normal and at risk maternal/newborn clients and their families. Co-Requisite NUR-221 or NUR-232.

### **NUR 257 - Nursing Care of Children (3)**

Provides the foundation for entry-level competence for nursing care of children, includes clinical experience. Emphasis is on the application of Neuman Systems Model to family centered health and well being of infants, children, and adolescents.

### **NUR 260 - Physical Assessment (3)**

The focus of this course is the application of nursing knowledge and techniques to the process of physical assessment across the lifespan with emphasis on normal findings. Prerequisites: BIO-111 or BIO-311; BIO-112 or BIO-312; BIO-113 or BIO-213; CHE-120 or CHE-125. Co-requisite: NUR-260L.

### **NUR 260L - Physical Assessment Lab (0)**

Laboratory experiences in nursing skills. To be taken concurrently with NUR-260. Graded on a CR/NC basis.

### **NUR 301 - Disaster Nursing (2)**

Disaster nursing is designed to explore all types of disaster including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism. The course provides the student with a knowledge base and basic competencies in emergency preparedness and disaster nursing. Prerequisite: Admission to the Nursing major or permission of the Division.

### **NUR 305 - Sexual Assault: Implications for Nursing (3)**

The elective course will introduce the student to the scope and practice of the Sexual Assault Nurse Examiner (SANE). Learning opportunities will be provided in the classroom and clinical areas. Practical experience will take place in the community arena with visits to hospital emergency rooms, the morgue, the Indiana State Police Lab, the prosecutor's office, the court room, information meetings specific to the Sexual Assault Response Team(SART), and the committee for the Mayor's Prevention of Domestic Violence.



**NUR 310 - Introduction to Parish Nursing (2)**

The purpose of this course is designed to provide the student to explore the parish nursing practice. Tools will be given to integrate faith and healing within the faith communities. The roles of the parish nurse will be presented within the nursing process framework. Prerequisite: completion the sophomore nursing courses including NUR-232.

**NUR 312 - Parish Nursing (3)**

This course is designed to provide the student an opportunity to explore the parish nursing practice. Tools will be given to integrate faith and healing within the faith communities. The roles of the parish nurse will be presented within the nursing process framework.

**NUR 315 - Tropical Health (2)**

This course examines major health problems common to tropical climates and developing areas. The focus is on prevention and control of tropical diseases and promotion of health in community settings. No prerequisites.

**NUR 318 - Beyond Suffering (3)**

This course will examine ways in which Scripture addresses disability and suffering, thus providing a dynamic model of spiritual transformation. Students will learn to embrace brokenness. This course is relevant to all disciplines.

**NUR 320 - Introduction to Baccalaureate Nursing (5)**

The course is designed to assist the adult learner in identifying academic goals and obtaining the needed skills for successful transition to baccalaureate education. Students will be introduced to key program concepts, required technology and computer skills, professional writing style and resources, library services, and the learning management system. Information management and interprofessional communication are emphasized as catalysts for quality and safety in healthcare settings.

**NUR 330 - Gerontological Nursing (4)**

This course is designed to examine the relationship of physiological, developmental, psychological, sociocultural, and spiritual variables within the aging process. Students will participate in an interdisciplinary team approach to healthcare for older adults. The course includes utilization of the nursing process in curative and palliative care settings. A clinical component is included. Prerequisite: Progression to junior nursing studies.

**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 334 - Comprehensive Health Assessment of the Well Adult (2)**

The purpose of this course is to enhance 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 335 - Foundations for Professional Practice (5)**

The course will examine the role of the professional nurse and the evolution of nursing as a profession. Ethical and legal principles guiding the nursing profession are discussed. Interprofessional collaboration, social justice and advocacy, cultural competency, and expanded roles within the discipline are addressed. The impact of nursing theory on research and practice is explored.

**NUR 337 - Pathophysiology (3)**

This course is designed to introduce students to concepts of pathophysiology affecting individuals and their biologic basis. The course builds on prior learning in science courses and focuses on disorders of cells, organs, and systems which may be experienced by individuals over the lifespan. It is designed primarily for nursing students but would be of interest to all who are interested in health-care professions. Prerequisites: BIO-111 and BIO-112.

**NUR 345 - Adult Health II (5)**

This course studies application of the nursing process to clients unable to satisfy their basic needs due to a pathological condition. Focus is on nursing care of ill adults with common health problems. A clinical component is included. Prerequisite: Progression to junior nursing studies. Co-requisite: NUR-337.

**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 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 368 - Home Health Nursing (2)**

Home Health Nursing is an introductory course designed to develop beginning skills in the role of the nurse as an interdisciplinary team member providing services in the client's home. Participants will apply the nursing process to individuals and families, integrating outcomes achieved in prerequisite courses. The nurse's adaptation to varying physical environments, levels of prevention, and reimbursement mechanisms will be the focus of the learning experience. Contains clinical component. Prerequisite: Progression to the junior level of nursing.

**NUR 370 - Gerontology (3)**

Concepts of aging including physical, psychological, socio-cultural, 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 371 - Mental Health Nursing (3)**

This course explores pertinent theories of human behavior, the developmental processes of personality, mental health concepts, and the use of self. Primary emphasis is on aspects of mental health nursing that involve interpersonal relationships in individuals experiencing acute or chronic conditions. A clinical component is included. Prerequisite: Progression to junior nursing studies.

**NUR 385 - Nursing Process: Health Indicators and Clinical Prevention Across the Lifespan (5)**

The course will integrate a comprehensive and holistic assessment of individual health indicators including spiritual, physical, psychological, socio-cultural, environmental, genetic, and age-related health implications. The impact of complex and chronic conditions upon individual health and well-being will be analyzed. The role of the nurse in clinical prevention, health promotion, and interprofessional collaboration will be integrated throughout the course.

**NUR 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**NUR 400 - Transcultural Nursing (2)**

This course examines Christian values and ethics in the light of the socio-cultural variables that shape people. It provides opportunity to experience the stress imposed by socio-cultural conditions and the adaptation required to adjust professional and personal practices to different cultural environments. Prerequisite: Progression to junior nursing studies.

**NUR 400L - Transcultural Nursing-Practicum (1)**

This course applies the nursing process in the delivery of culturally competent care with individuals in a culture/subculture within or outside of the United States. It demonstrates responsibility and accountability in the selection of the experience in accord with interests and financial resources. Prerequisites: NUR-345.

**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 415 - Leadership and Management in Nursing (5)**

The course emphasizes the influence of ethical servant leaders in the profession of nursing. Students will study the character traits of Biblical leaders and their application in the healthcare environment. Special consideration is given to change and motivational theories, as well as management concepts that include political, legal, and economic implications for the nurse.

manager. A focus on strategic planning, fiscal responsibility, and project management assists the student with initial planning for a capstone experience that aligns with their passion and interest.

### **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 436H - Research (3)**

### **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 440 - Nursing Research: Analysis and Implications for Evidence-Based Practice (5)**

The course will explore the interrelationship between nursing theory, research, and practice. Research methods and processes are examined, as well as ethical implications and the protection of human subjects. Students will critically analyze research to direct evidence-based practice, promote the dissemination of nursing knowledge, and enhance client outcomes.

### **NUR 445 - Adult Nursing III (5)**

This course concentrates on the nursing management of individuals with acute and complex medical or surgical conditions. This study refines, deepens, and extends knowledge of adaptations and alterations in the dynamics of essential body functions. A clinical component is included. Prerequisite: Progression to senior nursing studies.

### **NUR 450 - Capstone-Nursing From a Christian World View (2)**

Presents foundational principles of faith as they relate to a career in nursing and provides theological and biblical foundation for professional delivery of holistic care. Students will identify and examine their own spiritual strengths and needs while developing skills in providing presence, companioning, reminiscence, and connection to individuals and families.

### **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 465 - Population Health: Local, National, and Global Approaches (5)**

The course will address population-focused nursing practice and the discipline of public health from local, national, and global perspectives. Evidence-based strategies for health promotion and disease prevention to reduce health disparities within at-risk groups will be discussed. Epidemiological principles, surveillance of population health data, environmental health practices, interprofessional collaboration, and the disaster management process will be applied.

### **NUR 470 - Community Health Nursing (5)**

Applies the nursing process to promotion of health at the community level. Population-focused practica sites include a variety of community settings. Unstructured, non-institutional practice settings are emphasized. Practicum Required. For students at the senior level of the Nursing Program.

### **NUR 473 - Nursing Leadership and Management (5)**

Focuses on synthesis of previous learning and its application in the various clinical settings. Emphasis is placed on the transition from the student role to that of a manager of client care and is accomplished through the application of management and leadership theories and principles in a clinical setting. Prerequisite: Progression to senior level of nursing.

### **NUR 475 - Nursing Independent Learning (1 to 3)**

Individually arranged studies in a nursing area of interest and/or need. Prerequisite: Faculty approval.

**NUR 476 - Professional Transition (1 to 3)**

Provides directed study to reinforce students knowledge through the application of critical thinking strategies. Provides experience with computer adapted testing in preparation for the NCLEX-RN. Prerequisite: Progression to senior level nursing studies.

**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.

**NUR 495 - Baccalaureate Capstone: Synthesis and Evaluation (5)**

This seminar-style course provides students the opportunity to reflect upon learning goals, personal and professional growth, and the achievement of program outcomes. Students assume a leadership role in coordinating and managing a capstone project by integrating evidence-based information, interprofessional collaboration, and the strategic planning process. The impact of the project as a world-changing initiative is analyzed.

**E0****NUR ELE - Nursing Elective (0)**

Pseudo course used as a place holder for Nursing elective.

**O0****NUR ORE - Orientation (0)****PBP - Public Policy****PBP 320 - Environmental Economics and Policy (3)**

This course is an examination of the interrelationships between benefits and costs of economic growth and the environment in the formation of environmental policy. Emphasis is placed on the economics of environmental quality and the social costs of environmental care. Prerequisites: POL-240 and ECO-212.

**PBP 479 - Public Policy Capstone (3)**

The Public Policy Capstone provides students with opportunities to study policy issues of local and/or regional scale from multiple perspectives. The objective is to enable students to recognize policy processes in public, private, and/or nonprofit sector organizations and to identify, refine, and integrate the analytical policy skills they have acquired from the various public policy courses taken during their studies. Prerequisites: Students will take the Public Policy Capstone after completing the core requirements for the Public Policy major.

**PCRE - Pastoral Care****PCRE 600 - Congregational Relationships (6)**

This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

## **PHE - Physical Education**

### **PHE 101 - Concepts of Health and Wellness (1)**

A study of overall physical fitness and healthy life-style choices. Each student will participate in fitness assessment activities in hope of developing long and short term fitness goals. Required of all students.

### **PHE 102 - Adult Fitness (1)**

A physical education activity course for those with physical limitations or unique circumstances facing the full time adult student. By permission of instructor.

### **PHE 103 - Aerobic Exercise (1)**

An activity course which introduces several aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength and endurance.

### **PHE 105 - Badminton (1)**

A course in the skills, rules, and strategies associated with the game of badminton. A lifetime sport course.

### **PHE 106 - Basketball (1)**

The fundamental skills of basketball will be covered in addition to basic offenses and defenses. Participation in the activity will be used as a means toward fitness.

### **PHE 110 - Cycling (1)**

The repair, maintenance, and general care of the bicycle will be explained. Participation in the sport of cycling will be monitored and logged through out the lifetime fitness course.

### **PHE 113 - Walk, Jog, Run (1)**

The course is designed to acquaint students with the basic knowledge of walking, jogging, and running. The purpose of this is to allow for overall fitness development via a lifetime activity.

### **PHE 114 - Golf (1)**

Introduction of the lifetime sport of golf. The skills of driving, chipping, and putting will be developed. Further information will be given on golf terms, course etiquette, golf equipment, scoring, and overall protocol. (Miscellaneous expenses associated with this course.)

### **PHE 115 - Aqua Exercise (1)**

An activity course which introduces several aqua aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength and endurance.

### **PHE 116 - Horsemanship (1)**

An introductory course in the techniques and etiquette of horsemanship. Students will be required to pay a fee and secure transportation to the riding stable.

### **PHE 117 - Varsity Athletics (1)**

A university course for student athletes earning credit via their respective varsity sport participation. Compliance with daily workouts, attendance, work ethic, and overall attitude become criteria for grading. This course may be repeated once if a student participates in a second sport.

### **PHE 120 - Backpacking (1)**

An outdoor activity where outdoor living skills, safety, clothing, nutrition, and equipment will be identified. The course will require a minimum of backpacking equipment in order to enroll in the course. The activity will take place in designated backpack trail areas. (Miscellaneous expenses associated with this course.)

### **PHE 121 - Racquetball (1)**

This lifetime fitness course is designed to acquaint students with the beginning knowledge and skills of the game of racquetball.

**PHE 122 - Active Recreation Games (1)**

Students in this course will lead, develop, and explain new games that are related to active participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and expand each student's inventory of useful games.

**PHE 124 - Soccer (1)**

The course is designed to understand soccer terminology and beginning strategies. Basic skills and rules of the game will be implemented. Soccer will be explained as a competitive and lifetime activity.

**PHE 126 - Swimming Skills (1)**

A course designed to teach basic water adjustment and the beginning techniques of swimming and water safety.

**PHE 128 - Lifeguarding (2)**

This course is designed to teach measures necessary to provide a safe environment for swimmers. This course is in conjunction with the American Red Cross Lifeguard Training course. Also included in this course is CPR/AED for the Professional Rescuer and First Aid. (Certification fee required)

**- PHE-129****PHE 130 - Tennis (1)**

A beginning outdoor activity to introduce an awareness of skills, terminology, and etiquette related to the lifetime sport of tennis. Both singles and doubles game strategies will be discussed.

**PHE 131 - Cross-Country Skiing (1)**

An outdoor winter activity that will take place at an alternate site with a fee being required. The beginning skills of Nordic skiing will be introduced, and the fitness benefits of this aerobic activity will be initially developed and then encouraged beyond the course.

**PHE 132 - Volleyball (1)**

A beginning course in the basic skills, rules, and strategies associated with the game of volleyball.

**PHE 134 - Weight Training (1)**

Proper techniques of weight lifting will be introduced. Various components of a sound weight-lifting program will be explained. The importance of weight lifting to an overall fitness program will be emphasized.

**PHE 135 - Introduction to Climbing (1)**

In this course the techniques and challenges of climbing will be developed and enhanced through participation.

**PHE 140 - Concepts of Wellness (2)**

A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

**PHE 141 - Long Distance Training and Running (2)**

This course will aid the beginning, recreational, and competitive runner in developing an appropriate training program for improvement. Students will learn and practice the key elements in developing an effective training program, and understand the basic principles of physical activity. Students will conduct a variety of physical assessment tests to determine current levels of fitness and to gauge their improvement. Course activities will consist of organized group runs, classroom theory time, and guest lecturers from various exercise professionals. The completion of a significant running event as a group will be the culmination of the class.

**PHE 155 - Introduction to Physical Education, Sport, and Wellness (3)**

To acquaint the Physical and Health Education and Sports Management majors, and Coaching minors with principles, philosophy, history, objectives, scientific basis and formal structure of the professional field. Career options and professionalism will be stressed. The specialized areas of kinesiology and sub disciplines will be covered to aid in understanding and allow for a meaningful approach to the discipline.

**PHE 156 - Outdoor Wilderness Learning (Wise Owl Project) (2)**

Development of both outdoor living skills and recreational skills in a selected wilderness environment. Includes basic nature and conservation studies. A course offered at the IWU Canadian campus or alternate site with a focus on wisdom, leadership, group dynamics, and outdoor living skills. Incidental costs are associated with this course.

**PHE 157 - Rhythmics and Dance (2)**

Designed to develop skills in graded rhythmic activities, games, and gymnastic rhythms for the elementary and secondary levels.

**PHE 162 - Personal Health (3)**

Health comprises a range of states, but wellness is maximal health. The well person has physical, mental, emotional, interpersonal, social, and spiritual strengths, is aware of the possibilities of accidents and diseases, and is adequately defended against them. Because the infectious diseases are now largely under control and the life-style diseases dominate the health scene, the focus of control for responsibility for health today lies largely within the individual. Learning about health and employing that learning in life-style choices are wise investments of personal energy. The object of each health module is not only to develop and value optimal health behavior, but also to learn the steps toward establishing that behavior as a routine.

**PHE 163 - School Health and Safety (3)**

Principles, objectives, and methods are emphasized, as well as contemporary health concepts designed to give prospective teachers and others an understanding of a well-balanced health and safety program.

**PHE 165 - Principles/Problems of Coaching (3)**

Required for coaching minor. A study of the many psychological and administrative aspects pertaining to coaching. Topics such as motivation, practice planning, budgeting, player/coach relations, team selection, morale, and strategy will be covered.

**PHE 170 - Introduction to Exercise Science (3)**

A course designed to provide the student with an overview of selected topics in the field of Exercise Science. These topics include the benefits of physical fitness, fitness evaluation, exercise physiology, sport biomechanics, motor integration, exercise epidemiology, athletic training, sport psychology and nutrition.

**PHE 190 - Medical Terminology (3)**

This course will enable the student to speak, use and understand commonly used terms in the field of medicine. This course is intended to enhance the understanding and use of the language of medicine by building, analyzing, defining, pronouncing, and spelling diagnostic terms that relate to the structure of the body systems, disease processes, laboratory tests, and clinical procedures commonly found in the health care setting.

**PHE 198 - Health and Wellness for Women (2)**

Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women's health and self-awareness. In addition, investigates social issues related to women's health.

**PHE 100CC - Global Studies Program (1 to 2)****PHE 116TU - Beginning Horsemanship (1)****PHE 120CC - Council for Christian Colleges and Universities (1)****PHE 100TCC - Council for Christian Colleges and Universities (1)****PHE 210 - Computers & Technology in Physical Education and Sport (1 to 2)**

This course is designed to educate the student in practical computer and technology applications relevant to Health, Kinesiology, Recreation and sport related vocations. This course is also designed to enhance the student's knowledge of basic computer applications and their potential within the student's chosen profession.

**PHE 212 - Health, Wellness & Individual Performance Assessment w/Lab (3)**

Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments.

**PHE 225 - Psychology of Sport and Exercise (3)**

The examination of psychological implications for sport, exercise, and injury.

**PHE 229 - Cardiopulmonary Resuscitation (1)**

A techniques course leading to certification in Emergency Cardiac Care.

**PHE 230 - First Aid Basics (2)**

A standard first-aid course, taught by the multimedia approach, that includes knowledge and skills needed in emergency care of the injured and ill until medical care can be obtained. Also covers basic life-support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive a certificate in first aid.

**PHE 235 - Professional Experience I (1)**

Placement of majors and minors in a professional setting in order to gain hands-on experience. The YMCA, YWCA, classroom, schools, PAL Club, camps, hospitals and other fitness facilities will be utilized in this course. Background check fees may apply to this course.

**PHE 236 - Professional Experience II (1)**

A second placement in a professional setting to gain further insight into possible career opportunities and responsibilities. Evaluation will be by an on-site supervisor. Background check fees may apply to this course.

**PHE 240S - Officiating Softball (1)**

The techniques, methods, rules, mannerism of officiating softball. IHSAA certification.

**PHE 240T - Officiating Track and Field (1)**

The techniques, methods, rules, mannerism of officiating track and field. IHSAA certification.

**PHE 242 - Elementary Physical Education (3)**

The objectives, organization, methods, and activities of elementary physical education. Special emphasis on the development of basic fundamental movement skills in small children will be studied and clinical experiences in a school setting is required as a part of this course.

**PHE 242P - Elementary Physical Education Practicum (1)**

This course provides a practicum experience for K-12 physical education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary physical education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary physical education classroom, and will be observed and evaluated by both IWU physical education and education faculty. Graded as a Credit/No Credit class. Co-requisite: PHE-242. Permission of the Division of Education to take this course in conjunction with EDU-382C.

**PHE 248 - Intercultural Studies in Physical Education and Sport (3)**

A comparison of different countries and their different approaches to physical education and sports are the core of this course. An extensive study of the Olympics and their role in history will also be studied. This course may also follow a study-tour format while in another country for sport and physical activity purposes. This course meets the general education intercultural requirement.

**PHE 255 - Scientific Aspects of Phys Education and Coaching (3)**

Application of exercise science concepts for those involved in teaching physical education and youth sport coaching. The influence of exercise on the cardiovascular, musculoskeletal, and central nervous systems will be discussed from a developmental context of childhood and adolescence.



**PHE 260 - Health, Physical Activity, and Human Movement (3)**

A study of the basis of the human body; its structure, systems, and functions. Aspects of this course include nutrition for healthy lifestyles, risks of inactivity, disease prevention and recognition, benefits of activity (physical, social, and psychological), and social forces as they relate to health. The course will introduce students to developmental activities, basic movement patterns, and motor skill development. Physically active lifestyles will be addressed as to their value in regard to individual differences, self-esteem, socialization, spirituality, and enjoyment. This course is designed primarily for Elementary Education majors but is open to all students.

**PHE 261 - Coaching of Baseball and Softball (2)**

This course is an introduction to the different parameters involved in coaching the games of baseball and softball. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, game strategies, and sound practice sessions.

**PHE 263 - Coaching of Football and Basketball (2)**

This course is an introduction to the different parameters involved in coaching the games of football and basketball. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, game strategies, and sound practice sessions.

**PHE 264 - Principles of Strength and Conditioning (3)**

This course will introduce students to the principles of strength and conditioning, including muscular strength and endurance, periodization, performance evaluation and program design, and prepare them to sit for the national Certified Strength and Conditioning Specialist (CSCS) exam.

**PHE 265 - Personal Training (3)**

A course designed to prepare students for the National Strength and Conditioning Association Personal Trainer certification. There will be focus on exercise sciences, consultation and evaluation, exercise technique, program design, special populations, and legal issues.

**PHE 274 - Coaching of Cross Country/ Track and Field (2)**

This course is an introduction to the different parameters involved in coaching cross country and track and field. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, meet, event, and race strategies, as well as sound practice sessions.

**PHE 275 - Coaching of Volleyball (1)**

Proper techniques will be described for various volleyball skills. Drills for practice consideration will be introduced. Diagramming of various defensive and offensive alignments will be explained. The elements of equipment, scorekeeping, and volleyball statistics will be covered.

**PHE 276 - Coaching of Soccer and Volleyball (2)**

This course is an introduction to the different parameters involved in coaching the games of soccer and volleyball. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, game strategies, and sound practice sessions.

**PHE 282 - Motor Development (2)**

A course designed to help future professionals in their understanding of human motor development from conception to adulthood. Models and factors affecting motor development will be studied. The course will have applications to kinesiology, motor learning, adapted physical education, and both elementary and secondary education.

**PHE 286 - Kinesiology (4)**

The investigation and analysis of human movement, that will emphasize the anatomical concepts and physical laws related to joint and muscle action. Relationships between structure and function in accordance with general mechanical laws are also examined. Prerequisites: BIO-111, BIO-111L, BIO-112 and BIO-112L.

**PHE 235CC - Council for Christian Colleges and Universities (1)****PHE 322 - Elementary Physical Education (3)**

The objectives, organization, methods, and activities of elementary physical education. Special emphasis on the development of basic fundamental movement skills in small children will be studied and clinical experiences in a school setting is required as a part of this course. Prerequisite: Acceptance into the Teacher Education Program.

**PHE 322P - Elementary Physical Education Practicum (1)**

This course provides a practicum experience for K-12 physical education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary physical education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary physical education classroom, and will be observed and evaluated by both IWU physical education and education faculty. Graded as a Credit/No Credit class. Co-requisite: PHE-242. Permission of the Division of Education to take this course in conjunction with EDU-382C.

**PHE 341 - Team Sports (3)**

Designed to build skill and understanding of techniques and strategy of team sports. Also covers teaching techniques and progressions for each sport.

**PHE 342 - Elementary Physical Education (3)****PHE 342P - Elementary Physical Education Practicum (1)****PHE 345 - Individual/Dual Sports (3)**

Designed to build skill and understanding of techniques and strategy of individual and dual sports. Also covers teaching techniques and progressions for each sport.

**PHE 350 - Ethics and Character Development in Sport (3)**

An extensive investigation of moral and ethical concepts, principles, and issues faced in the organization and administration of sport. The course is designed to help develop sound reasoning skills for the resolution of moral and ethical dilemmas. Emphasis will be placed on understanding how personal ethics affect organizational and personal responsibility. Special attention will be given to professional ethics in sport management, the establishment of a code of professional ethics, and applying this code of ethics to ethical issues in sport.

**PHE 352 - Sport Law and Risk Management (3)**

The course is designed to develop legal insight for effective management and the avoidance of legal problems associated with sport and recreational activity. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, tort liability, negligence, gender equity, and sport labor relations.

**PHE 354 - Sports Management (3)**

A thorough study of the principles of sports management. The processes of planning, organizing, staffing, directing, coordinating, reporting, budgeting, and overall evaluation will be thoroughly explored. Specific aspects of leadership, goal setting, communications, motivation, decision-making, and time management will be addressed. A survey of the careers and professional opportunities will be identified. Understanding of the structure and process of sport organizations will be outlined.

**PHE 362 - Nutrition for 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 365 - Public and Community Health (3)**

This course is offered for teachers, nurses, case workers, and other voluntary and public health agency personnel. It emphasizes the problem-solving approach through small-group interaction, case method, and critical incident techniques.

**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.

**PHE 370 - Biomechanics (3)**

The application of mechanical laws and principles to study the effects of internal and external forces acting on a human body including objects that are manipulated by the body. Study of the laws of physics and computations applied to sport motion. Prerequisite: PHE-286.

**PHE 370L - Biomechanics Lab (1)**

The application of mechanical laws and principles to study the effects of internal and external forces acting on a human body including objects that are manipulated by the body. Study of the laws of physics and computations applied to sport motion in the laboratory. Prerequisite: PHE-286. Co-requisite: PHE-370.

**PHE 371 - Administration of Physical Education and Athletics (3)**

An in-depth course in the organization and administration of physical education, intramural, and athletic programs. Particular problems of each program will be investigated and analyzed. The process of planning, organizing, staffing, coordinating, directing, reporting, budgeting, and evaluating will be an integral part of this course.

**PHE 374 - Physiology of Exercise (3)**

The study of the effects of physical exercise upon the circulatory, neuromuscular, respiratory, digestive, and nervous system. Special emphasis is placed upon understanding the immediate and long-range adaptations of the body systems to exercise, limits, and work capacities in relation to age, sex, diet, environmental factors with the nature of activity as related to movement. Prerequisite: BIO-111, BIO-111L, BIO-112, and BIO-112L.

**PHE 374L - Physiology of Exercise Lab (1)**

Laboratory experiments to study the effects of physical exercise upon the circulatory, neuromuscular, respiratory, digestive, and nervous system. Special emphasis is placed upon understanding the immediate and long-range adaptations of the body systems to exercise, limits, and work capacities in relation to age, sex, diet, environmental factors with the nature of activity as related to movement. Prerequisites: BIO-111, BIO-111L, BIO-112, and BIO-112L. Co-requisite: PHE-374.

**PHE 375 - Fitness Assessment and Exercise Prescription (3)**

Introduction to physiological testing protocols and fitness evaluations performed in clinical and field settings. Focus is given to cardio-respiratory endurance, flexibility, muscular strength and body composition. Exercise prescription for healthy and various special populations (elderly, young children, and diseased) is also addressed.

**PHE 377 - Physics of Sport Movement (3)**

Study of the laws of physics and computations applied to sport motion. Prerequisite: PHE-370.

**PHE 378 - Tests and Measurements (3)**

A foundations course in the instruments and procedures for the assessment and evaluation of human performance. Influences from hypothesis testing, statistical nature of individual differences, error, preparation and administration of tests of physical ability and specialized motor skills, and analysis of selected research studies in the field are considered during the course.

**PHE 379 - Principles of Fitness Assessment (2)**

This course is designed to provide an introduction to physiological testing protocols and fitness evaluations performed in clinical and field settings. Focus is given to assessment of cardio-respiratory endurance, body composition, flexibility, muscular strength and muscular endurance. Prerequisites: Students must be at least a junior and have completed PHE-374.

**PHE 380 - Principles of Exercise Prescription (2)**

This course is designed to introduce students to the principles of exercise prescription. Focus is given to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in the areas of cardio-respiratory endurance, flexibility, muscular strength, muscular endurance and body composition. The design of exercise prescription focuses on a variety of populations including adult, pregnant women, and diseased populations (cardiovascular disease, diabetes, obesity, osteoporosis). Prerequisites: Students must be at least a junior and have passed PHE-374 and PHE-379.

**PHE 385 - Psychology of Motor Learning (3)**

An examination of the learning of new and advanced motor skills for human performance. The principles of learning, practice, retention, motivation, and feedback will be explored.

**PHE 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**PHE 410 - Wellness Internship (2)**

An on-site experience in a health club, clinic, sports center, wellness center, hospital, industry, or university. Any institution where a Wellness Program exists or is being developed will suffice if a leadership experience is available.

**PHE 413 - Health Promotion and Wellness Management (3)**

A comprehensive course that addresses the planning, implementation, and evaluation of health promotion and wellness programs based on various wellness components including life-style, spirituality, nutrition, cardiovascular health, exercise fitness, stress, emotions, substance abuse, sexuality, health care, and mental wholeness.

**PHE 415 - Nutrition for Sport and Performance (4)**

Application of sports nutrition concepts to those involved in sport and fitness activities. Nutritional demands of various types of physical activity will be discussed as well as the use of nutritional supplements and ergogenic aids for performance enhancement. Prerequisite: PHE-374.

**PHE 420 - Sports Marketing, Promotion, and Fund Raising (3)**

The application of fundamental marketing concepts to the sport industry will be presented. Sport will be discussed as a product and as a market. A second component of the course will provide basic techniques for program promotion. A comprehensive Public Relations plan will be developed. A final aspect of the course will be to present sound and positive practices leading to successful fund raising.

**PHE 422 - Sports Management Internship (3)**

An in-depth leadership experience related to the sports management field and/or industry. Field placement will be coordinated through the instructor.

**PHE 423 - Adapted Physical Education (3)**

Programs and prescription for individuals with physical and cognitive disabilities in a physical activity setting will be discussed in relation to methods and activity needs.

**PHE 470 - Sports Ministry Internship (3)**

An in depth experience of leadership, observation, and contribution in a Sports Ministry setting. Placement will be coordinated and arranged in cooperation with the instructor.

**PHE 475 - Independent Learning (1 to 3)**

Individually arranged reading, problem solving, or research in physical education.

**PHE 480 - Senior Seminar in Health and Human Performance (2)**

A capstone course focusing on current issues, trends, topics, professional entry, and professional opportunities. Major specific.

**PHE 483 - Exercise Science Internship (4)**

An on site experience, with an organization/association, that offers the student an in-depth exposure to several facets of exercise science. It is anticipated that the student will experience first-hand activities related to exercise prescription, fitness parameters, cardiac education, and other related human performance components. Placement will be coordinated with the course instructor.

**PHE 485 - Senior Seminar 1 (1)**

A course designed to provide the student with more advanced topics in the field of Exercise Science including an introduction to research and preparation for his/her career. Students must be in their senior year. Prerequisite: Students must have completed 9 new (nontransferred or substituted) credits in the major.

**PHE 486 - Senior Seminar II (1)**

A course designed to provide the student with more advanced topics in the field of Exercise Science including an emphasis on research. Students must be in their senior year. Prerequisite: PHE-485.

**PHE 475CC - Global Studies Program (1 to 4)****PHL - Philosophy****PHL 180 - Humanities Philosophy (3)**

A study of philosophy within the seven major historical periods with primary consideration being given to outstanding thinkers and trends of thought such as rationalism, empiricism, idealism, realism, existentialism, and naturalism.

**PHL 280 - Ancient and Medieval Philosophy (3)**

A survey of the history of philosophy from the pre-Socratics to Bacon. Prerequisite: PHL-180.

**PHL 281 - Modern and Contemporary Philosophy (3)**

A survey of the history of philosophy from Descartes to the present. Prerequisite: PHL-180.

**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 285 - Logic (3)**

The fundamental principles of classical and modern logic. An investigation of the basic principles of reasoning, both inductive and deductive. Not open to freshmen. Prerequisite: PHL-180.

**PHL 330 - Philosophy and Theology in Film (3)**

Realizing that the medium of film has become the principal mass vehicle for the transmission of philosophical and theological ideas, this course will study a variety of films with the intent to identify ontological, epistemological, and ethical presentations of both Christian and non-Christian world views. Prerequisite: PHL-180.

**PHL 334 - Philosophy of Religion (3)**

An investigation of the characteristics and significance of the nature of humanity and human religious experiences. Consideration will be given to the evidences for the nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, the existence of the non-Christian religions, and of evil in God's world. Prerequisite: PHL-180.

**PHL 391 - Directed Studies in Philosophy (1 to 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.

**PHL 430 - Advanced Topics in Philosophy (3)**

This course covers a specialized and advanced topic in philosophy that is not covered in the normal curriculum. It is always offered with a subheading and is repeatable under a different subheading up to 12 hours. Prerequisite: PHL-180 and junior or senior classification.

**PHL 438 - Religions of the World (3)**

A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective

cultures will be assessed. Especially recommended for missionary candidates. This course may be counted toward an Intercultural major or minor. Prerequisite: PHL-180. Meets General Education intercultural requirement.

**PHL 475 - Independent Learning-Philosophy (1 to 3)**

Individually arranged reading, problem solving, or research in philosophy. Prerequisite: PHL-180.

**PHL 480 - Toward a Philosophy of World Changing (2)**

This capstone course for Religion and Philosophy majors will explore contemporary questions concerning the points of interface and tension of religion and philosophy with contemporary society. In a seminar setting, each participant will select and research a particular issue confronting society, synthesize insights gained in prior coursework, and explore possible ramifications and responses to this issue. Restricted to senior Religion and Philosophy majors.

**PHL 438CC - Global Studies Program and Universities (3)**

**PHL 475CC - Global Studies Program (1 to 4)**

**PHL 480CC - Council for Christian Colleges (3)**

## PHY - Physics

**PHY 120 - Physical Science (4)**

An introductory course in the physical sciences designed for the non-science major. Emphasis is placed upon understanding the major principles and concepts of the physical sciences. Mathematical skills are not emphasized. Co-requisite: PHY-120L. This course with its co-requisite laboratory fulfills the general education lab science requirement.

**PHY 120L - Physical Science Lab (0)**

Lab to be taken as a co-requisite to PHY-120.

**PHY 140 - Astronomy (3)**

A descriptive survey of the basic concepts of astronomy. Topics to be studied will include the sun and its family of planets, the properties of stars and galaxies, and the structure of the known universe. Math skills are not emphasized. Optional co-requisite: PHY-140L. This course with its co-requisite laboratory fulfills the general education lab science requirement (PHY-140 and PHY-140L taken concurrently). Prerequisite: high school algebra.

**PHY 140L - Astronomy Lab (1)**

This course is an optional lab which can ONLY be taken concurrently with PHY-140. Laboratory sessions will include several outdoor sessions, weather permitting, using IWU portable telescopes to observe and photograph craters on the moon, the planets Jupiter, Saturn, Mars and Venus, brighter nebula and star clusters. Other topics to be covered include the basic operation and handling of telescopes, use of celestial coordinates and setting circles, and an introduction to the visible constellations. The remaining labs will be performed indoors, incorporating laboratory studies of optics, spectral emission lines, Doppler shifts and other astronomy related topics. This course will fulfill the general education lab science requirement ONLY if it is taken concurrently with PHY-140.

**PHY 211 - General Physics I (4)**

First part of a two-semester non-calculus introductory course in physics covering mechanics, thermodynamics (heat), and waves. Prerequisite: High school trigonometry or MAT-120. Co-requisite: PHY-211L.

**PHY 211L - General Physics Lab (0)**

Lab to be taken as a co-requisite to PHY-211.

**PHY 212 - General Physics II (4)**

Second part of a two-semester non-calculus introductory course in physics covering electricity, magnetism, optics, and topics in modern physics. Prerequisite: High school trigonometry or MAT-114. Co-requisite: PHY-212L.

**PHY 212L - General Physics Lab II (0)**

Lab to be taken as a co-requisite to PHY-212.

**PHY 221 - University Physics I (4)**

Calculus-based introductory physics covering kinematics, dynamics, statics, introductory rotational motion, waves, harmonic motion, and basic heat and thermodynamics. Prerequisite or co-requisite: MAT-253 or equivalent. Co-requisite: PHY-221L.

**PHY 221L - University Physics I Lab (0)**

Lab to be taken as a co-requisite to PHY-221.

**PHY 222 - University Physics II (5)**

Calculus-based introductory physics covering electricity, magnetism, optics, and topics in modern physics. Prerequisite: PHY-221 or equivalent. Co-requisite: PHY-222L and PMD-310.

**PHY 222L - University Physics II Lab (0)**

Lab to be taken as a co-requisite to PHY-222.

**PHY 230 - Electronics (4)**

A study of the theory and application of transistors, integrated circuits, and other components of electronic circuits. Three class periods and one laboratory period. Prerequisite: High school algebra and trigonometry or MAT-114.

**PHY 311 - Analytical Mechanics (3)**

In-depth study of the motion of rigid bodies. Three-dimensional translational and rotational motion. Oscillations. Lagrange equations. Inertial and non-inertial frames. Prerequisite: MAT-254.

**PHY 321 - Thermodynamics/Statistical Mechanics (3)**

Thermal equilibrium, thermodynamic equations of states. Thermodynamic potentials. Irreversibility. Phase transitions. Kinetic theory of gases. Introduction to classical quantum statistical mechanics. Prerequisite: MAT-254.

**PHY 331 - Electromagnetism I (3)**

Electrostatic fields in vacuum. Gauss's law. Solution of electrostatic boundary-value problems. Electrostatic fields in material media. Electric currents. Electromagnetic waves. Maxwell's equations. Special relativity. Prerequisite: MAT-254.

**PHY 341 - Waves and Optics (3)**

Geometrical and physical optics. Interference and diffraction. Lasers. Fiber-optics. Electromagnetic wave theory. Optical instruments.

**PHY 351 - Quantum Mechanics I (3)**

Wave-particle duality. Wave functions. Operators and observables. Matrix representation. Three-dimensional Schrodinger's equation. Prerequisite: MAT-254.

**PHY 361 - Introduction to Health and Medical Physics (3)**

Introduction to the use, detection, and disposal of radioisotopes in medicine and biological research. Biological effects of radiation, including from nuclear weapons. Introduction to different imaging techniques in medicine, such as X-ray and MRI. Applications of lasers in medicine.

**PHY 385 - Advanced Physics Laboratory/Measurements (4)**

Theory of measurements, detectors, interfaces, error and accuracy analysis, data acquisition, and processing. Laboratory application of a design of an experiment and experimental apparatus and measurements of physical quantities.

**PHY 475 - Independent Learning-Physics (0 to 1)**

Individually arranged study and/or research in physics. Prerequisite: Permission of instructor.

**PHY 495 - Research in Physics (1 to 2)**

Students will engage in original research under the direction of a faculty member. This course may be repeated but only two credits total may be applied toward the physics minor. Specific areas of physics research may include but are not limited to astronomy, atomic physics, biophysics, condensed matter physics, mathematical physics, medical physics, physics education, to name a few. Prerequisites: PHY-212 or PHY-222 (or equivalent) and permission from instructor.

## PMD - Pre-Medical Science

### **PMD 110 - Preparing the Christian Health Professional (1)**

This course is designed to introduce the freshman pre-med student to a Christian perspective of a career in medical science. Emphasis will be placed on the Christian medical scientist's role as a "world-changer" by reconciling a Christian worldview with the requirements, demands, and dilemmas encountered in medical (graduate) school and in the practice of medicine. For the purposes of this course a "medical scientist" is defined as a person engaged in any of the following: medicine, dentistry, veterinary medicine, optometry, physical therapy, occupational therapy, biomedical research, or physician's assistant. This course is not intended for nursing or athletic training majors and does not fulfill any of the General Education requirements of the institution.

### **PMD 310 - Perspectives in Scientific Reasoning (1)**

This course is primarily intended to assist those preparing to sit for national tests such as the GRE, MCAT, DAT, or OAT, but also could be helpful for those preparing for a career in general science education and health science administration who feel they would benefit from a broader perspective of scientific reasoning. This course is designed to hone critical thinking and reasoning skills and is customized for each student depending on the graduate or professional pathway for which they are preparing. For those taking science-related tests, a portion of the semester will be devoted to integrating the three major disciplines of science (biology, chemistry, physics) in a meaningful way. The development of critical thinking and reasoning skills will be assessed periodically using practice tests that mirror those for which the student is preparing. Prerequisite or co-requisite courses: BIO-125, CHE-125, CHE-126, CHE-235, CHE-236, PHY-211, PHY-212 (or PHY-221 and PHY-222).

## POL - Political Science

### **POL 100 - American Government (3)**

A study of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.

### **POL 200 - State and Local Government and Politics (3)**

A study of the design and operation of state and local government within the American federal system with an emphasis on practical issues, citizenship principles, and Christian involvement. Gives credit for majors in Criminal Justice, Political Science, or Social Work.

### **POL 215 - Foundations of Political Science (3)**

This course provides a general introduction to the major concepts and themes of political science. As a comparative survey of the questions, approaches and methods in political science the course offers an analytical foundation for evaluating and explaining a wide variety of political phenomena. Throughout the semester several of the subfields comprising political science including American politics, comparative politics, world politics, law and public policy are introduced and highlighted to prepare students for upper-division coursework in these specific areas of study. All through the course consideration is given to determining how a Christian worldview can be applied to the complex realities of governing in modern societies.

### **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.

### **POL 230 - World Politics (3)**

The purpose of this course is to introduce the study of world politics. By surveying the key concepts and theories utilized to assess contemporary global affairs this course provides a framework for analyzing world politics in a systematic and sophisticated manner. Course topics will provide a brief overview of the major areas of study within the field of international relations including foreign policy analysis, global politics and governance, international political economy and the continuing evolution of the international system.

### **POL 232 - Comparative Politics (3)**

This course surveys the most important concepts, approaches and methods in the comparative study of politics. Students are introduced to comparative politics as a method of research and a field of study examining the domestic politics of governments throughout the world. Course material discusses and applies the conceptual, theoretical and methodological



tools of comparative political analysis, examines the characteristics and effects of various types of contemporary political systems, and surveys the politics of and recent trends in select countries and regions throughout the world.

**POL 240 - Public Policy Processes (3)**

This course is an introduction to public policy processes in the United States. An important part of the course involves helping students to develop the potential to formulate, assess and evaluate public policy in terms of ideas, actors, and steps, and to begin to develop expertise in policy in issue areas of concern to them. The course is also intended to develop students in analytical thinking, primary and secondary research, and social science writing.

**POL 275 - Pre-Law Tutorial Study (0 to 1)**

Directed personalized study to prepare Pre-Law students for the Law School Admission Test (LSAT). Required each semester for all Pre-Law students. May be repeated for credit for up to three credits. Prerequisite: Consent of the department.

**POL 291 - Introduction to Law (3)**

Designed to give a basic understanding of law. The legal process is examined including a study of the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and employment law. Gives credit for majors in Political Science or Criminal Justice. Prerequisite: POL-100 or CRJ-181.

**POL 220CC - Council for Christian Colleges (3)**

**POL 222CC - Council for Christian Colleges (3)**

**POL 322 - Research Design and Methods in Political Science and Economics (3)**

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research. This course gives credit for political science and history majors. Prerequisite: MAT-112 or BUS-320.

Crosslisted as: ECO-322.

**POL 332 - Conflict Processes (3)**

The purpose of this course is to cover a variety of theoretical and ethical approaches to the problem of understanding international conflict. Strong emphasis will be placed on the evaluation of the empirical literature attempting to explain the causes of war and peace. Historical continuity and change in international conflict will be examined via the analysis of a variety of case studies of global, regional and intrastate war. By combining a theoretically sophisticated understanding of the causes, results, and resolution of conflict, coupled with concerns about the moral justification of war, students will emerge prepared to formulate thoughtful, concrete opinions on issues of global conflict. Prerequisite: POL-230.

**POL 345 - Political Science International Travel Seminar (3)**

This course is designed as an international travel seminar to observe, understand, and comparatively assess the systems and governments of select countries around the world. Course content examines the history, culture, environment, economics, governing processes, healthcare, public policy, and/or international interactions of the designated country. The course blends international travel, interdisciplinary study, intercultural interactions with peers, instructors, and nationals, lectures, site visits, and interactive meetings to provide a unique experiential learning environment. Attention is given to synthesizing course content and in-country experiences from the journey as students individually and corporately reflect upon matters that relate to their chosen areas of study and being agents of change in the world.

**POL 350 - Political Science Practicum (1 to 3)**

Directed experience in politics or law. Required of all Political Science majors. (POL-371, POL-401, or HST-450 may be substituted for this requirement.) May be repeated. Prerequisite: Consent of the department. Offered every semester.

**POL 354 - Foreign Governments (3)**

A study of historic and contemporary types of governments in relation to their social, economic, and ideological backgrounds. Prerequisite: HST-185 and HST-190 or POL-100.

**POL 355 - American Political Processes (3)**

The purpose of this course is to examine the various political processes and linkages that connect citizens to political outcomes. Course content will focus on theoretical frameworks from political scientists regarding the formation, nature, and function of political parties, interest groups, and political action committees. The primary focus will be on current scholarship, including both books and journal articles from respected scholars in the field of Political Science. However, students will also be introduced to important works by political scientists that date back to the 1950s. The course format is a combination of lecture and discussion; therefore, relevant questions and other student contributions are an essential element of the course. Prerequisite: POL-215.

**POL 360 - Policy Formation (3)**

This course is intended as an inquiry into the process of policy formation at the national level in the U.S., in the developing country context, and at the transnational (international, multilateral) level. The emphasis will be on social and environmental policy, with some discussions of other issue areas. Prerequisites: POL-100 and POL-240 or consent of department.

**POL 365 - Religion and Politics (3)**

The purpose of this course is to provide an in-depth analysis of the connection between religion and politics. The course will explore some historical examples demonstrating various relationships between Church and State. The place of Christianity and/or involvement of the institutional church with government is central; however, students will examine other religions and political arrangements to see if there are universal principles. Course content will focus on scholarly research in these and related areas. This course is designed for Political Science and History majors, but also will have strong relevance and appeal to Religion and Education majors. Prerequisite: POL-100 or consent of department.

**POL 367 - Political Thought (3)**

A survey of political thought from ancient systems to modern totalitarianism. Emphasizes Christian and modern Western-American political theory and systems. Gives credit for majors in Political Science or Philosophy. Prerequisite: HST-185 and HST-190; or POL-100.

**POL 371 - International Studies (3)**

International travel, observation, and study of the political patterns of foreign nations. Extra fee: air travel, lodging, meals, and miscellaneous. May be repeated. Prerequisite: Consent of the department.

**POL 375 - Foreign Policy Analysis (3)**

This course examines the way international actors make decisions regarding how they will interact with other members of the international community. Students will be introduced to the variety of ways in which the foreign policy making processes within and across countries operate and can be explained. A number of influences on foreign policy are discussed, including individual policy makers, characteristics of the domestic political environment, and international systemic factors. The course surveys these influences, concepts and theoretical approaches in preparation for the in-depth and hands-on analysis students will undertake in the later part of the semester. Prerequisites: POL-230 and POL-232.

**POL 399H - Honors College Thesis-Political Science (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**POL 350CC - Political Science Practicum (1 to 3)**

Directed experience in politics or law. Required of all Political Science majors. (POL-371, POL-401, or HST-450 may be substituted for this requirement.) May be repeated. Prerequisite: Consent of the department. Offered every semester.

**POL 365CC - Global Studies Program (3)****POL 371CC - International Studies (3)**

International travel, observation, and study of the political patterns of foreign nations. Extra fee: air travel, lodging, meals, and miscellaneous. May be repeated. Prerequisite: Consent of the department.

**POL 401 - Political Science Travel Seminar (3)**

Travel course to Washington, D.C., designed to provide students with a greater understanding of the American governmental and political infrastructure. Extra fee: travel, lodging, meals, and miscellaneous. Prerequisite: Consent of the department.

**POL 420 - American Institutions (3)**

The purpose of this course is to provide an advanced study of the institutions of American government. The formal political institutions include: the presidency, Congress and federal courts (Supreme Court). The course examines the interrelationship and interactions among these three political institutions, with particular emphasis on institutional approaches, development, and structure. The course will also explore some of the foundational mechanisms that provide support for the formal institutions, including voting, federalism, and religion. Course content will focus on scholarly research in these and related areas. This course will provide both a broad overall conception of the current field of Political Science, as well as major areas of specialization. Prerequisite: POL-215.

**POL 425 - Federalism and Public Policy (3)**

This course is designed to understand different federal contexts for policymaking and policy implementation from Africa, Asia, Australia, Europe, the Middle East, and North South America. The primary objective of the course is to help students understand the relationship between federalism and democracy as the growing debate about the future of democratic governance in a globalizing world is increasingly cast in federal terms. Prerequisite: POL-100 or permission of the department.

**POL 432 - Global Governance (3)**

This course is an advanced survey of the norms, institutions and processes increasingly constituting some type of governance at the global level. Students will be acquainted with the knowledge and analytical tools needed to cope with an increasingly complex and interconnected global system. Towards this end, the course introduces the key dimensions, actors and nature of global governance; identifying the most significant concepts and theoretical approaches to understanding global rule. The course also addresses the various debates about global governance and explanations for the increasing demands in global governance structures. Prerequisites: POL-230 and POL-232.

**POL 470 - International Relations Capstone (3)**

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

**POL 470H - International Relations Capstone Honors College Thesis (3)**

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

**POL 471 - Political Science Research Seminar (3)**

This is an advanced seminar in the methodological study of political phenomena serving as a cumulative and integrative capstone experience. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will design, research and write a scholarly piece addressing an empirical puzzle relevant to their interests. Prerequisite: POL-215 and POL-322 or consent of the department.

**POL 475 - Independent Learning in Political Science (1 to 3)**

Individually arranged research and writing in political science. Prerequisite: Consent of the department.

**POL 475CC - Global Studies Program (1 to 6)****POL 499CC - Political Science Transfer (3)****POL 515 - Urban Economics and Policy (3)**

An introduction to urban economic theory, urban spatial form, and urban policy problems. Topics include theories of urban evolution and form, regional comparative advantage and trade, urban economic growth and development, the limits to metropolitan size, land-rent gradients, public goods and externalities in urban areas, and urban policy problems including: poverty, housing, segregation, transportation networks, congestion, land use planning, and issues in local and regional governance and public finance.

**POL 522 - Research Design and Methods (3)**

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This course will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research.

**POL 526 - Foundations of Public Policy (3)**

This course is designed to introduce the foundations of public policy. The course will enable students to understand why some public problems reach the public agenda, why some policy options (solutions and strategies) are adopted and others rejected, and why some policies appear to succeed while others appear to fail. This course will develop the student's ability to understand how public policy is imagined, created, implemented, and evaluated.

**POL 527 - Scholarship (3)**

This course introduces students to the practice of analytical thinking as it is applied to the social sciences and policy analysis. As a foundational course for skill development, attention is given to detailing the practice of scholarly inquiry and introducing the logic of social science research. Emphasis is placed on developing and refining fundamental research skills involved in the evaluation, conduct, and communication of empirical work.

**POL 528 - Economics and Policy (3)**

This course examines economic theory and methods of analysis used for making, implementing, and evaluating government policies. The course covers how key theories of macro and microeconomics can be used in formulating public policy decisions. Methods of evaluating public policies will be covered with particular focus on marginal analysis and cost/benefit analysis. The course will also cover the concepts of public goods, externalities, and public choice theory.

**POL 542 - Policy Analysis (3)**

This course is designed for acquisition of practical skills in policy analysis. Policy analysis is the art, craft, and science of collecting and interpreting information that clarifies the causes and effects of public problems and the likely consequences of policy options. Policy analysis requires technical understanding of analytical tools and diverse policy contexts, as well as the ability to produce and communicate practical advice. To this end, policy analysis draws from the ideas and methods of many disciplines including political science, economics, and environmental science.

**POL 545 - Political Science International Travel Seminar (3)**

This course is designed as an international travel seminar to observe, understand, and comparatively assess the systems and governments of select countries around the world. Course content examines the history, culture, environment, economics, governing processes, healthcare, public policy, and/or international interactions of the designated country. The course blends international travel, interdisciplinary study, intercultural interactions with peers, instructors, and foreign nationals, lectures, site visits, and interactive meetings to provide a unique experiential learning environment. Attention is given to synthesizing course content and in-country experiences from the journey as students individually and corporately reflect upon matters that relate to their chosen areas of study and being agents of change in the world.

**POL 565 - Public Administration and Finance (3)**

A penetrating analysis of public administration and expenditures. Explores revenue including taxation, budget examination, and the effect of fiscal policy on the economy.

**POL 586 - Capstone in Public Policy and Affairs (3)**

This course is an advanced application seminar serving as a cumulative and integrative experience that draws together the various research and content components of the MPA curriculum. The course facilitates an analytical exercise through which students address relevant public affairs issues and problems. In consultation with the course facilitator students may complete a policy analysis, program assessment, or research thesis identifying and exploring real world problems facing policymakers in the public and private sectors. Additionally, the course provides a summative assessment of the knowledge accumulated by students throughout the program.

## PREP - Preparatory Requirements

### E0

#### PREP ENG - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic English requirement.

### M00

#### PREP MATH - Requirement Met by Test Score (0)

Used for DA purposes to identify that Basic Math Requirement has been met.

### N000

#### PREP NLSND - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading.

### R00

#### PREP READ - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Reading requirement is met by test scores.

### R000

#### PREP READC - (0)

Used for DA purposes only to identify the Basic Reading Comprehension requirement.

#### PREP READV - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading Vocabulary requirement.

### R00000

#### PREP READEPL - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading Requirement.

### S0

#### PREP SCI - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Science requirement.

### W00

#### PREP WRIT - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Writing requirement is met by test scores.

## PROC - Proclamation

#### PROC 520 - Transformational Communication (3)

This course is designed to advance the graduate student's understanding of and facility with transformational communication and/or 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 and Christian 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 and transformative communication plays in shaping the life of a church and other ministry contexts.

### **PROC 525 - Effective Communication With Children And Youth (3)**

This course exposes students to the tools of effective communication in teaching and preaching children and youth. It explores the role of biblical narratives in youth and family ministry and the impact of learning styles, culture, and personality on effective communication.

### **PROC 600 - Christian Proclamation (6)**

This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

### **PROC 610 - Narrative Preaching (3)**

In this course, students will explore and experience the narrative sermon form by listening to and preaching sermons built on a narrative structure. Students will understand the differences between narrative sermons and other sermon forms. The course will provide an overview of the historical shift from the Old Homiletic, one which emphasized preaching as proposition, toward the New Homiletic, which held up preaching primarily as story, or narrative.

## **PSY - Psychology**

### **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.

### **PSY 152 - General Psychology II (3)**

This course exposes psychology majors to psychology's scientific methods, biological foundations of human behavior, sensation and perception, states of consciousness, memory, thinking and language, intelligence, and motivation and emotion.

### **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.

### **PSY 150CC - Global Studies Program (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.

### **PSY 210 - Introduction to Art Therapy (3)**

Designed to acquaint the Pre-Art Therapy major with practices and opportunities offered in this field. Offered Spring Term.

**PSY 225 - Learning and Motivation (3)**

The major goal of the course is that the student understand the basic principles of conditioning, motivation, and learning derived from experimental research. Students will be encouraged to see the ready application of those principles to the human context in everyday life with numerous illustrations of the application of these principles to the field, to business settings and to therapeutic situations. Course topics may provide an overview of on going research within experimental, cognitive, behavioral, and biological psychology. Offered May Term.

**PSY 227 - Adv. Topics in Behavioral, Cognitive, and Neuropsychological Research (3)**

The course is the alternative to PSY-225 for students in the pre-professional track within the psychology major, and planning on pursuing graduate studies in the field. Course topics will provide a more in-depth and rigorous overview of the current state of the science with respect to ongoing research in various topics within experimental, cognitive, behavioral, biological and neuro-psychology. Computer-based labs and demonstrations will be included and required for all of these research domains, with an emphasis on emerging areas of application and clinical specialization for psychology career professionals. Students will also be asked to consider the implications of these areas of scientific research on their Christian perspective in psychology. Students may substitute PSY-227 for PSY-225 or they may earn credit in both. Offered May Term and odd number years in Spring.

**PSY 250 - Developmental Psychology (3)**

A survey of human development and changes throughout the life cycle.

**PSY 251 - Child Development (3)**

The development and characteristics of the child at various stages of his physical, social, and mental growth as it relates to the principles of the learning process and methods of measurement and evaluation. Problems of prediction, guidance, and control of child behavior will be explored.

**PSY 252 - Adolescent Growth and Development (3)**

Emphasizes mental, physical, and personality development of the individual during the transitional years from childhood to maturity as it relates to the principles of the learning process and methods of measurement and evaluation.

**PSY 276 - Psychology of the Exceptional Learner (3)**

This course will explore the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics. (Required for all Education majors.)

**PSY 290 - Psychology Seminar (1)**

Introduction to career options within the field of psychology. Includes career testing, screening, emotional intelligence and preparation for department interview. Offered Fall Term only. Required for Psychology Majors.

**PSY 291 - Urban Encounter for the Helping Profession (1)**

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

Crosslisted as: ADC-291.

**PSY 296 - Transactional Analysis (3)**

Consideration will be given to the theoretical and technical basis of TA as developed by Eric Berne. The basic concepts of structure, transaction, game, and script analysis will be studied, as well as the application of these concepts to individual and group counseling.

**PSY 322 - Physiological Psychology (3)**

A study of the neurophysiology that underlies human behavior. Emphasis will be given to the mechanisms of the central nervous system which mediate sensation, perception, consciousness, motivation, learning, and emotional behavior.

**PSY 354 - Statistics for Social Sciences (3)**

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measure of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work, criminal justice.

**PSY 355 - Research Methods for the Behavioral Sciences (3)**

This is a three-hour course offered each spring semester. Its purpose is to provide the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using the APA publication manual guidelines; and developing oral communication skills in presenting one's research project to a professional audience. Prerequisite: MAT-305.

**PSY 360 - Social Psychology (3)**

A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for majors in Sociology or Psychology.

**PSY 365 - Psychology of Personality (3)**

Basic concepts of personality traits and their measurement; emphasis on contemporary theories. Prerequisites: PSY-150 and a developmental course (PSY-250, PSY-251, or PSY-252). Offered via CAPS only as general elective for non-PSY majors. Not accepted in Psychology Major.

**PSY 366 - Psychology of Abnormal Behavior (3)**

Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment.

**PSY 370 - Theories of Personality (3)**

A survey of some of the major theories of personality development and the parallel therapeutic approaches. The purpose is an attempt to explain shared human nature as well as individual differences. Critical evaluation of the theories from a Christian perspective is a vital component of this class. The course also qualifies as a "writing across the curriculum" course and involves creating and developing the student's own personality theory.

**PSY 371 - Family Systems Therapy (3)**

A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchi, Satir, Bowen, and Haley. Prerequisite: 9 hours of Psychology. (Course also listed as SOC-371.) Offered May Term in alternate years.

**PSY 380 - Cognitive-Behavioral Counseling (3)**

A survey of the theory, research, and practical application in therapy of the techniques involved in cognitive-behavior modification and therapy. Course work involves case studies, role practice, and an analysis of this theory from a Biblical perspective. Prerequisite: 9 hours of Psychology. Usually a May term class.

**PSY 385 - Psychology Practicum (2 to 3)**

This course is designed to provide students with opportunities to learn about psychology through service in a community agency. Eighty hours of volunteer experience will be acquired over two semesters (40 hrs per) or in one semester. And this course requirement can be fulfilled through ADC-461-464 or SWK-370-371 or SWK-470-471.



**PSY 390 - Psychology Seminar (1)**

Papers, lectures, and group discussion of scientific and professional topics by staff and visiting lecturers. Two semester hours required of all majors in Psychology. May be repeated to earn up to 4 hours credit. Sophomore Seminar is for students planning to apply for the major and is not included in the two required seminars.

**PSY 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**PSY 360CC - Global Studies Program (3)****PSY 385CC - Global Studies Program (2 to 3)**

This course is designed to provide students with opportunities to learn about psychology through service in a community agency. Eighty hours of volunteer experience will be acquired over two semesters (40 hrs per) or in one semester. And this course requirement can be fulfilled through ADC-461-464 or SWK-370-371 or SWK-470-471.

**PSY 471 - Faculty/Student Collaborative Research Psychology: Research (1 to 3)**

Experience through individual projects involving design, execution, analysis, and reporting individually initiated research. Prerequisite: Permission of instructor. May be repeated.

**PSY 473 - Supervised Practicum (1 to 3)**

Practical experience in social agencies and other counseling settings. May be repeated.

**PSY 475 - Special Topics (1 to 3)**

In-depth literature search and analysis of specified topic. May be repeated.

**PSY 485 - Theories of Counseling (3)**

Surveys various approaches to counseling with emphasis on philosophy underlying the theory. Senior majors begin to write their own theory of counseling as part of this class.

**PSY 487 - Techniques of Counseling (3)**

Students will be exposed to many techniques used in counseling to facilitate client change and growth. Role-playing and some supervised "hands on" experiences give students practical experience. Offered Spring semester.

**PSY 490 - Senior Capstone (1)**

Completion of personal assessment portfolio compiled from several courses in the major. Will include integration papers. Instruction on preparing for the GRE and applying for graduate school or placement.

**PSY 493 - Integration of Psychology and Christianity (3)**

A study of integration models and a conceptual framework for integrating psychological research and the Christian faith. Examination of the potential tensions and resolutions in integrating psychological and Christian approaches to understand the nature of man, mental illness, development, and counseling. Will consider the nature of religious experience, conversion, the meaning of religious images, the significance of individual difference in religious faith, and other pertinent topics in the psychology of religion. Prerequisite: 12 hours in Psychology and/or Religion (exclusive of General Education courses).

**PSY 495 - History and Systems of Psychology (3)**

A study of the historical foundations of psychology and its development as a distinct discipline. Consideration will be given to the major concepts and personalities of the various systems of psychological thought. Limited to upper classmen, enrollment only by permission of instructor. May be offered as a hybrid course (combined classroom and online).

**PSY 475CC - Global Studies Program (1 to 5)****PYC - Primary Care Nursing****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 - Lab Techniques, Procedures & Interpretations- Nurses in Adv 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.

**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.

**PYC 522 - Essentials of Primary Care (2)**

This course explores the concepts of nurse practitioner practice in primary care. Critical diagnostic skills will be introduced to cultivate evidence-based practice behaviors. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate educational theories across the lifespan. Christian perspectives will be incorporated throughout the course. Prerequisite: PYC-512.

**PYC 530 - Primary Care of Adults (7)**

Primary Care of Adults is designed to prepare the advanced practice student with the theoretical, scientific and technical foundations required to function as an adult nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of common acute and stable chronic disease states of the adult client. Primary health care needs for specific populations including women, men, and the elderly will be identified. Primary care for a supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of adults beginning at the age of 14 years will be arranged. Students will gather physical assessment data, establish differential diagnoses, propose treatment plans, deliver patient education, and provide follow-up when feasible. Advanced practice role development is a fundamental component of the experience. Prerequisite: PYC-552.

**PYC 530A - Primary Care of Adults (0)****PYC 530C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-530. Graded on a CR/NC basis.

**PYC 530P - Primary Care of Adults Practicum (4)**

Supervised clinical practice of adults in primary care settings, to develop clinical judgment, technical skills assessment and management; totaling 280 hours.

**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 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-532. Graded on a CR/NC basis.

**PYC 532P - Primary Care of Children Practicum (3)**

A supervised practicum experience that builds assessment management, clinical judgment and technical skills related to the health of children and their families.

**PYC 534 - Primary Care of Women (1 to 4)**

This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on physical and environmental assessment, health promotion and disease prevention education, and the diagnosis and management of common acute and stable chronic conditions peculiar to women. Prerequisite: PYC-530.

**PYC 534A - Primary Care of Women (0)****PYC 534C - PYC-534 Practicum Continuation (1 to 3)**

This course is a continuation of PYC-534. Graded on a CR/NC basis.

**PYC 534P - Primary Care of Women Practicum (2)**

A supervised practicum experience that builds assessment, management, clinical judgment and technical skills related to women's health, totaling 140 hours.

**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. Prerequisite: PYC-532.

**PYC 535C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-535. Graded on a CR/NC basis.

**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 536A - Primary Care of Older Adults (0)****PYC 536C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-536. Graded on a CR/NC basis.

**PYC 536P - Primary Care of Older Adults Practicum (5)**

Supervised clinical practice in settings focused upon care of older adults, totaling 350 hours.

**PYC 545 - Advanced Practicum in Primary Care Nursing (1 to 5)**

Designed to provide the advanced practice student opportunity to gain additional primary care clinical experience related to the role of a nurse practitioner. Prerequisites: PYC-530, PYC-532, and PYC-535.

**PYC 545C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-545. Graded on a CR/NC basis.

**PYC 545P - Advanced Practicum in Primary Care Nursing (0 to 5)**

Designed to provide the advanced practice student opportunity to gain additional primary care clinical experience related to the role of a nurse practitioner.

**PYC 546 - Advanced Primary Care of the Adult Care Nursing (0 to 3)**

This course is designed to prepare the advanced practice student with advanced knowledge regarding the theoretical, scientific, and technical foundations needed for optimal functioning as an adult nurse practitioner. Emphasis will be placed on specialty areas such as women's health promotion, men's health promotion, gerontologic health care, and chronic disease states of the adult client enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills. Prerequisite: PYC-530. Taken concurrently with PYC-545P

**PYC 552 - Advanced Health Status Assessment (4)**

Provides for an enhancement of knowledge and skills necessary for performing a thorough health assessment for clients of all ages in a variety of settings.

**PYC 552C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-552. Graded on a CR/NC basis.

**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 pharmacodynamics 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 to 3)**

An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

**PYC 602 - Professional Role Development for the Advanced Practice Nurse (2)**

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.

**PYC 612 - Advanced Pharmacology (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.

**PYC 614 - 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.

**PYC 622 - 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.

**PYC 652 - Advanced Health Status Assessment (3)**

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. Emphasis will be placed on findings within normal limits with common deviations from normal. A supervised laboratory component is required.

**PYC 681 - Primary Care Across the Lifespan I (6)**

Designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations required to function as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

**PYC 682 - Primary Care Across the Lifespan II (6)**

This is a continuation of theory and clinical practice designed to prepare the advanced practice student to function as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

**PYC 683 - Primary Care Across the Lifespan III (6)**

This is the final course of theory and clinical practice designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations required to function as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

**REC - Recreation Management****REC 160 - Intro to Recreation and Sports Ministries (3)**

The foundations of organized recreation will be highlighted. These will include: backgrounds and theories, objectives and principles, social and economic factors, public, private and commercial interests, general recreation, and social institutions.

**REC 180 - Campus Recreation and Intramural Sports (2)**

The recreation games portion of the course will include ice breakers, social mixers, quiet games, table games, and group activities. The intramural sports portion of the course will explore the planning, organization, and the overall administration of an intramural program.

**REC 240 - Trip Camping in the USA (2)**

A camping experience to and in various Parks and Forests (or similar settings) within the USA. The course focus will be on practicing environmentally conscious camping skills, hiking, climbing, and fishing. A fee will be charged for this course.

**REC 260 - Recreation Leadership and Programming (3)**

Principles of leadership and their application in the development of recreation programs. The principles of program planning as it relates to the individual and group values, which includes the selection of activities and their presentation in a sequential pattern, which is concerned with interests, age, handicaps, area skill level, time, group size, and value determination.

**REC 280 - Commercial and Social Recreation (2)**

This course deals with the private sector of recreation opportunities. Those include industrial corporations, establishment of private corporations, profit and nonprofit camps, sports clubs, and the use of public land by private endeavor. Also social recreation will be explored as an opportunity to enhance recreational goals through social interactions.

**REC 370 - Therapeutic Recreation and the Aged (3)**

The delivery of therapeutic recreation services for the elderly requires a thorough knowledge of the unique physical, cognitive and psychological needs of the aged individual. This course examines the activity needs of elderly persons particularly the vulnerable, infirm or disabled individuals who may require rehabilitative and/or supportive maintenance activities. Students will explore a variety of therapeutic activities that can be utilized to reach treatment and rehabilitation goals.

**REC 380 - Camp Management (3)**

This course will explore the intricacies of managing and supporting the various requirements needed to oversee the professional operation of various types of camps.

**REC 382 - Camp Counseling (3)**

This course is designed to cover the multiple roles that a student must face as a Camp Counselor. It will be structured with applications for both the day camp and the residential camp settings. The course will accommodate students employed in a camp setting as well as the resident student. A fee may be required.

**REC 385 - Challenge Education (3)**

This course will introduce the student to adventure learning and attempt to incorporate Biblical principles and appreciation of God's creation with challenge education. Environmental concerns, programming and facilitating, plus hardware and safety orientation will be explored.

**REC 390 - Introduction to Therapeutic Recreation (3)**

Therapeutic recreation has become a rapidly growing and dynamic field. It has shifted its emphasis from the hospital setting to a broader concern with the disabled in the community. Recreation therapists work closely with medical, social service and other rehabilitation personnel to provide a total continuum of services. This course provides an introductory overview of the therapeutic recreation profession, the delivery service models, and necessary communication and interpersonal skills for students desiring a career in this field.

**REC 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**REC 405 - Clinical Aspects of Therapeutic Recreation (3)**

This class will provide an overview of the impairments most commonly worked with in therapeutic recreation. Students will be presented with knowledge of impairments; functional, leisure education and participation programs most effective for each population; and specific communication and leadership skills to employ. The class will also focus on the management issues related to therapeutic recreation in clinical settings.

**REC 410 - Recreation Internship (2)**

On-site experiences with an agency which delivers leisure services. This may include public recreation park agencies, voluntary agencies (youth serving agencies), U.S.O., American Red Cross, armed forces (civilian position with military services), correctional institutions, industries, recreation for the ill and handicapped (including hospitals), and college unions.

**REC 450 - Recreation Administration (3)**

Development of approaches to deal with staffing, planning, organization, coordination, evaluation, and directing programs and personnel in the public sector of recreation.

**REC 460 - Facilities: Design, Planning, Maintenance, and Scheduling (3)**

An in-depth exploration into planning, design, construction, equipping, and managing a variety of recreation and/or sport facilities. Facility scheduling/programming will also be addressed.

**REC 472 - Therapeutic Process, Protocols & Facilitation Techniques in Leisure Education for Disabled (3)**

This class will introduce the student to the therapeutic recreation process for individual clients as well as the process of developing program protocols for various therapeutic recreation facilitation techniques. Students will use case studies to learn assessment, treatment planning, documentation and evaluation methods. Students will also develop program protocols for various facilitation activities. Students will also be required to observe, participate in and critique programs for the disabled. Emphasis throughout the class will be on leisure education and functional therapeutic recreation programs.

**REC 475 - Independent Learning in Recreation Management (1 to 3)**

Individual readings, research, and/or field study of a recreation issue, problem, service system, or activity pattern. Can include individual growth of the student in a particular area.

**REC 480 - TRS Internship (3)**

An internship experience dealing with special population and their leisure pursuits. This placement must be under the direction of a Certified Recreation Therapist.

## REL - Religion

**REL 112 - Theological & Theoretical Foundations of Cross-Cultural Ldrshp. Dev. (2)**

This course trains intercultural workers in key issues and strategies for developing church leaders within American ethnic populations and the overseas church as well as how to create an environment for unleashing their God given gifts. The difference between men and women in positions of leadership and managerial styles will be explored from a cross-cultural perspective.

**REL 205 - The Pastor's Wife Today (3)**

A survey of the challenges and opportunities available to women married to ministers. The course will emphasize personal growth, marriage fulfillment, home management, and church relations.

**REL 207 - The Role of Women in Ministry (3)**

This course examines the various roles which women have traditionally served in ministry. It also explores the changing role of women in ministry and seeks to anticipate the shape of women's ministries in the future.

**REL 225 - American Religious Issues (3)**

Religion has played a central role in the shaping of America. Students will explore issues such as the following: Religion in 21st Century America: Is America still religious?; American Churches: Where did all the churches come from?; World Religions in America: How do the religions get along in America?; Pivotal People, Ideas, and Events: What were the Great Awakenings and why do they matter?; Finding God in America: Where is God in America?

**REL 226 - Christian Spirituality: Experiencing God (3)**

An introduction to personal spiritual formation, including spiritual health and the practice of spiritual disciplines. Includes an off site weekend retreat. Fee required.

**REL 227 - Christian Spirituality (3)**

Christian Spirituality is an introduction to personal spiritual formation, including spiritual health and the practice of spiritual disciplines. Students may not receive credit for both REL-226 and REL-227. Prerequisites: BIL-101 and BIL-102.

**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 examines the basic beliefs of historic Christianity as summarized in the Apostles' Creed and connects them to Christian practices. Specifically, the doctrines of revelation, God, creation, fall, and sin, the person and work of Christ, the person and work of the Holy Spirit, the church, salvation, and human destiny will be covered. Focus will be placed on the common understanding of Christian theology in the major Christian theological traditions, while also taking note of their distinctive beliefs.

**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 236 - Worship in the Local Church (3)**

This course examines the biblical, historical, and theological foundations of Christian worship. Students will study the practices and rituals of Christian worship in order to facilitate corporate worship that is both culturally relevant and rooted in the rich tradition of the ages. Students will move from theory to practice by leading various elements of worship in a local church and reflecting on those experiences as part of the course.

**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. Christian Ministries majors should enroll in the two-semester sequence REL-331 and REL-332 rather than this course which is designed for other majors and general studies.

**REL 264 - Introduction to Pastoral Ministries (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, 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 Ministries 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.

**REL 265 - Pastoral Ministry in the Local Church (3)**

This course introduces students to professional ministry as a life calling and vocation. It addresses personal spiritual development, acquisition of personal ministry skills, an understanding of the ministry as a profession, and the requirements of various denominations for ordination and lay vocations. The course explores the meaning and practice of vocation and ministry from biblical, historical, and theological perspectives. Each student will be involved in a local church observing ministry, interviewing and shadowing a pastor, and applying lessons from the course to specific ministry tasks.

**REL 266 - Ministry in Urban Settings (3)**

This course is an Christian examination of the questions of paradox, personhood, poverty, suffering and human rights as they relate to church-based ministry in the urban context. Students will also engage in discussions and study regarding issues relating to civil, political, economic, social and cultural rights, and how churches in an urban context should respond to them. Additional fees are required. Co-requisite: REL-266P.

**REL 266 - Ministry in Urban Settings (3)**

This course is an Christian examination of the questions of paradox, personhood, poverty, suffering and human rights as they relate to church-based ministry in the urban context. Students will also engage in discussions and study regarding issues



relating to civil, political, economic, social and cultural rights, and how churches in an urban context should respond to them. Additional fees are required. Co-requisite: REL-266P.

**REL 266P - Ministry in Urban Settings Practicum (1)**

Each student will be involved in a supervised church-based practicum ministry assignment in an urban setting. This placement must provide the student with a laboratory for the application of the theology and practice of urban social ministry as taught in the co-requisite course. Additional fees are required. Co-requisite: REL-266.

**REL 266P - Ministry in Urban Settings Practicum (1)**

Each student will be involved in a supervised church-based practicum ministry assignment in an urban setting. This placement must provide the student with a laboratory for the application of the theology and practice of urban social ministry as taught in the co-requisite course. Additional fees are required. Co-requisite: REL-266.

**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. Meets General Education intercultural requirement.

**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.

**REL 276 - Models of Urban Ministry (3)**

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

**REL 276 - Models of Urban Ministry (3)**

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

**REL 277 - Evangelism and Global Outreach of the Local Church (3)**

This course examines the biblical, historical, and theological foundations of the church's mission of evangelism and global outreach. Beginning with the biblical evidence, students will study the history of evangelism and missions by exploring the historical contexts that shaped mission and the various outreach methods used by churches and para-church organizations. The course will discuss specific contemporary challenges facing the church's evangelistic mission in America and the special challenges of cross-cultural ministry. Each student will participate in practical experiences with a local ministry, providing opportunities to apply key principles of evangelism and global outreach.

**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 281 - Jerusalem and Its People (1 to 3)**

This course will introduce the history, religions, and modern politics of Jerusalem by taking an in-depth look at the city from its initial settlement through the modern era. Particular attention will be given to Jerusalem's historic and theological role in the development and practice of Judaism, Christianity, and Islam.

**REL 281 - Jerusalem and Its People (1 to 3)**

This course will introduce the history, religions, and modern politics of Jerusalem by taking an in-depth look at the city from its initial settlement through the modern era. Particular attention will be given to Jerusalem's historic and theological role in the development and practice of Judaism, Christianity, and Islam.

**REL 226CC - Global Study Program (1 to 4)****REL 330 - Philosophy and Theology in Film (3)**

Realizing that the medium of film has become the principal mass vehicle for the transmission of philosophical and theological ideas, this course will study a variety of films with the intent to identify ontological, epistemological, and ethical presentations of both Christian and non-Christian world views. Prerequisite: PHL-180.

**REL 331 - History of Christianity I (3)**

A study of the major events, personalities, and issues of church history from the Apostolic Age to Luther. Special attention is given to the teachings of the church fathers and the Protestant reformers. Open to juniors and seniors.

**REL 332 - History of Christianity II (3)**

A study of the major events, personalities, and issues of church history from the Protestant Reformation to present times. Special attention is given to American church history and contemporary trends. Open to juniors and seniors. Prerequisite: REL-331.

**REL 340 - Models of Sports Ministry (3)**

This course will expose the student to a myriad of potential sports ministry models. It will also explore the nature and dynamics of quality sports ministry in various settings with a view to equip students to create, expand, and sustain effective sport ministries.

**REL 345 - Sports Evangelism & Discipleship (3)**

This course will explore the theoretical foundations and practical methods of evangelism and discipleship in a sports ministry context. It will equip students to practical personal evangelism/discipleship as well as plan and execute evangelistic and spiritually formative sports ministries.

**REL 355 - Theological Issues in Health, Healing and Care Ministry (3)**

This course explores tenets of the Christian faith as it relates to health, healing, and care ministry. It is designed to assist students in developing a theological framework for integrating their understanding of the nature of God; the nature of spiritual forces; the problem of suffering; and the hope and meaning of health, wholeness, and maturity. Selected experiential or virtual learning will be included in this course. Prerequisite: REL-232 or REL-233

**REL 361 - Christian Ministries Practicum (1)**

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors.

**REL 362 - Christian Ministries Practicum (1)**

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL-361.

**REL 363 - Christian Ministries Practicum (1)**

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL-362.

**REL 380 - Global Christian History and Contextualization (3)**

This course provides an overview of the global expansion of Christianity from apostolic times to the present day. This is accomplished by focusing on core elements and prominent characteristics of Christian faith and practices, featuring key persons that have contributed to spreading Christianity around the world, and promoting reflection regarding how it is contextualized in each place and time.

**REL 380 - Global Christian History and Contextualization (3)**

This course provides an overview of the global expansion of Christianity from apostolic times to the present day. This is accomplished by focusing on core elements and prominent characteristics of Christian faith and practices, featuring key persons that have contributed to spreading Christianity around the world, and promoting reflection regarding how it is contextualized in each place and time.

**REL 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**REL 331CC - Council for Christian Colleges (3)****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 or permission of the Department.

**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.

**REL 431 - Wesleyan Church History/Discipline (3)**

A study of the history of The Wesleyan Church from its roots in the ministry of John Wesley through the development of early American Methodism and the American holiness movement to the emergence of the Wesleyan Methodist Church and the Pilgrim Holiness Church, their merger in 1968, and the subsequent progress of The Wesleyan Church. Further, a study of the form of church government which has evolved during the history of The Wesleyan Church as it is defined in the current book of Discipline. Open to juniors and seniors.

**REL 439 - Wesleyan Church History and Polity (3)**

This course is a study of the history of The Wesleyan Church and its polity with the past providing a basis of discussion for the future of the church. Students will explore the work of the Wesleys and the Methodist movement, along with the abolitionist and revivalist streams that flowed into the denomination. Students will also explore The Discipline with particular attention on the constitution of The Wesleyan Church and its impact on local churches today. Finally, students will reflect on their own calling as world changers and ordained leaders within The Wesleyan Church. Not open to students with credit in REL-431 or REL-432.

**REL 442 - Christian Theology II (3)**

A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. The first semester will entail a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. This course will embrace a study of soteriology, pneumatology, ecclesiology, and eschatology. In the College of Arts and Sciences, open to juniors and seniors.

**REL 455 - The Practice of Spiritual Care Across the Lifespan (3)**

This course explores the spiritual care of humans across the span of life. The aim will be to understand and practice God's care applied across the family life cycle as partners together in his work. Selected experiential or virtual learning will be included in this course. Prerequisite: REL-232 or REL-233

**REL 465 - Homiletics I (3)**

A comprehensive study of the types of sermons and the principles of construction and delivery. The minister's call and preparation of his life's work will be considered. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. During the second semester, the class will basically be conducted as one class period and two laboratory periods. Open to juniors and seniors. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: BIL-202.

**REL 466 - Homiletics II (2)**

A comprehensive study of the types of sermons and the principles of constructing and delivering expository sermons. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. Prerequisite: Open to juniors and seniors who have been admitted into the Christian Ministries, Christian Education, or Youth Ministries major. Prerequisite: REL-465 or YTH-270. Co-requisite: REL-466P.

**REL 466P - Homiletics Practicum (1)**

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for a preaching and teaching ministry with opportunity for gathering feedback and developing a personal plan for improvement. Co-requisite: REL-466.

**REL 468 - Church Leadership (3)**

A study of the principles of leadership for the pastor or other professional Christian workers in relation to local churches or other Christian organizations. Each student develops personal skills in self-management, budgeting, planning, organizing, recruiting and supervising volunteers, discerning vision for a ministry and leading deliberative bodies. Open to juniors and seniors who have been admitted to the Christian Ministries and Youth Ministries major or by permission of the instructor. Co-requisite: REL-468P. This course is also only open to students in the Associate in Christian Ministries program (ASM), Bachelors in Biblical Studies (BSB) or upon approval of the Religion Department.

**REL 468P - Church Leadership Practicum (1)**

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of leadership and management principles taught in the co-requisite course. These experiences include observation of the leadership practices of a professional minister, practice in leading groups and deliberative bodies, and participation in other leadership activities such as budgeting, planning, organizing, recruiting and supervising volunteers, and leading deliberative bodies. Co-requisite: REL-468.

**REL 469 - Pastoral Care and Counseling (3)**

A study of the biblical framework and various theories of pastoral counseling. There will be a heavy emphasis on self-understanding as a prerequisite of effective counseling. The course will cover most of the typical counseling problems faced by the local pastor, including pre-marital counseling, hospital visitation and grief counseling. Only open to Juniors and Seniors. Co-requisite: REL-469P.

**REL 469P - Pastoral Care Practicum (1)**

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of pastoral care and counseling principles taught in the co-requisite course. Co-requisite: REL-469.

**REL 475 - Independent Learning-Religion (1 to 3)**

Individually arranged reading, research, problem-solving in theology, history, Christian education, missions, evangelism, philosophy, and other areas as related to the study of religion.

**REL 480 - Ministry Internship (3 to 6)**

This course allows the student to be directly involved in the life and flow of a local congregation with set times for guidance, evaluation and reflection by the primary mentor and by other appropriate church leaders. This internship requires an equivalent of 40 hours of ministry each week, which may include study and research time needed for this course. 4-7 week experience: 3 hours; 8-11 week experience: 6 hours. This course may be repeated for credit. Prerequisites: Open only to Juniors and Seniors. Students must have taken REL-264 and must have permission of instructor.

**REL 481 - Ministry Expansion and Church Planting (3)**

This course focuses on the dynamics of church outreach with special attention given to church planting. It examines strategies for helping the church multiply its ministries with the direct aim of replicating itself in order to widen and deepen the impact of the church in the community.

**REL 482 - Christian Ministries Capstone (2)**

This capstone course for the Christian Ministries major will explore how those involved in full-time Christian ministry can effect change in their parish settings and mobilize the laity to become salt and light to the world. Each student will present a project of her/his own design to the class for evaluation. Restricted to seniors who have been admitted to the Christian Ministries major.

**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: accepted in the Biblical Studies Program or permission of the Department.

**REL 498 - Religion/Philosophy Honors (1 to 3)**

Advanced independent studies. Prerequisite: Junior or senior standing with a 3.0 GPA.

**REL 475CC - Global Studies Program (1 to 4)**

## SCI - Science

**SCI 201 - Integrated Earth/Life Science (with Lab) (4)**

This course will provide the Elementary Education major with an integrated approach to the critical thinking skills and content of both biology and earth science. While this course is designed to be a survey of the interactions between the earth and the life forms that inhabit it, special emphasis will be given to Christian stewardship, ethics, and the underlying principles necessary to conduct activities within the life and earth sciences. Lab included. Open only to Elementary Education majors.

**SCI 380 - Impacts of Science on Faith and Society (3)**

This course will provide an overview of the history and philosophy of science and how our concepts of the physical universe affect our worldview. Emphasis will be on how understanding of science has impacted religion, philosophy, and western culture, as well as how religious convictions and philosophy have affected science. Several key developments of modern science will be discussed, including quantum mechanics, relativity theory, evolution, and genetic engineering. Several different worldviews will be discussed and students will be formulating their own worldview. Prerequisite: A lab science or permission of the Science Division and a basic understanding of philosophy and religion.

**SCI 391 - Directed Studies in Science (1 to 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. (1 or 2 credit hours)

**SCI 380CC - Council for Christian Colleges (3)****SCI 475CC - Global Studies Program (1 to 4)**

## SDC - Student Development Counseling

**SDC 501 - History of Higher Education (2)**

An examination of the history of higher education as it developed in the United States from its origins through the present day. The course will emphasize how the role of religious thought and practice shaped the development of American higher education.

**SDC 505 - Career Counseling for Student Development (2)**

An investigation of career development theory including career decision making; gender, family and social/cultural issues; techniques required of Student Development practitioners to identify and meet career development needs in the student body that facilitate lifelong career development and support systems needed to insure a robust career development operation in a higher education setting.

**SDC 508 - Legal and Ethical Issues in Student Development (2)**

This course is intended to provide the emerging student development professional with a concrete sense of the scope of professional practice. The nature of the profession will be examined along with the variety of roles and responsibilities of the student development professional. Topics included will be the assimilation of ethical, legal, and Biblical guidelines for professional conduct and ongoing professional and personal development.

**SDC 509 - Administration and Finance in Higher Education (3)**

This course is an introduction to administration in American institutions of higher education. The role of student development within the context of the institution's organization and culture and the greater higher education community will be examined as well as the principles of budgeting.

**SDC 510 - The College Student (3)**

An introduction and assessment of the various developmental theories established in relation to the college student. These theories include intellectual, moral, psycho-social, and spiritual forms of understanding while also considering various forms of human identity.

**SDC 525 - Special Topics in Student Life Administration (3)**

This course focuses on administrative and organizational leadership of colleges and universities. Attention will be given to institutional leadership roles, responsibilities, strategic planning, team development, and vision casting. Prerequisites: SDC-508 and SDC-509.

**SDC 551 - Supervised Internship - Student Development (3)**

The internship provides the opportunity to apply knowledge and skills in programmatic or administrative areas in student development. This 300 hour internship includes a minimum of 75 hours of direct counseling service to college students. Prerequisites: SDC-508, SDC-510, CNS-503, and CNS-506.

**SDC 552 - Supervised Internship - Student Development (3)**

See SDC-551. Pre-requisite: SDC-551.

**SOC - Sociology****SOC 150 - Principles of Sociology (3)**

An introductory analysis of the individual in culture and society, using a biblical framework.

**SOC 152 - Social Problems (3)**

A study of issues in contemporary American society which are examined from a sociological perspective including crime, poverty, violence, racism, and sexism.

**SOC 170 - Aging in America (3)**

A study of the elderly in American society. Topics include theories of aging, health care, living environments, recreation and leisure, and death and dying.

**SOC 200 - Marriage and Family (3)**

A social scientific and Christian analysis of the social institution of family. Topics include, but are not limited to, dating, marriage, planning a family, child-rearing, and threats to the family.

**SOC 205 - Child Maltreatment (3)**

This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to

child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, or other areas of knowledge of child maltreatment and advocating for children might be necessary.

### **SOC 210 - Minority Group Relations (3)**

An analysis of dominant-minority group interaction with special emphasis given to Native American, African-American, Hispanic-American, and Asian-American minorities in our society. Meets intercultural requirement.

### **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. Gives credit for majors in sociology and criminal justice.

### **SOC 200CC - Council for Christian Colleges (3)**

### **SOC 225CC - Global Studies Program (3)**

### **SOC 329 - Media and Society (3)**

A critical approach to interpreting media messages is grounded in the study of how messages are constructed, how media industries function and are shaped by social structures and how communication theory and research explain media impact on society. Emphasis is placed on making informed choices as a media consumer, and considering the impact of media from a Christian perspective.

### **SOC 355 - Research Methods for the Behavioral Sciences (3)**

This is a three-hour course offered each spring semester. Its purpose is to provide the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using APA publication manual guidelines; and developing oral communication skills in presenting one's research project to a professional audience. Also listed as PSY-355.

### **SOC 360 - Social Psychology (3)**

A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for majors in Sociology or Psychology. Prerequisites: SOC-150 and PSY-150.

### **SOC 370 - Demography and Population Problems (3)**

A survey of theories and policies concerning population, present population trends, the social factors underlying population growth, and related problems of birth control and world food supply. Gives credit for majors in Sociology or Political Science. Prerequisite: SOC-150 or POL-100.

### **SOC 371 - Family Systems (3)**

A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchi, Satire, Bowen, and Haley. Prerequisite: 9 hours of Psychology. Also listed as PSY-371.

### **SOC 350TU - Social Research Methods (3)**

### **SOC 410 - Sociology Seminar (3)**

Series of rotating seminars, each dealing with a different sociological issue such as human sexuality, church and society, society and sport, aging, death and dying. May be repeated. Prerequisites: SOC-150 and consent of the department.

**SOC 475 - Independent Learning in Sociology (1 to 3)**

Individually arranged with instructor. Prerequisites: Sociology major and consent of the department.

**SOC 479 - Sociological Theory (3)**

An intensive study of major schools of sociological theory, such as symbolic interaction, structure- functionalism, and conflict theory, together with a consideration of the close relationship between sociological theory and research. Prerequisite: SOC-150.

**SOC 482 - Social Research (3)**

Principles and methods of research design are emphasized in this course. Using survey, experimental, and observational approaches, students develop an appreciation for the research process. Quantitative and qualitative approaches are explored. Students are involved in research projects which provide opportunities for application of course material. Prerequisites: SOC-150 and an approved statistics course or consent of the department.

**SOC 475CC - Global Studies Program (1 to 4)****SOS - Social Sciences****SOS 180 - Introduction to the Social Sciences (2)**

An intra-divisional, interdisciplinary study for students majoring in a Social Science discipline, equipping students with study and life skills for effective scholarship and learning. Prerequisite: UNV-180. (With consent of the department may be taken by transfer students concurrently with UNV-180.)

**SPA - Spanish****SPA 100 - Spanish for Fun (3)**

Uses games, proverbs, songs, and dialogues that require students to use Spanish. Graded on a Credit/No Credit basis.

**SPA 110 - Conversational Spanish (3)**

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.

**SPA 117 - Beginning Spanish I (3)**

Designed to introduce the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required.

**SPA 118 - Beginning Spanish II (3)**

Designed to develop the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required. Prerequisite: SPA-117 or equivalent.

**SPA 199T - College Spanish I (3)****SPA 237 - Intermediate Spanish I (3)**

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA-117 and SPA-118, or equivalent.

**SPA 238 - Intermediate Spanish II (3)**

Continued development of the four language skills through intermediate mastery. Language laboratory required. Prerequisites: SPA-117, SPA-118, and SPA-237, or equivalent.

**SPA 347 - Spanish Conversation/Composition (3)**

Conversational practice for development in understanding and speaking; composition includes translation and original writing. Prerequisites: SPA-237 and SPA-238, or equivalent.



**SPA 348 - Latin American Studies (3)**

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA-238 or SPA-347.

**SPA 354 - Latin American History (3)**

The history from discovery to the present of the twenty republics constituting Latin America. Collateral reading and reporting in Spanish. Prerequisites: SPA-238 or SPA-347, or equivalent.

**SPA 357 - Spanish Linguistics and Phonology (3)**

A study of Spanish phonology, morphology, syntax, and semantics and their practical application to understanding and speaking Spanish, including a study of dialectal differences of American and Peninsular Spanish. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

**SPA 360 - Technology and Assessment in the Foreign Language Classroom (2)**

A study of current theory and practice of technology and assessment in the foreign language classroom, with emphasis on their practical application. Meets the general objectives of EDU-200, but is specifically designed to prepare the foreign language teacher. Required for Spanish Education majors. Prerequisite: SPA-347.

**SPA 365 - Special Topics in Spanish Culture (3 to 9)**

Spanish or Latin American culture or history course designed for advanced students. Will focus on a specific country/area, historic era, artistic movement, or historic figure. For example: The Spanish Civil War, The Mexican Revolution, Contemporary Spain, The Three Religions of Spain, The Art of the Civil War, Women during the Franco Era, etc. This course can be repeated for up to nine hours of credit under different topics. Prerequisite: SPA-238 or SPA-347 or have prior departmental approval.

**SPA 370 - Hispanic Culture and Language Studies (3)**

Travel course to a Spanish-speaking country, designed to inform students about the history and culture of the nation while gaining an appreciation for the people and the language. Opportunities to use Spanish in a variety of settings. Fees for travel, lodging, and meals are extra. May be repeated. Prerequisite: SPA-238 or SPA-347.

**SPA 371 - Hispanic Culture in the U.S. (3)**

A study of the migration of the Hispanics to and within the U.S. A look at the influence the Hispanic culture has had and is having on the American culture. Prerequisite: SPA-238 or SPA-347.

**SPA 372 - Culture and Civilization of Spain (3)**

An historical and sociological survey of the people, culture, and customs of Spain through lectures, readings, discussions, and multimedia. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

**SPA 380P - Elementary Spanish Education Practicum (1)**

A practicum experience for K-12 Spanish education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary Spanish education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary Spanish education classroom, and will be observed and evaluated by both IWU Spanish and IWU education faculty. Graded as a Credit/No Credit class. Permission of the Division of Education to take this course in conjunction with EDU-382C.

**SPA 399H - Honors Thesis/Project (3)**

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**SPA 348CC - Council for Christian Colleges and Universities (3)****SPA 354CC - Global Studies Program (3)****SPA 365CC - Global Studies Program (3 to 9)****SPA 370CC - Global Studies Program (3 to 4)****SPA 372CC - Global Studies Program (3 to 4)****SPA 420 - Advanced Spanish Grammar (3)**

A review, practice, and assessment of Spanish grammar at the advanced level according to ACTFL guidelines. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

**SPA 457 - Survey of Spanish Literature (3)**

A study of the development of Spanish literature. Readings from major works of prose, poetry, and drama. Prerequisites: SPA-238 or SPA-347.

**SPA 458 - Survey of Spanish American Literature (3)**

A study of the development of literature in Spanish America from the Colonial period to the present. Prerequisites: SPA-238 or SPA-347.

**SPA 461 - Contemporary Spanish Literature (3)**

Intensive study in contemporary Spanish and Spanish American literature. Prerequisites: SPA-238 or SPA-347.

**SPA 462 - Spanish Short Stories (3)**

A study of Spanish and Spanish American short stories for advanced students. Prerequisites: SPA-238 or SPA-347.

**SPA 465 - Special Topics in Spanish Literature (3 to 9)**

Designed for advanced students, this course in Spanish literature will focus on a specific author, a literary movement, or a group of authors - for example: Cervantes, 20th and 21st Century Women Writers of Spain, Latin American Writers of the Boom, The Golden Age, etc. This course can be repeated for up to nine hours of credit under a different topic. Prerequisite: SPA-238 or SPA-347 or have departmental approval.

**SPA 470 - Senior Seminar (1)**

Designed to assist Spanish majors in completing a portfolio that reflects their proficiency in the following: Spanish language, competence in Hispanic culture, applied experiences, and career preparation.

**SPA 475 - Independent Learning-Spanish (1 to 3)**

Individually arranged reading and reporting on reading, done in Spanish. Other options are possible. Prerequisite: SPA-238 or SPA-347 or Permission of Division

**SPA 420CC - Global Studies Program (3 to 4)**

**SPA 458CC - Council for Christian Colleges and Universities (3 to 4)**

**SPA 461CC - Council for Christian Colleges and Universities (3)**

**SPA 462CC - Global Studies Program (3 to 4)**

**SPA 465CC - Global Studies Program (3 to 9)**

**SPA 475CC - Global Studies Program (1 to 6)**

**SPA 499CC - Global Studies Program (1 to 6)**

## **SPIR - Spiritual Formation**

**SPIR 500 - Spiritual Formation: Change & Transformation (1)**

This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

**SPIR 520 - Spiritual Formation: Self Awareness & Appraisal (1)**

This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

**SPIR 540 - Spiritual Formation: Goal Setting & Accountability (1)**

This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

**SPIR 550 - Spiritual Life and Leadership (3)**

This course focuses on the inflow and outflow of a deepening spiritual life which results in difference-making leadership.

**SPIR 560 - Spiritual Formation: Mentoring & Spiritual Direction (1)**

This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

**SPIR 570 - Spiritual Formation: Personal & Corporate Disciplines (1)**

This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

**SPIR 575 - Spirit Retreat for the Leader (3)**

This course teaches and fosters the thinking, dispositions, and practices necessary for deeper devotion to Christ. Taught as an intensive retreat, students participate in the daily routines of the monastic life, consisting of silence, solitude, and worship, along with the prayerful reflection it cultivates. Students read and reflect on classic devotional texts, participate in a diversity of spiritual disciplines, and thoughtfully develop a spiritual growth strategy to guide their lives and ministries. The primary aim is to foster life-long devotional practices that increase students' capacity for faithfulness to Christ and to their ministerial vocation.

**SPIR 590 - Spiritual Formation: Recovery & Deliverance (1)**

This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

## **STAT - Statistics**

**STAT 535 - Statistics for Business Decision-Making (3)**

Students in this course will demonstrate how data analyses inform business decision-making by analyzing business problems using descriptive statistics, graphical methods, normal distribution and sampling theory, evaluating data using statistical process control (SPC) methods, regression, and various forecasting methods, and assessing statistical significance using the t-

test. Students will synthesize an appropriate course of action for business decision making and integrate biblical principles into data-driven business decision-making.

## **SWK - Social Work**

### **SWK 170 - Introduction to Social Work (3)**

An introduction to the field of social work and social welfare, including concepts fundamental to the understanding of the social work profession and the efforts of social work on behalf of oppressed populations. The entry course into the Social Work major. Volunteer work in a community social service agency required.

### **SWK 335 - Social Welfare Organization (3)**

A historical and philosophical examination of public and voluntary American social services. Value orientations, cultural traditions, and political and economic forces which have influenced the development of social welfare services and policies are emphasized. Prerequisite: SWK-170.

### **SWK 336 - Social Policy (3)**

An examination and analysis of social policy development, implementation, and evaluation of the United States. Specific attention is given to how policy effects oppressed populations. Skill development in systematic policy analysis is emphasized. Prerequisite: SWK-335.

### **SWK 342 - Human Behavior and the Social Environment I (3)**

An examination of how human behavior is shaped/influenced by one's environment. Emphasis is placed on how oppression, social injustice, and gender effect development across the life span. Both normal processes and obstacles that prohibit optimal development are examined. Specific emphasis is placed on understanding human development in the context of social work practice across the life span.

### **SWK 343 - Human Behavior and the Social Environment II (3)**

An examination of how human behavior is shaped/influenced by macro systems. Such systems include family, groups, organizations, and community. Significant emphasis is placed on human development and how it is influenced by oppression and social injustice. A three-four day field trip to an urban environment is required.

### **SWK 354 - Statistics for Social Sciences (3)**

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating on psychology, sociology, social work, criminal justice, or political science. Prerequisite: Math SATI 450 (SAT 410) or ACT 10 or successful completion of the Math Competency requirement. Also listed as PSY-354.

### **SWK 355 - Social Work Practice I (3)**

An introduction to the generalist model of social work practice. Emphasis is placed on the importance of a theoretical framework for practice. Basic skills of the generalist model of practice are introduced and applied specifically to work with individuals.

### **SWK 356 - Social Work Practice II (3)**

Building on the foundation established in SWK-355, this course utilizes the generalist model of social work practice with groups and families. Attention is given to assessment and development of appropriate interventions within a systems framework of social work practice. Prerequisite: SWK-355.

### **SWK 357 - Social Work Practice III (3)**

A social work methods course designed to further the student's problem-solving abilities. Special attention is given to assessment, planning, and evaluation of macro systems. Organizations and communities are the central focus of the course and are examined from the generalist model of social work practice. Prerequisites: SWK-355 and SWK-356.

**SWK 366 - Social Work Field Placement I (3)**

Taken concurrently with SWK-355, this course requires placement of 12 hours per week in a social service agency arranged by the Department of Social Work. Emphasis is given on the practical application of course content. Students are given opportunities to integrate classroom content with agency experiences. Prerequisites: SWK-170, SWK-335, and SWK-342 .

**SWK 370 - Social Work Field Placement Seminar I (3)**

Taken concurrently with SWK-355 and SWK-366, this course is designed to integrate course content of SWK-355 with the field placement experience. Emphasis is given to the development of skills related to assessment, planning intervention, evaluation, and termination in the context of a generalist model of social work practice.

**SWK 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**SWK 466 - Social Work Field Placement II (9)**

Through observation and participation in social service programs in various community agencies, under the educational direction of agency professionals and university faculty, students advance their knowledge of the social work profession and refine their practice skills. Prerequisites: SWK-357 and completion of the field practice application process. Taken concurrently with SWK-470.

**SWK 470 - Social Work Field Placement Seminar II (3)**

The seminar is designed to integrate the concepts, knowledge skills, and values that are learned from areas of Social Work Practice, Social Policy, Human Behavior/Social Environment, and Social Research. Provides opportunities for students to share learning experiences from agency placement. Taken concurrently with SWK-466.

**SWK 472 - Social Work Seminar (3)**

A series of rotating seminars focusing on social work practice relative to special populations, settings, interventive approaches, and specific problems such as social work with the substance abuser, social work with children, issues in child welfare, or social work with the aging.

**SWK 475 - Independent Learning in Social Work (1 to 3)**

Prerequisites: Social Work major and permission of instructor.

**SWK 466CC - Global Studies Program (9)****SWK 470CC - Global Studies Program Seminar II (3)**

## TC - Teaching Certificate

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**TC ORE - Orientation to the Teacher Certificate Programs (0)**

The Indiana Wesleyan University Teaching Certificate Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the Teaching Certificate program.

## THEO - Theology

**THEO 500 - Introduction to Christian Theology (3)**

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

**THEO 520 - The Mystery of the Incarnation (3)**

An integrated theological study of Christmas, attending both to the original event of Christ's incarnation and its ongoing celebration in the life of the Christian church. Students will examine relevant biblical texts, the historical development of Christmas worship, classic theological texts on the incarnation, and contemporary Christmas practices both sacred and secular. Students will develop skills of rigorous theological reflection contextualized within local church practice in order to be better prepared for the Christmas season and its pastoral responsibilities.

**THEO 530 - Easter: Resurrection of the Crucified (3)**

An integrated theological study of Easter, attending both to the original event of Christ's resurrection and its ongoing celebration in the life of the Christian church. Students will exegete the relevant biblical texts, explore the historical development of Easter worship within the context of the liturgical year, engage classical and contemporary theological texts on the resurrection, and evaluate contemporary ecclesial practices. Special reference will be made to Christ's resurrection as the basis of the church's hope and mission. Students will develop skills of rigorous theological reflection contextualized within local church practice.

**THEO 540 - Introduction to Christian Theology (3)**

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

**THEO 570 - Faith and Politics in the Modern Middle East (3)**

Through first hand experiences and interactions, this course will address Jerusalem's prominent role in the faiths of Judaism, Islam, and Christianity. In addition, the religious and political policies of both Israel and Palestine will be examined. Special consideration will be given to the challenges that face the local Christian church. Travel expenses and all applicable fees required.

## THE - Theology

**THE 232 - Basic Christian Doctrine (3)**

This course examines the basic beliefs of historic Christianity as summarized in the Apostles' Creed and connects them to Christian practices. Specifically, the doctrines of revelation, God, creation, fall, and sin, the person and work of Christ, the person and work of the Holy Spirit, the church, salvation, and human destiny will be covered. Focus will be placed on the common understanding of Christian theology in the major Christian theological traditions, while also taking note of their distinctive beliefs.

**THE 233 - Christian Theology I (3)**

This course lays the foundation for all advanced theology courses, by laying out the basic tenets of the Christian faith. Special attention is given to the doctrine of God, Christology, Biblical Authority and Eschatology. Wesleyan/Arminian perspectives are compared with other traditions of Christian faith. Students intending to take only one course in theology should enroll in THE-232; Basic Christian Doctrine.

**THE 310 - Christology (3)**

This course examines the person and work of Jesus Christ. Students will explore the historical and theological development of orthodox Christology and attendant debates from the New Testament to today. Particular attention will be given to the relevance of Christ's theandric nature, earthly life, offices, atonement, resurrection, session, and second coming for Christian faith. Prerequisite: THE-233.

**THE 311 - Ecclesiology (3)**

Ecclesiology addresses the doctrine of the Church with a special focus upon the nature and mission of the Church. The biblical, historical, theological, and practical aspects of ecclesiology will be examined from both a Protestant and Roman Catholic/Eastern Orthodox perspectives, while considering major contemporary theological proposals. This class will also examine the historical problem of ecclesiology in the Wesleyan-Arminian tradition, address contemporary Wesleyan expressions of the Church, and work toward a biblically and theologically informed ecclesiology. Prerequisite: THE-232 or THE-233.

**THE 313 - Pneumatology (3)**

Pneumatology examines the person and work of the Holy Spirit. This course begins with the examination of the historical and theological developments of orthodox Pneumatology and its attendant debates. Next, it explores the Holy Spirit's offices, gifts, economy, and relationship within the Trinity. Finally, it concludes with an appraisal of contemporary Church. Throughout the course, special attention is given to Wesleyan perspectives. Prerequisite: THE-232 or THE-233.

**THE 420 - The Life and Legacy of Augustine Of Hippo (3)**

A study of one of the most influential shapers of Western Christianity by examining his life, his basic interpretation of salvation and the church, and his subsequent impact upon Roman Catholic and Protestant theology alike. Special attention given to his own writings, especially the Confessions. Prerequisite: REL-331 or REL-241.

**THE 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: THE-233 or THE-232.

**THE 425 - Patristic Theology (3)**

The purpose of this course is to immerse students in the primary theological sources of the Patristic period, which form the interpretative foundation for theological orthodoxy. Specifically, students will read, examine and discuss the major theological treatises of the Doctors of the Eastern Church - Athanasius, Basil the Great, Gregory Naziansus, and John Chrysostom and the Doctors of the Western Church - Ambrose, Augustine, Jerome, and Gregory the Great. Principal attention will be given to their systematic treatments of Christian doctrine. Prerequisites: THE-232 or THE-233.

**THE 428 - The Theology of John Wesley (3)**

The theology of John Wesley introduces students to the thought of John Wesley. While the historical background and history of the Methodist movement are considered, the focus is upon Wesley's theology through a study of Wesley's Standard Sermons and key treatises and letters. All major doctrines in John Wesley's theology will be addressed. However, because Wesley's theology of salvation is addressed substantially in REL-424: Theology II, Wesley's soteriology will not be a focus. Prerequisite: REL-232 or REL-233.

**THE 475CC - Global Studies Program (1 to 4)****TSL - Tchng English As Second Lang****TSL 203 - TESOL Theoretical Foundations (3)**

Introduces students to the theoretical underpinnings of TESOL (Teaching English to Speakers of Other Languages). Examines various language teaching models and how the selection of such models for the classroom is influenced by cognitive, affective, sociocultural, and linguistic factors.

**TSL 305 - Second Language Acquisition (3)**

Examines the fundamental linguistic theories, principles, and the processes of language acquisition and cognitive development. While this course will cover first language acquisition, the focus will be on second language acquisition. The course will consider linguistic, psychological, and social perspectives.

**TSL 350 - TESOL Assessment and Testing (3)**

Investigates concepts and theories in the field of language assessment. Explores the fundamental concepts in testing, the use and interpretation of current instruments of language and academic assessment, the appropriate placement of linguistically diverse students, and the development of classroom language assessments.

**TSL 368 - Special Topics in TESOL (3)**

Designed to provide opportunity for an occasional course emphasizing a particular TESOL-related topic, such as second language writing pedagogy, computer-assisted language learning, sociocultural approaches in TESOL, etc. Prerequisite: TSL-203 and ENG-170. May be repeated under different topics.

**TSL 380 - Elementary Methods of Teaching ESOL (3)**

General methods of teaching English to speakers of other languages at the elementary education level. Topics covered include planning, teaching techniques, models of teaching, learning theories for young language learners, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special needs learners as applied to teaching. A field experience is required in an elementary school ENL classroom or pull-out program. Prerequisite: ENG-120 and TSL-203; Prerequisite or Co-requisite: TSL-305 and TSL-350, or Permission of the Division.

**TSL 380P - Elementary TESOL Education Practicum (1)**

Provides a practicum experience for K-12 TESOL education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary TESOL education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary TESOL education classroom, and will be observed and evaluated by both IWU TESOL education and education faculty. Graded as a Credit/No Credit class. Co-requisite: TSL-380. Permission of the Division of Education to take this course in conjunction with EDU-382C.

**TSL 385 - Practicum in TESOL (3)**

Provides opportunity for majors and minors to practice teaching English to Speakers of Other Languages (TESOL) in an international setting. It includes observation of, participation in, and the analysis of teaching ESOL. This course is evaluated on a credit/no credit basis. Prerequisites: ENG-170, TSL-203, TSL-305, EDU-382TE; or permission of the Division.

**TSL 420 - English Linguistics for TESOL (3)**

This course provides a detailed examination of specific aspects of the English language to prepare students for teaching English to speakers of other languages (TESOL). Topics to be covered will include the English sound system, word formation and acquisition, sentence structure and meaning, practical language use, and world Englishes. Pedagogical implications of each area will also be explored.

**TSL 450 - English Grammar Pedagogy (3)**

Enables students to develop their operational command of English Grammar into analytical knowledge with the purpose of teaching English grammar to speakers of other languages. The course will focus on implicit and explicit grammar instruction methodologies. Students will practice teaching grammar lessons, using the strategies they have learned and developed. Prerequisite: ENG-241.

**TSL 475 - Independent Learning Tesol and Universities (1 to 6)****TSL 475CC - Global Studies Program (1 to 6)**

## UNV - University Studies

**UNV 111 - Philosophy and Practice of Lifelong Learning I (1)**

This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

**UNV 112 - Philosophy and Practice of Lifelong Learning II (2)****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-directed topics, students will develop skill in the use of such tools as traditional or nontraditional library collections, microfilm and microfiche, online catalogs and databases, searching protocols, interviewing for information, Internet search tools, and online networking.

**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.



**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 117 - Bldg YOUR Wwww.home.page (1)**

This course will prepare students to create a presence and provide information on the World Wide Web. It will explore the tools and procedures required to design, build, and implement a Web site. This course will give students the ability to move beyond the limitations of prepackaged page development software. Students will learn how to write basic HTML code to create pages containing images and links to other sites. By the conclusion of the course the student will have created a five-page site on the World Wide Web.

**UNV 120 - Career Development (3)**

A course focusing on development of interests, skills, and preparation in relation to managing personal career growth. Resume and cover letter writing, job search, effective interviewing, and the creation of a professional development plan are included.

**UNV 150 - Relationships: Bldg & Maintaining Healthy Relationships At Home & Work (3)**

Because people long for relational connection, this course explores how to forge strong rewarding relationships with friends, with the opposite sex, with family, and with God. It is designed to help you make bad relationships better and good ones great. This course does NOT substitute for PSY-150.

**UNV 170 - Intro to Library Research (1)**

This course will present basic library research techniques designed to promote critical thinking; to improve the ability to determine information needs; to find, synthesize, evaluate, and utilize information from print, electronic, and Internet resources; and to equip one to be a lifelong learner. Not open to students with credit in UNV-114.

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

This introductory course for all first year students outlines the fundamental components of the Christian faith from an evangelical perspective. Students are challenged to develop a Christian worldview through their entire undergraduate experience by examining how Christian ideas both challenge and enrich the prevailing thought patterns of contemporary society. Readings and weekly discussion groups enable students to begin integrating faith, learning, and living as a foundation for their university experience. Co-Requisite: UNV-180G may be required from some sections.

**UNV 180G - Becoming World Changers (group) (0)**

Graded on a CR/NC basis.

**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.

**UNV 201 - Liberal Arts Appreciation (1)**

Liberal Arts Appreciation: 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 300 - Health and Well-Being for the Transitioning Veteran (1)**

This course equips students, who are transitioning veterans, with the information and resources necessary to move beyond the stresses of deployment and reintegration and embrace the opportunities available both in the community and through earned benefits for veterans.

**UNV 360 - Enterprise Community Internship (2)**

This course is focused on facilitating and supporting for-credit internship opportunities within the state of Indiana for students seeking to apply in-class learning to an out-of-class applied learning community. Students will participate in an

internship experience and the course concurrently, which facilitates community connections and involvement. Students from various academic disciplines will be brought together to process and reflect upon the Enterprise Community experience and the impact this experience has on the overall understanding of self-directed learning, self-assessment, career exploration, faith integration, and professional development. Prerequisite: Sophomore standing or departmental approval and declared major.

### **UNV 401 - General Studies Colloquium (1)**

General Studies Colloquium: 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.

### **UNV 500 - Health and Well-Being for the Transitioning Veteran (1)**

This course equips students, who are transitioning veterans, with the information and resources necessary to move beyond the stresses of deployment and reintegration and embrace the opportunities available both in the community and through earned benefits for veterans.

## **WAIV - Waivers**

### **M00**

#### **WAIV MATH - Requirement Met by Test Score (0)**

Used for DA purposes only to identify the Basic Math requirement is met by test scores.

### **R00**

#### **WAIV READ - Requirement Met by Test Score (0)**

Used for DA purposes only to identify the Basic Reading requirement.

### **W00**

#### **WAIV WRIT - Requirement Met by Test Score (0)**

Used for DA purposes only to identify the Basic Writing requirement.

## **WOR - Worship**

### **WOR 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: WOR-235P.

### **WOR 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: WOR-235

### **WOR 237 - Media for Ministry (3)**

An introduction to a wide variety of media and technologies used for worship in local church or para-church ministries. Students will learn basic operations for such things as lighting, sound, videography, presentational software, desktop publishing, graphic editing, digital imaging, and podcasting. In addition, theological reflection upon the use of such media and technologies and the pastoral sensibilities needed for their use in a ministry setting will be emphasized. Prerequisite: ENG-120.

### **WOR 238 - Ethnodoxology in Christian Ministry (3)**

This course is a foundational course enabling persons who serve in cross-cultural or multi-ethnic North American churches to worship in and influence the worship of various cultures. Students explore worship expressions from different world

traditions and are introduced to models and tools of worship analysis in order to encourage the use of music and other art forms appropriate to diverse ministry contexts.

### **WOR 322 - Worship Throughout the Christian Year (3)**

This course will explore the biblical understanding of time and how Christians have organized time for purposes of corporate worship. Students will examine how the observance of the Christian year proclaims the story of God in Christ by remembering specific events which recount God's divine activity. Particular attention is given to creating special services of worship expressive of the primary seasons of the sacred calendar (Advent, Christmas, Epiphany, Lent, Easter, and Pentecost). Prerequisites: THE-232 or THE-233; WOR-235 and WOR-235P or with permission of the Division.

### **WOR 325 - Centuries of Song (3)**

A historical survey and theological examination of Christian congregational song used throughout twenty centuries of Christian worship ranging from chant to contemporary praise choruses, from traditional Western hymnody to global worship songs. Some attention is given to utilizing a variety of song types in worship design and introducing congregations to and leading them in new song forms for worship. Prerequisites: WOR-235 and WOR-235P or with permission of Division.

### **WOR 333 - History and Philosophy of Worship (3)**

Explores the history of Christian worship from the close of the New Testament era to the modern period tracing the development and changes through history. The history section of this course uses the accepted rubric for worship studies: Time, Space, Prayer, Scripture, sacraments along with coverage of other elements of modern worship and their historical roots. The philosophy section examines various theologies and philosophies of worship in order to aid the student in developing his or her own practical worship theory.

### **WOR 436 - Church Rituals (1)**

This course is designed to combine theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition. Open to juniors and seniors who are Christian Ministries, Christian Worship or Youth Ministry majors or by permission of the Division. Prerequisite: REL-264 or YTH-220; THE-232 or THE-233; WOR-235 and WOR-235P.

### **WOR 438 - Worship Capstone (2)**

A capstone course for students to bring together all their prior learning and preparation to produce a senior project related to worship. Students in this course are expected to use critical thinking skills and develop a synthesis worship project that will be tested and revised for actual implementation in a local church worship environment. To be taken simultaneously with WOR-438P. Open only to students who have been admitted to the Christian Worship major in their senior year.

### **WOR 438P - Worship Capstone Practicum (1)**

Each student will be involved in a practical experience producing actual worship services providing the student with a laboratory for the convergence of the courses in communications, music and religion and related to the co-requisite course. These worship management experiences include experience in planning, budgeting, recruiting, organizing, supervising volunteers, and related activities required of a producer or manager of Christian worship services. Co-requisite: WOR-438.

## **WRI - Writing**

### **WRI 140 - College Writing (3)**

This course provides the student with a basic understanding of the elements involved in the writing process by developing skills in various methods of writing. Students will write expressive and expository essays using the writing process of pre-writing, drafting, revising, and editing. They will also evaluate and synthesize various sources and ideas to develop an essay. This course helps students develop an ability to express their ideas effectively in writing, analyze expository and persuasive writing techniques, and establish a solid foundation for researching and securing information required for productive college level writing. Not open to students with a satisfactory grade in ENG-140. (Must be passed with a grade of "C" or higher.)

### **WRI 141 - Research and Writing (3)**

This course focuses on advanced skills of expository and research writing. The course seeks to develop individual confidence in the effective use of professional communication and research writing skills. Students will write expository and research essays using the writing process of pre-writing, drafting, revising, and editing. By evaluating and synthesizing a variety of sources, creating an annotated bibliography, and drafting a formal article critique, students will sharpen their ability to

communicate and think critically in an academic setting. Not open to students with a satisfactory grade in ENG-141. (Must be passed with a grade of "C" or higher.)

### **WRI 165 - English Language and Composition (3)**

Studies in the English language from its historic background through its present use in advertising, politics, propaganda, and the business and professional world. Through writing assignments, students focus critically on using language responsibly. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

### **WRI 210 - Theories and Methods of Writing Consultancy (0 to 1)**

Required of all writing consultants in the first three semesters during which they work at the Writing Center. They may take this course for one credit hour per semester but may not accumulate more than three credit hours. This course will provide a philosophical and theoretical background to peer tutoring as well as hands-on instruction for working with students in various aspects of the writing process. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English and Permission of the Division.

### **WRI 230 - Sentence Strategies (3)**

Explores all elements of the writer's basic tool: the sentence. The course focuses on the possibilities of writing graceful, powerful, and/or effective sentences, no matter what the writer's purpose or genre. Students will analyze both professional and student models and develop tools and skills necessary to go beyond the conventional and traditional to explore the possibilities of English sentence construction in both practical and artistic composition. Prerequisite: WRI-234 or permission of the Division.

### **WRI 234 - Advanced Writing (3)**

Develops skills of advanced expressive, expository, and research writing--employing current aims of discourse and emphasizing peer critiquing. Students are exposed to working collaboratively on such projects as group presentations, group research, and essays. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

### **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. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

### **WRI 281 - Rhetorical Strategies (3)**

An advanced study of expository writing patterns and strategies, including research writing. Emphasizes the influence of classical rhetoric on modern forms. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

### **WRI 282 - Writing for Results (3)**

The study and practices of persuasive writing. Includes analysis of pulpit rhetoric, political rhetoric, advertising techniques, and propaganda. Based on classical rhetoric, the course considers the psychological impact of language on behavior. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

### **WRI 350 - The Autobiographical Impulse (3)**

An intensive writing course that will help students intentionally incorporate autobiographical material into original poetry and prose. Students will study key autobiographical writers as well as write extensively in various genres: autobiographical fiction, memoir, confessional poetry, and creative non-fiction. Prerequisite: WRI-235.

### **WRI 352 - Writing for Children (3)**

An intensive study of the craft of writing for children in various genres and for various age groups. Students will study key children's literature and theory as well as write extensively for each age group (2-6, 7-11, and 12-18). Prerequisite: WRI-235.

### **WRI 353 - Magazine Writing (3)**

Involves study of theory, practice, and marketing of magazine articles for print and online magazine publication. Prerequisite: COM-224 or WRI-224 or permission of the Division.

**WRI 354 - Writing Fiction (3)**

Advanced work in the writing of short stories. Principles of plot construction, character delineation, and descriptive setting are considered. Prerequisite: WRI-235 or permission of the Division.

**WRI 355 - Prose Style (3)**

An advanced study of prose style, involving analysis of styles both literary and journalistic, and practice in various techniques. Prerequisite: WRI-234 or permission of the Division.

**WRI 356 - Technical Writing (3)**

Expository writing which concentrates on clarity and orderliness. Includes the preparation of reports, studies, proposals, and manuals for technical subjects such as those dealt with in the sciences, engineering, industry, and government. Prerequisite: Permission of the Division.

**WRI 358 - Poetry (3)**

An intense study of the craft of poetry writing. Through the study of excellent models (especially good contemporary poetry), through experimentation with both traditional forms and free verse, and through peer evaluation, students learn to find their own poetic voice. Prerequisite: WRI-235 or permission of the Division.

**WRI 360 - Writing Internship (3)**

Practical experience working for a newspaper, magazine business, or nonprofit organization. Tailored to meet the needs and abilities of advanced students. Requirements: Junior standing, 3.0 GPA, and permission of instructor. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

**WRI 368 - Writing Specialties (3)**

Designed to provide opportunity for an occasional course emphasizing a particular writing specialty such as writing for children, travel writing, writing about spirituality, nature writing, etc. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English or Permission of the Division. May be repeated under different topics.

**WRI 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**WRI 456 - Fiction (3)**

Study of both the theory and the craft of fiction writing. By reading good fiction and by exploring through writing exercises the particular elements of fiction (plot, characterization, setting, point of view, and theme), students learn to integrate these to write short stories or to begin their own novels. Prerequisite: WRI-235 or permission of the Division.

**WRI 457 - Nonfiction (3)**

Encourages students to pursue and refine the nonfiction writing skills. Students may focus on the personal essay, the analytical article, religious or devotional writing, the review, or any other appropriate nonfiction mode. Prerequisite: WRI-234 or permission of the Division.

**WRI 459 - Creative Nonfiction (3)**

An intense workshop in the lyrical essay and literary nonfiction. Students will read extensively within the genre, journal diligently, and explore the possibilities of combining observation, research, and truth-telling with the schemes and tropes of imaginative prose writing. Prerequisites: WRI-234 and WRI-235.

**WRI 460 - Writing for the Professions (3)**

A workshop and practicum devoted to sharpening basic writing skills and developing appropriate styles and formats for professional communication and publication. Emphasis on individualized instruction and on the completion of personal professional projects. Prerequisite: Permission of the Division.

**WRI 475 - Independent Learning in Writing (1 to 3)**

Independent study in writing. Prerequisite: Permission of the Division.

**WRI 481 - Writing Capstone (3)**

A capstone course for writing majors, completing their coursework and complementing their Indiana Wesleyan University experience. Through class discussion, reading, research, writing, and portfolio development, students will be led to reflect upon the character and meaning of their academic and personal experiences and will be challenged to explore how these experiences may be integrated into their future work, both personal and professional.

**WRI 495 - Creative Writing Project (1 to 3)**

Creation of an ambitious individual writing project in any creative genre. For advanced students, by permission of the Division.

**WRI 475CC - Council for Christian Colleges and Universities (1 to 4)****WSHP - Worship****WSHP 600 - Christian Worship (6)**

This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

**YTH - Youth****YTH 220 - Introduction to Youth Ministries (2)**

This course focuses on developing one's personal vision and practice of youth ministry and gives attention to the foundational and diverse elements of youth ministry. It will include an introduction to the programs, methods, models, issues, challenges, and opportunities of youth ministry as well as the Biblical and philosophical foundations for such ministry. Co-requisite: YTH-220P.

**YTH 220P - Youth Ministry Observation (1)**

Introduction to the basic elements of youth ministry by first-hand observation in a local church setting. The student will identify a specific church setting for observation/practicum. Emphasis will be upon exposure to and some participation in the general aspects of local church youth ministry especially related to those ministries with impact upon adolescents. An average of four hours of observation would be required each week. Co-requisite: YTH-220.

**YTH 225 - Models of Youth Ministry (3)**

This course is designed to familiarize students with the several approaches to youth ministry currently being utilized across the church. The course will involve both classroom presentation and on-site visits to a variety of ministries.

**YTH 240 - Camp and Retreat Ministries (3)**

An examination of Christian camps and institutes for children, youth and/or adults. Objectives, personnel, materials, as well as philosophy, are considered.

**YTH 270 - Communication With Youth (3)**

This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: BIL-202.

**YTH 240CC - Council for Christian Colleges (3)****YTH 320 - Youth Leadership Seminar (3)**

A focused study on specific aspects of youth ministry using field trips and resource specialists. This course may be repeated.

**YTH 341 - Youth Ministries Practicum (1)**

This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment and approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Prerequisites: YTH-220 and YTH-221.

**YTH 342 - Youth Ministries Practicum (1)**

See YTH-341. Prerequisite: YTH-341.

**YTH 343 - Youth Ministries Practicum (1)**

See YTH-341. Prerequisite: YTH-342.

**YTH 355 - Youth Programming and Management (3)**

This course is an in-depth exploration of the nature and process of effective youth ministry in the local church. It will study the nature of modern adolescence, youth culture and youth ministry with a view to develop international youth ministry programs. This course also seeks to develop management skills and an effective vision of leadership with a primary emphasis on Christ-centered, principle-based servant leadership. Open to juniors and seniors who have been admitted to the Youth Ministries and Adolescent Ministries majors or by permission of the instructor. Co-requisite: YTH-355P.

**YTH 355P - Youth Programming Practicum (1)**

This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment as approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Co-requisite: YTH-355.

**YTH 370 - Youth Counseling (3)**

This course provides an exploration of strategies and techniques for effective counseling of youth and their families. In addition to addressing the most typical issues faced by youth and their families, an examination of the growth and development of adolescents will also be considered.

**YTH 371 - Youth Evangelism and Discipleship (3)**

This course will establish both principles and practices of evangelism and discipleship which are uniquely applicable to persons in the second decade of life.

**YTH 399H - Honors Thesis/Project (3)**

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

**YTH 425 - Youth Ministry Internship (3 to 6)**

This course is designed to give an individual a semester/summer of practical experience while serving in full-time youth ministry in a local church setting. The student will work under the supervision of an effective full-time youth pastor who serves as mentor/evaluator. This internship requires a minimum of 40 hours of ministry each week, which may include study and research time needed for this course and other youth ministry courses in which the student is concurrently enrolled. 4-7 week experience: 3 hours; 8-11 week experience: 6 hours. Prerequisites: YTH-220 and permission of instructor.

**YTH 466 - Preaching to Youth (2)**

This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: REL-465; Corequisite: REL-466P.

**YTH 480 - Senior Youth World Changing Seminar (2)**

In a seminar setting, a personal strategy is developed for changing our world in the form of a first year ministry plan. We will draw upon biblical and theological resources as well as the synthesis of practical insights gained during the undergraduate experience. Students will refine a portfolio and develop a life plan for on-going personal and professional development.

Capstone experiences will include both a written paper and an oral presentation to the class. Limited to seniors in youth Ministries and Adolescent Ministries majors.

**YTH 475CC - Global Studies Program (1 to 4)**



