**Mission**

It is the mission of Iowa Wesleyan College to nurture an educational process that empowers its students to perceive their inherent and distinctive potential and to act upon this perception autonomously and in mature, creative ways. This mission is accomplished through an institutional commitment to match student to curriculum; to provide vigorous, innovative teaching; and to give consistent attention to both a mastery of adaptive life skills and personalized learning. The purpose of the College is to reveal and reflect to our constituency, our ready and practical responses to an historic charge: the dynamic of liberal arts buttressed by an enduring relationship with the United Methodist Church.

**Accreditation**

Iowa Wesleyan College is a four-year coeducational college of liberal arts and sciences related to the United Methodist Church. Iowa Wesleyan College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504. Telephone: 1.800.621.7440.

Iowa Wesleyan is also accredited by the Iowa Department of Education, and the University Senate of the United Methodist Church. The College’s baccalaureate nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006. Telephone: 1.212.363.555; and the Iowa Board of Nursing. The College is approved by the government training program under the Veteran’s Bill (550 and 894)

**Compliances**

Iowa Wesleyan College, in compliance with requirements of Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex, race, sexual orientation, color or national origin in the education programs or activities which it operates or in employment for services therein.

Iowa Wesleyan College complies with the Family Education Rights and Privacy Act of 1974—Public Law 93-380. A full statement of the policy of Iowa Wesleyan College on the Access to and Release of Student Data/Information is on file with the Vice President for Academic Affairs, the Director of Admissions and the Associate Vice President and Dean of Student Life.

The College reserves the right to make changes in the offerings and regulations contained in this Catalog without notice.
The story of Iowa Wesleyan College is a story of community; its founding, an act of community; its long history, an affirmation of community. Its defining vision draws on a community of memory even as it forges a dynamic future.

More than a century and a half ago, Iowa Wesleyan College was born in a frontier settlement imbued with a yearning for culture, a Methodist-led zeal for education, and a bold, impelling vision. The impulse and the forces for action were at work in the founding of the college.

In January of 1842, a bill “to incorporate a Literary Institute at Mount Pleasant” was passed by the Iowa Territorial Legislature. Trustees were authorized to begin the work of arranging finances, appointing professors and drawing up rules of conduct. On March 11, 1843, nine years after the town was founded, four Mount Pleasant citizens donated twenty acres in four adjoining plots to enable trustees to “erect a suitable building on some part of the donation, which should be used and forever appropriated as an institution of higher learning.”

Iowa Wesleyan College pioneered daring and unconventional educational policies and practices. Soon after its founding, it admitted and graduated women, its first black student, its first international student and its first female law student who had earlier become the first woman admitted to the bar in the United States. Though Iowa Wesleyan’s history records repeated challenges to its stability, resilience and faith in the future have continued to draw the college through turbulent times.

Energized and guided by historic memory, Iowa Wesleyan College respects individuality within the context of a community with common moral purpose, a community that welcomes persons of diverse backgrounds and world views. In so recognizing both immediate and global dimensions of civic membership, individual aspirations are tied to the aspirations of all, echoing John Wesley’s declaration “The world is my parish.”

Committed to joining the development of the intellect with the realities of life, the Iowa Wesleyan experience values service to others, preparation for a life of rewarding work, the acquisition of enduring knowledge to enhance the ability to engage in common discourse and appreciate varieties of expression. It fosters a love of learning, a desire for civility, and the release of human potential.

Iowa Wesleyan College is bold to expect that every graduate will
• make reasoned choices that will enhance personal and civic virtue
• work harmoniously with others in pursuit of common goals
• become a responsible member of the community, joining personal and social identity
• recognize and strive to remove barriers that divide peoples and nations
• evolve a code of ethics for personal choice and public decisions
• practice environmental stewardship
• speak and write persuasively with sensitivity and respect to those with differing viewpoints
• demonstrate the ability to think and read critically
• cultivate an appreciation of the arts
• become fluent in the use of modern technology
• develop adaptive personal and career skills
• explore a variety of academic disciplines beyond the familiar
• engage in ongoing search for truth and justice
• deepen personal faith and devotion to God
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Learning Outcomes

In adopting a statement of vision that focuses on academically integrated community-based learning communities, the faculty and administration move toward fostering coherence across the curriculum and in all elements of co-curricular life. This vision embraces the meaning of community to include learning from each other and from the whole of the larger community to which Iowa Wesleyan College belongs.

The vision of “Learning in Community” builds upon the matrix of the life skills outcomes, adopted in 1982. At that time, the faculty and administration determined that “purposeful education is that educational process that serves its students best not merely by transmitting knowledge but by equipping them with broad and necessary adaptive skills as well.” These necessary adaptive skills, later called the life skills, include communicating, problem-solving, valuing, and interacting in socially effective ways.

Communication Skills: Definition and Outcomes

*Definition.* Communicating is an interchange that involves sending, receiving and processing. Demonstrable competence in communicating includes sending, receiving and processing information in a variety of modes (written, oral, graphic, numeric, symbolic, and technological), to a variety of audiences at varying distances (one-on-one, small group, large group), for a variety of purposes (for example, to inform, to understand, to persuade, to analyze). Individual proficiency in the communicating process will also include a developing self-awareness, marked by an increasingly realistic concept of self and a sensitive, responsible attention to audience.

*Outcomes.* An Iowa Wesleyan College education empowers its students to:

- **Read** critically and effectively analyze theme, form and structure of written work
- **Write** and **speak** clearly and logically for varied purposes and to varied audiences
- **Listen** intently and responsively
- **Express** ideas in abstract notation
- **Discern** meaning conveyed through artistic expression
- **Extend** and **facilitate** effective discourse through modern technology

Problem-Solving: Definition and Outcomes

*Definition.* Problem-solving is the mental process of applying previously acquired knowledge to new and unfamiliar situations. Problem-solving strategies involve posing questions, analyzing situations, translating results, illustrating results, drawing diagrams, and evaluating both the results and the process.

*Outcomes.* An Iowa Wesleyan College education creates an academic experience that enables students to:

- **Examine** and **articulate** their own reasoning and problem-solving processes
- **Distinguish** between fact and opinion
- **Translate** observations into reasoned inferences
- **Define** issues or problems
- **Analyze** various approaches to solutions
- **Select** a strategy, **build** a case, **act** on it, and **evaluate** the process and result

Valuing: Definition and Outcomes

*Definition.* Values are, for any of us, the things that matter, the measures of worth and worthwhileness, the profile of the Good that provides a foundation for personal standards, commitments, and action. Insofar as policies and decisions are not forced by external constraints and influences, they are shaped by values—personal, corporate, cultural—whether these values are acknowledged or not. They represent the element of choice in decision-making. More basically, values, whether consciously held or otherwise, are an important index to identity; that is, they help to define character.

*Outcomes.* An Iowa Wesleyan College education creates the climate for its students to:

- **Explore** and **measure** their own values
- **Respect** the worth of the other
- **Recognize** value systems inherent in the arts, the humanities, the sciences, the professions and technology
- **Engage** in the debate among individual, corporate, cultural and global interests
- **Act** as responsive and responsible members of the human group
Effectiveness in Social Interaction: Definition and Outcomes

Definition. Educating and learning are fundamentally social activities, not only for practical and economic reasons but because we learn overwhelmingly from and through community rather than in solitude. Thus the context of significant learning is predominantly social; and to a more than slight degree its substance as well is concerned with understanding our fellows, fitting constructively into organized groups and institutions, seeking social justice and maintaining civil existence.

Outcomes. An Iowa Wesleyan College education provides experiences that enable its students to:

- **Interact collaboratively** with individuals and within groups
- **Relate** productively with people of diverse backgrounds and viewpoints in positive and congenial ways
- **Practice** responsible leadership and teamwork
- **Understand** and **exhibit** social competence in a variety of settings
Iowa Wesleyan College History

The historic founding of Iowa Wesleyan College is rooted in the religious, educational and cultural aspirations of early settlers in the frontier settlement of Mt. Pleasant. Their aspirations were shaped by an impelling vision and a bold determination to build an institute of learning in the rapidly developing southeast corner of the Iowa Territory. On February 17, 1842, the Territorial Legislature granted a charter for the Mt. Pleasant Literary Institute, later named the Mt. Pleasant Collegiate Institute.

On March 8, 1843, Aristides Joel Priest Huestis, a New Englander by birth, signed a contract, the first dated document of the Institute, to act as Agent for raising money and supervising construction of the Institute Building. Three days later, four Mt. Pleasant residents donated twenty acres of land in four adjoining plots so that trustees could “within three years from this date erect a substantial building on some part of said donation, which building shall be used and forever appropriated as an institution of higher learning.”

Nearly three years later, in their minutes of November 11, 1845, trustees record: “Resolved by the board of Trustees we deem it expedient to elect a faculty and open a school on the first Monday in January next.” On that same date, they also named Huestis the President of the Institute.

Classes began in the Institute Building, now known as Pioneer Hall, with two professors: President Huestis, who taught Natural and Moral Science and belles lettres, and Johnson Pierson, who taught ancient languages and literature. Mathematics was added to the curriculum later that year.

James Harlan was named President of the Institute in 1853. Known as a man of national and political interests, Harlan, an Iowa City lawyer and businessman, determined to advance the educational status of the Institute. He successfully raised funds to construct a second building, now Old Main, and expanded the curriculum, adding political economy and theology, as well as piano, drawing, French and German classes. At his urging, on February 15, 1855, the Institute’s name was changed to Iowa Wesleyan University to emphasize its enlarged college program and its sponsorship by the Iowa Conference of the Methodist Episcopal Church, granted in 1849.

The first college-level graduate of Iowa Wesleyan was Winfield Scott Mayne who earned a B.A. degree in 1856. In 1859, Lucy Webster Killpatrick was the first woman granted a B.A. degree at Iowa Wesleyan. Belle Babb Mansfield, the first woman to be admitted to the bar in the United States, graduated from Iowa Wesleyan in 1866. Susan Mosely Grandison, the first female black graduate, earned her degree in 1885. Keyroku Miazaki from Tokyo, Japan, attended 1890-91, the first documented international student. On July 1, 1912, Iowa Wesleyan University became Iowa Wesleyan College.

Through the years, the College has pioneered in such features as coeducation, the laboratory approach to teaching in the sciences, and service learning, adopted in 1967. More recently it has implemented an experiential learning program that integrates its Life Skills emphases with service learning and career experience into each student’s education. To prepare students for responsible citizenship and fulfilling careers, this program combines a broad-based liberal arts curriculum with community service learning opportunities and field experience in the chosen field of study.

Iowa Wesleyan maintains a close affiliation with the United Methodist Church, from which it derives its sensitivity for spiritual values in social justice and human welfare, local, national and international. In its distinctive role among the many institutions of learning in America, Iowa Wesleyan holds fast to the ideals of its founding vision, while fostering creativity and the pursuit of truth in its developing curricular framework of Learning in Community.

The Campus

Iowa Wesleyan College’s 60-acre tree-covered campus in the heart of Mt. Pleasant reflects the value placed by the College on its proud history. Pioneer Hall (1845), Old Main (1855), the Chapel Auditorium (1893) and Hershey Hall (1897) are all still in use today.

Pioneer Hall

Pioneer Hall is the oldest existing college building in continuous use west of the Mississippi River. At the time of completion in 1845, it met the College’s academic needs and served as a residence for the president. It currently houses the English faculty offices and classrooms.

Old Main

Old Main, the three story building with the golden dome, is the second-oldest building on campus. It provides
classroom space, practice rooms, recital hall, faculty offices for the music program, and the headquarters for the Southeast Iowa Symphony Orchestra. The building is listed in the National Register of Historic Places and was restored in 1979 and again in 1989 following a fire on the third floor. The building is known internationally as the home of the P.E.O. Sisterhood; the P.E.O. Founders Room on the second floor is maintained as an historic shrine.

Harlan–Lincoln House

The Harlan-Lincoln House, located on the north side of campus, was built in 1876 by U.S. Senator James Harlan, a former president of Iowa Wesleyan College. Harlan was closely allied with President Abraham Lincoln both personally and politically. Harlan’s daughter, Mary, married Robert Todd Lincoln, the only child of the President to survive to adulthood. The Robert Todd Lincoln family brought their three children to the home in Mt. Pleasant to spend summers in the 1870’s and 1880’s. In 1907, Mary Harlan Lincoln gave the House to Iowa Wesleyan College “as a tribute to the memory of my father.” Since 1959, the House has been a museum of Harlan and Lincoln family artifacts. It is listed on the National Historic Register. Currently, the executive committee of the Friends of the Harlan-Lincoln House is working to develop the House and museum collection as resources for the College and community.

Chapel Auditorium

In the central part of the campus stands the College Chapel, erected in 1893 and then known as the University Chapel, which originally contained science labs in the basement, College offices and an auditorium with church pews on the main floor. The building currently provides, in addition to a 800-seat auditorium for campus and community theater, music, lectures and other cultural programs; the Den (a student recreational facility); the Green Room adjacent to the stage; and storage for the Mt. Pleasant Community Theatre.

Hershey Hall

Hershey Hall was erected in 1897 and remains one of the few examples of Richardson architecture in the Midwest. It houses on the main floor, the Media Center (which includes television programming facilities), the Responsible Social Involvement Office, the Field Experience Office, the Career Services Center, the Iowa Communications Network classroom, and the campus radio station. The entire lower level, in addition to second floor studios, provides studio and office facilities for the art program, including the computerized Design Center.

Hershey Hall Annex

Hershey Hall Annex is occupied by the Public Interest Institute, Iowa’s only private, nonprofit, public-policy “think tank.”

Gymnasium

The Gymnasium, built in 1923, is a three-story structure with a basketball court, swimming pool, shower and locker facilities for both men and women in addition to offices and classrooms for the athletics and physical education programs.

P.E.O. Memorial Building

In 1927 the P.E.O. Sisterhood erected this building in honor of the seven young women who founded the Sisterhood on the campus in 1869. Formerly the campus library, it now houses the offices of the President, Vice President for Academic Affairs, Vice President for Institutional Relations, Vice President for Business Affairs, Offices of Admission, Alumni Relations, Extended Learning, Financial Aid, Communications, and Registrar. In addition, the College’s art gallery, mailroom, and switchboard are located in the P.E.O. Building.

Sheaffer-Trieschmann Hall

A residence hall for women built in 1953, Sheaffer-Trieschmann is a three-story building which provides living facilities for 255 women. Two wings were added to the original structure in 1960 which doubled the hall’s capacity.

John Wesley Holland Student Union

Completed in 1957, the Student Union houses the cafeteria dining rooms on the second floor as well as the Campus Minister’s office. Located on the first floor are the Bookstore, Student Life Office, snack bar, student lounge (the Joint) and offices of Student Senate and Student Union Board.
Adam Trieschmann Hall of Science

The three-story Adam Trieschmann Hall of Science is the College’s principal classroom building, housing computer labs, and faculty office area. It houses the programs of chemistry, biology, mathematics, computer science, business administration, accounting, history, religion, psychology, sociology and nursing.

George B. McKibbin Hall

This three-story men’s residence was completed in the fall of 1966. It houses up to 200 Wesleyan men.

J. Raymond Chadwick Library

Chadwick Library provides a quiet place to study alone or in groups, and houses two of the campus computer labs. Library collections include approximately 110,000 volumes, 400 print subscriptions, 6,700 electronic books, and 4,000 full-text electronic periodical titles through subscription databases. Classrooms and offices of the Teacher Education Program are housed on the lower floor of the building along with its Curriculum Materials Lab and Children’s Literature Collection. The Academic Resource Center is located on the second floor. Visit the library on-line through its home page at http://chadwick.iwc.edu.

Mapleleaf Athletic Complex

A 32-acre tract just east of the campus was developed by a city-wide volunteer project in 1979 to provide athletic facilities to the College and Mt. Pleasant schools. The Complex includes a football field, baseball and softball diamonds, all-weather quarter-mile track and other track and field and provisions for team showers.

Howe Student Activity Center

This 35,000 sq. ft., two-story structure opened August 2001, offering a wide variety of services for Iowa Wesleyan students. The Center connects to the Student Union and features basketball/volleyball courts, a “smart classroom,” conference rooms, athletic training room, bleacher seating for 800 people, a walking/jogging track, fitness/wellness center, offices, and more.

Nemitz Suites

The suite-style residence hall, completed in December 2005, provides housing for 32 upperclass students in eight four-person suites. Each suite contains four bedrooms, two bathrooms, an efficiency kitchen and living room. The suites are available to juniors or seniors who hold a high grade point average and are in good standing with college conduct policies.

The Mt. Pleasant Community

Mt. Pleasant, Iowa, with its 8,500 friendly people, enjoys a heritage of good schools, fine churches, prosperous businesses in an agricultural center, and recent growth in desirable industries that offer employment for many students.

Mt. Pleasant is located in southeastern Iowa at the junction of U.S. Highways 34 and 218/27 which offers four-lane access to I-80, I-70, and Des Moines. Mt. Pleasant enjoys daily Amtrak service to Chicago and points east, and to Denver and points west. Commercial airlines are within easy access in Burlington and Cedar Rapids. A municipal airport in Mt. Pleasant accommodates private aircraft.

Mt. Pleasant is the home of the Midwest Old Settlers and Threshers Association Reunion which attracts more than 100,000 visitors every Labor Day weekend. The celebration displays an expanding collection of Americana in the Heritage Museums as well as hundreds of pieces of steam-powered farm equipment.

Mt. Pleasant is the site of the Harlan–Lincoln House, and the boyhood home of renowned physicist Dr. James Van Allen (an Iowa Wesleyan alumnus), and numerous buildings listed on the National Register of Historic Places.

Recreational opportunities in Mt. Pleasant include golf, tennis, swimming, a community fitness/recreation facility, city parks and playgrounds, and two nearby state parks.
The Academic Program

Experiential Learning

The Iowa Wesleyan College academic program features an innovative approach to education, blending the positive elements of the liberal arts tradition with career opportunities to offer a distinctive model that effectively bridges college and career. It gives every student professional experience and career-related skills before graduating, making them better prepared for the world of work and able to contribute more to their communities.

Experiential learning provides an integrated approach to prepare students for graduate schools or careers. This includes:

- a curriculum-wide emphasis on Life Skills
- a service learning project and
- career experience

as well as a career emphasis in student activities, college work-study and other campus opportunities.

This distinctive academic program offers students a solid liberal arts education with a strong career focus.

Life Skills

The liberal arts emphasis, anchored by the Life Skills program, helps students develop a better understanding of the world by ensuring that each student has a broad exposure to a wide range of subjects and experiences. A core of liberal arts courses is part of the curriculum for all students, to assure that each is exposed to varied class experiences which range across the entire spectrum of academic disciplines. Electives within each program allow each student to include courses that meet individual needs within the total curricular program.

Iowa Wesleyan is distinct among institutions of higher education in that it measures the progress of its students in four life skill areas:

- communication—writing, speaking, listening and reading to strengthen students’ ability to communicate in a variety of situations
- reasoning and problem-solving—developing skills which help students define problems, consider alternatives, choose goals and outcomes and find ways to achieve them
- valuing—learning to recognize the positives and negatives of any situation and make sound decisions based on a personal system of values
- social effectiveness—developing social abilities in diverse situations to learn to meet new people, understand different points of view and present oneself effectively.

These skills emphasized across the curriculum, are applicable to the athletic field, the residence hall experience, and the campus employment assignment as well as to the classroom and the laboratory. All of these furnish opportunities for significant learning, especially when experienced students and the faculty help newer students to begin reflecting upon the meaning of their activities.

Such skills are in fact the essence of a liberal arts education, for long after the information learned for a final exam is forgotten these skills enable graduates to rise to fresh challenges and develop a pattern of lifelong learning.

Iowa Wesleyan believes that students master these adaptive skills most effectively through a combination of performance and reflection rather than by passive classroom styles that fail to engage the student in responsive, authentic learning.

Responsible Social Involvement

Iowa Wesleyan College believes that responsible service to society is a dimension of education as crucial to maturity as the discovery of ideas in classrooms and books. Without the application of these ideas, formal education may leave the student unaffected as a human being. For this reason, Responsible Social Involvement (RSI) has been structured into the curriculum of the College as a required experience for over 35 years. The program provides students an opportunity to express their values and ideals for social action within a context of directed learning. It also helps students develop skills to take into their careers and their own communities after graduation.

The project includes 160 hours of service, documentation of the service, and a presentation to a faculty committee. Students receive six hours of graded academic credit for successful completion of the project and fulfill the RSI graduation requirement. RSI credit hours are treated in the same manner as all other credit hours earned for a degree.
The Service Projects

Students, working with the Director of RSI, choose their own projects. Students are encouraged to work out a project that will expose them to new kinds of personal experience; they may plan a portion of their service project in an area related to their academic major. See the RSI Director for limitations to this. (Only the Director of the RSI program is authorized to approve projects.) Students have completed RSI projects in a variety of settings, including hospitals, schools, churches, shelters, camps and youth programs.

Projects may be started at any point following the freshman year, though they should generally be completed in the sophomore and junior years. Because of internal deadlines and lead times necessary for various parts of the requirement, students should begin making plans for their RSI work soon after they begin their sophomore year. Extended Learning students should begin counseling on their projects as soon as they become degree candidates. Junior and senior transfer students, whether on campus or at outreach centers, should make an appointment to see the RSI Director immediately after initiating their degree work with the College.

Prior Volunteer Experience

Persons who are over 25 years of age when they begin their Iowa Wesleyan College degree candidacy, and who have extensive experience in volunteer service prior to enrollment at Iowa Wesleyan, may petition for retroactive credit in place of all or part of the 160-hour project. Such service must be verified, documented and approved by the RSI Director. Those granted full retroactive credit will receive two, rather than six, credit hours. (See also the RSI listings in the section “Courses of Instruction.”)

Summary of Requirements

1. The service project requires a minimum commitment of 160 hours in the field.
2. Students are encouraged to design or locate their own projects, which the RSI Director must approve. The Director is willing to help students develop their ideas, plans, goals, and has available a file of previous projects and potential service opportunities.
3. The service project should respond to some authentic community need or problem. Remuneration for services is not allowed; certain out-of-pocket expenses may be reimbursed by the sponsorship site. See the RSI Director for further clarification.

Further information on the RSI courses can be found in the Courses of Instruction section of this Catalog. Complete details and requirements are available through the RSI Office in Hershey Hall.

Field Experience

Field Experience is an educational experience in a professional setting. Every degree (except education and nursing) at Iowa Wesleyan College requires at least six hours of field experience. Most academic divisions require a minimum of six credit hours which translates to 240 actual hours in one or more professional placements. Working with accomplished professionals in their field, students test their academic knowledge and abilities learned in the classroom setting, while learning additional “hands-on” knowledge and skills. Typically, students complete the field experience requirement in their junior or senior year. Students should make an appointment to see the Director of Field Experience early in their junior year. During the initial meeting with the Field Experience Director, the student receives a divisional folder with all relevant information. This folder contains forms which must be completed by the student and signed by faculty in the student’s major. Approval of experiences must happen no later than the end of the semester prior to the field experience work.

The first step in initiating a field experience is to come to the Field Experience Office located in room 223 in Hershey Hall. The Field Experience Director will guide the student through the field experience process and monitor the student’s progress. The field experience process is a “career oriented” process that assists the student in the development of a résumé, job hunting skills, communication with professionals, interviewing experience, and other related experiences including the on-site experience itself.

Faculty in the student’s major approve the field experience prior to the beginning of on-site participation or hours. The faculty of the student’s division also assign letter grades once the experience is completed.

The field experience requirement benefits students in many ways including:
1. As students seek placement, they practice career building skills, including researching prospective employers, résumé construction and interviewing.
2. As students complete the experience, they build relationships with professionals who can help them launch careers. Our research indicates that these experiences often produce offers of employment.

3. Students learn to function in professional settings. They learn how their strengths and interests match employment trends in their field. Students can gain the confidence and seasoning essential to their early success as professionals.

**Types of Field Experience**

Students satisfy the field experience requirement by completing one or more of the following:

- **Internship**—Advanced, intensive professional work experience usually completed in an off-campus setting; 6–14 credit hours. Internships are done through the Field Experience Office.

- **Career Applications**—For currently employed students that can arrange a professional learning project, including research, case studies, professional problem solving; each project is for 2–6 credit hours, with the precise number of hours depending upon the student’s major. Career Applications are done through the Field Experience Office and are completed in an off-campus setting.

- **Practicum**—Preliminary practical experience often gained in a campus office or laboratory; generally 2–3 credit hours. Faculty in each division arrange and supervise practica. In some majors, a practicum (398) may be used for partial completion of field experience.

* Education student teaching and Nursing clinical placements are determined through the individual divisions and are organized by regulatory requirements. These types of field experiences are not arranged through the Field Experience Office.

**Field Experience & Transfer Students**

The field experience requirement is satisfied through placements arranged and approved by Iowa Wesleyan College faculty. Transfer students pursuing the field experience requirement while taking course work at Iowa Wesleyan should make an appointment with the Field Experience Director immediately after beginning their degree work at the College.

The requirement is not satisfied by credits earned as part of an Associate of Arts, Associate of Science, or Associate of Applied Science degree. Only upper level (junior-senior) field experience credit earned at a four-year institution may be transferred. In order to be transferred the field experience must have a grade assigned to it prior to transfer. Transfer students who have completed field experience course work at another four-year institution should consult the Registrar who will consult with faculty in the student’s major to determine whether the field experience requirement is met.

**Field Experience & Double Majors**

Students who elect to complete more than one major can satisfy the field experience requirement with a single placement if it relates directly to each of the majors the student is pursuing. This placement must satisfy the requirements of each of the majors and must be approved by faculty in each major. Double majors can also opt to undertake more than one field experience.

**Field Experience & Extended Learning Students**

Field Experience is an academic requirement of the college and is therefore required of all students earning a degree at Iowa Wesleyan College. Adult learners in the Extended Learning program benefit from field experiences which enhance their current professional abilities or mark the transition from current duties to the new opportunities their degree equips them to pursue.

Adult learners often face logistical problems in completing field experience while maintaining their current employment and other obligations. One option, for the Extended Learning student, is the Site Based Analytical Project, a field experience completed at the student’s current workplace. Students work with professionals in their field to conceive a project distinct from their current duties. The project requires research, proposal building, or project planning in the student’s field. Analytical projects are usually completed under the supervision of a professional who does not normally supervise the student in his/her regular duties. The Site-Based Analytical Project places a premium on the student’s initiative, both in conceiving projects and seeing them through to completion. Proposals made by the student need not be implemented by the employer in order for academic credit to be awarded.
Field Experience in Remote Locations

Field Experience can be attained and completed in any setting, in any location approved by the Iowa Wesleyan faculty.

Iowa Wesleyan College is affiliated with two organizations which arrange and supervise field experience in urban settings.

The Washington Center for Internships and Academic Seminars provides housing, student services and supervision for field experiences completed in the metro Washington, D.C. area. The Washington Center arranges field experiences on Capitol Hill, in federal government offices, at international embassies, or with nonprofit organizations headquartered in Washington, D.C.

The Urban Life Center provides housing, student services and supervision for field experiences completed in the metro Chicago area.

Students who wish to arrange their field experience at either of these remote locations should contact the Field Experience Office.

Career Preparation

Iowa Wesleyan’s experiential learning program helps prepare students for direct entry into careers in many fields. The following list is illustrative:

• Accounting and business administration (See the Division of Business, Mathematics & Computer Science)
• Computer programming (See the Division of Business, Mathematics & Computer Science)
• Law enforcement and corrections (See criminal justice major in Human Studies Division)
• Music teaching (school & studio), performance, music business & sales (See Fine Arts Division)
• Public relations, journalism, media, teaching, and publishing (See Language and Literature Division)
• Nursing (See Division of Health and Natural Sciences)
• Human Services and nonprofit work (See psychology and sociology courses in Human Studies Division)
• Teaching—Preschool, elementary, and secondary levels (See Education Division).

Forum

Theological perspective and conviction are central ingredients in the story of people and a necessary area for study in a liberal education. Wesleyan students are brought into academic encounter with many cultural and theological perspectives in the modern world during Forum each Thursday at 11:00 AM and other announced times.

The Forum is not textbooks and lectures. Students are confronted by representatives of current cultural, artistic and theological options. This may come as concerts, dialogues, dramas, motion pictures, town meeting speak-outs, theological exposures, or happenings.

All Forum programs are open to the students and the general public. Students electing to enroll in Forum for academic credit may obtain one-half credit hour per term by attending a minimum of eight events per term. Enrollment must be made at the time of registration.

May Travel

Following Commencement in May, faculty may elect to offer travel courses. Any student who has been enrolled full-time during the immediately preceding spring semester and who is in good academic and financial standing may take a travel course and receive academic credit for no additional tuition. Students would pay travel costs. The amount of academic credit will be determined for each course by the Academic Council following receipt of course proposals.
Courses of Instruction

Requirements to be completed by all students entering Iowa Wesleyan College in the Fall of 2001 and after

Shared Experience

Freshman Year

Fall (9 hrs.)
English 100A
Fundamentals of English 3 hrs.
An introduction to information sources and to the writing process. Study of the logic and structure of sentences and paragraphs.
English placement determined by Exam.

- or -

English 101
Problem Solving and Writing 3 hrs.
Training and practice in the effective written expression of ideas, with particular attention directed to expository writing.
English Placement determined by Exam.

Computer Science 190
Computer Applications 1 hr.
The course will treat applications of micro-computers to the solution of problems in the most general sense. A major portion of the course will be devoted to the principles, use and comparison of word processors and related software packages.

Civic Issues 121 3 hrs.
Civic Issues introduces the student to select community and world issues. The course is team taught by faculty in different disciplines with students being actively involved in the teaching—learning process. Course content relates to residential and community life through seminars, outside speakers, and co-curricular programs. Faculty teaching the course serve as the advisors to first year students.

Spring (9 hrs.)
English 100B
Fundamentals of English 3 hrs.

- or -

English 102
Analysis, Persuasion and Research 3 hrs.
Training and practice in the effective written expression of argument and analysis. Training in library research techniques and the preparation of a research paper. A grade of C- or higher is required in ENG 102. Prerequisite for all higher level courses in the Division of Language and Literature.

Communication 140
Human Communication 3 hrs.
An experiential exploration of human-to-human communication in various contexts to include communication experiences outside the classroom. Speaking skills, gathering and assessing information, writing, language strategies, listening, nonverbal cues, and audience adaptation receive major attention.

Mathematics 171
Elementary Statistics 4 hrs.
Introduction to probability and statistics, including assignment of probability using permutations and combinations, distributions of random variables and statistics, and large sample theory. Introduction to estimation and tests of significance. Includes Excel lab.

Sophomore Year

Two interdisciplinary courses are required. Both are taught each semester and should be taken together. (7 hrs.)

Integrated Science 200 4 hrs.
Integrated Science is an introductory science course in which a deeper understanding of our world is developed from the integration of biological and physical scientific principles and skills.

Fine Arts 200 3 hrs.
An integrated approach to understanding and enjoying the fine arts while opening avenues of cross curricular ties to other liberal arts disciplines. Particular focus will be directed to building bridges between the arts and sciences.

Junior Year

Religion 300 and one specified course in literature are required. Courses are taught each semester and should be taken together. (6 hrs.)

Religion 300
Religion in Western Civilization 3 hrs.
This course presents an historical survey of religious practices, beliefs, and narratives in Western civilization. Examines the major ways in which three western religions—Judaism, Christianity, and Islam—have responded to important historical crises, with special focus on how sacred stories have shaped these responses.

English 350
Masters of American Literature 3 hrs.
Surveys American literature from Whitman and Dickinson through the late 20th century. Continues emphasis on the uses of language in literary expression and on the cultural diversity dramatized by literary works. Alternate years.

English 352
Shakespeare Spring 3 hrs.
Detailed study of representative plays. Alternate years.

English 365
The English Novel 3 hrs.
Detailed reading of major English novelists.

Other courses will occasionally be designated by the Division of Language and Literature as meeting this requirement.
Senior Year

A course in Global Issues is required of all seniors and will be offered both semesters. (3 hrs.)

Global Issues 400 3 hrs.
This course is designed to provide seniors with a variety of perspectives on global events and issues and to enable them to understand the impact of their actions or inaction as global citizens. The course will be taught during the fall and spring semesters.

Other College-wide Requirements

Responsible Social Involvement: 6 hrs.

300 Responsible Social Involvement (RSI) 6 hrs; 2 hrs. retroactive
Course designed to deepen the student’s understanding of both society and self through service to others. Required of all students. With the help of the RSI staff, students plan, develop, set goals for, and carry out a 160 hour service project, write a paper documenting that experience, and make an oral presentation about the experience to a faculty committee. Students may sign up for RSI credits only with the approval of the RSI director. Students planning projects for an Interim or a summer must initiate procedures at least 10 weeks prior to the end of the preceding semester. Students planning projects for any given semester or session must initiate projects at least 6 weeks prior to actually beginning the project.

Retroactive Service Credit: (For nontraditional students, aged 25 or older at time of enrollment in the College only.) A significant service project completed prior to enrollment at the College may be substituted for an active project, if approval is granted. Both documentation of the experience(s) and a presentation are required. When fulfilled retroactively, the RSI requirement allows two credits, instead of six.

400 Responsible Social Involvement 4 hrs.
A service project designed by student with emphasis on leadership skills. This may not be a continuation of the RSI 300 project. Will be approved by the RSI Director in consultation with the academic advisor. Study and research prior to the involvement are required. Upon completion of the 200 hour project, a brief summary paper is written and a post-project conference is held with the RSI Director. Course initiated only with RSI Director’s approval. Prerequisite: RSI 300.

Field Experience: 6-14 hrs.
This requirement is met through the major. See major requirements in this catalog.

Safety/Survival

Requirement is to be fulfilled by one of the following:
- Swimming proficiency demonstrated through testing;
- Swimming class at Iowa Wesleyan or other college;
- CPR basic life support certification;
- Red Cross first aid certification;
- College first aid course;
- Water Safety Instructor certification.
Division of Business

Majors

Accounting
  Management Track
  Professional Certification Track

Business Administration
  Concentration in Management
  Concentration in Marketing

Business-Computer Information Systems

Sport Management

Minors

- Economics
  for both the business and non-business major
- Business Administration
  for the non-business student only

The mission of the Business Division at Iowa Wesleyan College is to provide a quality liberal arts education with an emphasis on the world of business. Majors available to the student include Accounting, Business–Computer Information Systems, Sport Management and Business Administration with concentrations in marketing or management; minors in business administration for the non-business major and economics. The student will be prepared to become both a productive citizen and a successful professional.

Our philosophy is to provide learning opportunities that help to develop future business professionals and positive, effective citizens. This is guided by the Iowa Wesleyan College’s Life Skills of valuing, communication, problem solving and social effectiveness, that are essential to an education in business. The student will obtain a balanced selection of liberal arts education, business concepts and a specialization in one or more fields of interest. The Division has a strong belief that experience in the field during the educational process not only benefits the student in the future but in the college experiences as well. Therefore all Business Division students will obtain internship experiences as part of their education at Iowa Wesleyan College.

Life Skills are incorporated into the classroom. Students are offered opportunities to have debates concerning current ethical dilemmas in the business world in class. Problem solving, through each of the disciplines represented within the Division, is a central aspect to each course. Individuals working in the business world must be able to recognize potential solutions to the daily problems presented to leaders in business. Social skills are developed in a more informal process of class discussions, outside of class meetings with individual professors and opportunities for students to become involved in organizations on campus including Phi Beta Lambda, the business club at Iowa Wesleyan College.

Many graduate schools of business administration grant students who have majored in business administration or accounting advanced standing. Students considering pursuing advanced degrees in business administration or accounting should consult the university of their choice as to this possibility.

Requirements for Division Majors

To obtain a degree in the business program, the student must complete three types of requirements: Required support courses, the Business Division core requirements and specific major requirements as defined below. Six hours of field experience are also required. The Sport Management and the Business-Computer Information Systems majors do not require the Business Division core.
**Business Division Core Requirements:** The Division of Business requires that a grade of “C–” or above be earned in all required courses and in all required electives.

- **ECON** 203, 204 Principles of Economics ............................................................... 6 hrs.
- **ACCT** 227, 228 Financial Accounting I, II ............................................................... 6 hrs.
- **BADM** 282 Principles of Management ........................................................................ 3 hrs.
- Business Law ............................................................................................................. 3 hrs.
- 356 Business Information Systems .............................................................................. 3 hrs.
- 361 Corporate Financial Management I ....................................................................... 3 hrs.

Total 24 hrs.

**Required Support Courses**

- **PHIL** 211 Thinking about Ethics .............................................................................. 3 hrs.
- **MATH** 171 Elementary Statistics ............................................................................. 4 hrs.
- MATH 162 or higher (not MATH 171) ........................................................................... 3 hrs.

Total 10 hrs.

**Accounting**

The primary goal for the accounting department is to provide an environment where students can develop their skills to prepare to enter the accounting profession in various settings of the students’ choice. Those settings include, but are not limited to, business, government, nonprofit and public practice. The AICPA defines a set of requisite competencies for all students preparing to enter the accounting profession. They include:

1. Functional Competencies – that relate to the technical competencies, which are most closely aligned with the value contributed by accounting professionals.
2. Personal Competencies – that relate to the attitudes and behaviors of individuals preparing to enter the accounting profession, and
3. Broad Business Perspective Competencies – that relate to the context in which accounting professionals perform their services.

These competencies form the detailed outcomes for the accounting major at Iowa Wesleyan College.

**Accounting – Management Track**

- **ACCT** 327 Intermediate Accounting I ........ 3 hrs.
- 328 Intermediate Accounting II ........ 3 hrs.
- 351 Introduction to Tax ........ 3 hrs.
- 352 Cost Accounting ........ 3 hrs.
- 426 Governmental & Nonprofit Accounting .................. 3 hrs.
- 427 Auditing .................. 3 hrs.
- Business Division electives, 300-400 level .... 12 hrs.
- Field Experience ........................................ 6 hrs.

Total 36 hrs.

**Accounting – Professional Certification Track**

- **ACCT** 327 Intermediate Accounting I ........ 3 hrs.
- 328 Intermediate Accounting II ........ 3 hrs.
- 351 Introduction to Tax ........ 3 hrs.
- 352 Cost Accounting ........ 3 hrs.
- 426 Governmental & Nonprofit Accounting .................. 3 hrs.
- 427 Auditing .................. 3 hrs.
- 428 Advanced Accounting ........ 4 hrs.
- 451 Advanced Tax .................. 3 hrs.
- Business Division elective, 300-400 level .... 3 hrs.
- Field Experience ........................................ 6 hrs.

Total 34 hrs.

Students intending to take the Uniform CPA examination should contact their State Board of Accountancy or the Division chairperson regarding the specific educational requirements of their state. The student can sit for the CPA test after earning 120 hours of education but cannot become a licensed CPA until they have earned 150 hours. It is suggested the student acquire a master’s degree to accomplish this.

Students wishing to transfer credit in Financial Accounting I and II must submit descriptions for these courses for approval, if such descriptions are not already on record at the College. If course descriptions are not available for review, the student must receive a minimum score of 75 percent on an exam covering the topics in these courses before being admitted into intermediate accounting courses.
Business Administration – Concentration in Management

This major will give the student a strong foundation in the skills of leading, organizing, staffing, and controlling. To establish this foundation, students will be trained to understand the role of the internal culture that exists in a wide variety of business organizations and the external environment that shapes and influences the decision-making process for all levels of management.

The student will be expected to achieve several skills that are consistent with the philosophy of Iowa Wesleyan College. These include critical thinking, problem solving, written and oral communication, and an appreciation of the community values that management students must understand in order to maintain the business they are serving. It is expected that business management graduates will be able to fulfill their roles in society as community leaders as well as their position with the company organization.

Business Administration Major—Concentration in Management

ACCT 300 Managerial Accounting ................................................................................................... 3 hrs.
BADM 263 Principles of Marketing ................................................................................................ 3 hrs.
378 Human Resource Management ................................................................................................ 3 hrs.
449 Small Business Management .................................................................................................. 3 hrs.
482 Analysis of Organizational Behavior .................................................................................... 3 hrs.
ECON 330 Economics of International Business ........................................................................... 3 hrs.
Business Division electives, 300-400 level .................................................................................. 6 hrs.
Field Experience ........................................................................................................................... 6 hrs.
Total 30 hrs.

Business Administration – Concentration in Marketing

This major will give the student a strong foundation in the skills of product development, pricing, promotion, and distribution. To establish this foundation, students will be trained to understand the role of the internal culture that exists in a wide variety of business organizations and the external environment that shapes and influences the decision-making process for marketing managers.

The student will be expected to achieve several skills that are consistent with the philosophy of Iowa Wesleyan College. These include critical thinking, problem solving, written and oral communication, and an appreciation of the community values that marketing students must understand in order to lead the business they are serving. It is expected that business marketing graduates will be able to fulfill their roles in society as community leaders as well use their position within the company organization.

Business Administration Major—Concentration in Marketing

ACCT 300 Managerial Accounting ................................................................................................... 3 hrs.
BADM 263 Principles of Marketing ................................................................................................ 3 hrs.
365 Consumer Behavior ............................................................................................................... 3 hrs.
366 Principles of Advertising ....................................................................................................... 3 hrs.
478 Marketing Management .......................................................................................................... 3 hrs.
ECON 347 Research Methods ......................................................................................................... 3 hrs.
Select one:
BADM 378 Human Resource Management
482 Analysis of Organizational Behavior
449 Small Business Management .................................................................................................. 3 hrs.
Business Division elective, 300-400 level .................................................................................. 3 hrs.
Field Experience ........................................................................................................................... 6 hrs.
Total 27 hrs.

Sport Management

The Sport Management major at Iowa Wesleyan College prepares the student for the many exciting, challenging and rewarding opportunities in the sport industry. The student will receive a broad business background as well as a
specific study into the disciplines of sport. The goal or the sport management program is to allow the student to receive a wide range of sport management concepts, both theoretical and applied, which will provide them with the necessary knowledge to be productive leaders in the sport management field.

The goals of the Sport Management program are:

1. Professional integrity: The student will act in accordance to the highest standards of professional integrity and will display high standards of personal conduct.
2. Communication: The student will demonstrate high levels of communication skills in a variety of modes including written, verbal, and technological.
3. Critical thinking: The student will be able to understand the unique aspects of the sport management field and be able to confront problems and apply information in a logical and unbiased fashion.
4. Professional skills: The student will strive to become and remain proficient in professional practice and in the performance of professional functions.

**Sport Management Major (Business core not required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMN 215</td>
<td>Foundations of Sport Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>235</td>
<td>Sport Marketing &amp; Sales</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>236</td>
<td>Facilities for Athletics</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>319</td>
<td>Organization and Administration of Sport Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>326</td>
<td>Legal Aspects of Sport</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ECON 203</td>
<td>Macroeconomics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ACCT 227</td>
<td>Elementary Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>228</td>
<td>Elementary Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>300</td>
<td>Managerial Accounting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SPMN 263</td>
<td>Principles of Marketing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>282</td>
<td>Principles of Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>365</td>
<td>Consumer Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>449</td>
<td>Small Business Management</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Elect one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMN 398</td>
<td>Experiential Learning-Practicum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 352</td>
<td>Kinesiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>482</td>
<td>Prevention, Care, and Treatment of Athletic Injuries</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>484</td>
<td>Physiology of Exercise</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 243</td>
<td>Basic Techniques of Journalism</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SPMN 330</td>
<td>Business Law I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>364</td>
<td>Marketing Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>366</td>
<td>Principles of Advertising</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>482</td>
<td>Analysis of Organizational Behavior</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Field Experience                                                                                       6 hrs.

**Total 47 hrs.**

**Required support courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>231 First Aid</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PHIL</td>
<td>211 Thinking About Ethics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM</td>
<td>107 Fundamentals of Speech</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Total 8 hrs.**

**Business—Computer Information Systems**

The Business, Computer Science and Mathematics programs have developed a major intended for those whose career may involve purchasing computers, managing or contracting with programmers, and informing higher management of the costs and capabilities of computer operations. An individual completing this major will have a broad knowledge of business and accounting and will also have a working knowledge of computer programming and systems.

**Business—Computer Information Systems** (Business Core not required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 203, 204</td>
<td>Principles of Economics</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>
Economics Minor

Business Division core required plus: ................................................................. 24 hrs.
ECON 330 International Economics ................................................................. 3 hrs.
377 Money and Banking .................................................................................... 3 hrs.
Economics 300-400 level ........................................................................................ 6 hrs.
(business majors may substitute BADM 362 for one of these requirements) .................................................................................................................. Total 36 hrs.

Business Administration Minor for non-Business majors

ACCT 227 Financial Accounting I ................................................................. 3 hrs.
228 Financial Accounting II ............................................................................. 3 hrs.
BADM 203 Principles of Economics (macro) .................................................... 3 hrs.
204 Principles of Economics (micro) ................................................................. 3 hrs.
263 Principles of Marketing ............................................................................. 3 hrs.
282 Principles of Management ........................................................................ 3 hrs.
330 Business Law OR 362 Investments .......................................................... 3 hrs.
361 Corporate Financial Management OR ........................................................................................................ 3 hrs.
ECON 377 Money and Banking ........................................................................ 3 hrs.

Total 24 hrs.

ACCOUNTING

227 Financial Accounting I ................................................................. 3 hrs.
A study of the fundamentals of accounting with emphasis on the accumulation of accounting data and the preparation of financial reports for internal and external use. Prerequisite: Sophomore standing.

228 Financial Accounting II ............................................................................. 3 hrs.
A continuation of ACCT 227 with emphasis on corporate accounting and an introduction to the analysis and interpretation of accounting data and its use in management of planning and control. Prerequisite: ACCT 227.

300 Managerial Accounting ............................................................................. 3 hrs.
Managerial accounting is concerned with the development and use of accounting information as it applies to the decision-making process. Attention is given to cost behavior, cost analysis, and budget development. Prerequisite: ACCT 228.

327 Intermediate Accounting I ........................................................................ 3 hrs.
The theory and practice of accounting for the classification, valuation and presentation of current assets, noncurrent assets, and liabilities. Prerequisite: ACCT 228.

328 Intermediate Accounting II ........................................................................ 3 hrs.
Theory and practice of accounting for stock holder’s equity, statements from incomplete data, correction of errors, financial statement analysis, and funds and cash flow reporting. Prerequisite: ACCT 327.

351 Introduction to Federal Tax ........................................................................ 3 hrs.
Provides background in federal income tax law and the regulations of the Treasury Department. The course also deals prmainly with basic philosophy of taxation, taxable income, allowable deductions and gains, losses of sales and exchanges of property for the individual taxpayer. This course serves also as an introduction to the federal taxation of partnerships and corporations. Discusses tax planning alternatives.

352 Cost Accounting ......................................................................................... 3 hrs.
A study of the generation and use of cost data for cost measurement, cost control and managerial purposes. An advanced managerial accounting course.

380 Topics in Accounting
Selected topics in the area of accounting. Topics vary from year to year depending upon student demand and the judgment of the Division. Prerequisite: Consent of instructor.
398 Experiential Learning Practicum  3-6 hrs.
A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/developed in the classroom. Prerequisite: Junior standing and approval of program liaison.

426 Government and Nonprofit Accounting  3 hrs.
Study of principles and procedures followed in accounting for the operation of governmental and nonprofit organizations. Prerequisite: ACCT 328.

427 Auditing, Principles and Procedures  3 hrs.
A study of the function of the independent CPA in regard to the examination of financial statements. Considerable attention is devoted to the purpose of the audit, the responsibilities of the CPA in rendering his opinion, liability of the auditor, planning of the audit, and limitations of the audit. Prerequisite: ACCT 328.

428 Advanced Accounting  4 hrs.
A study of accounting and procedures related to business combinations particularly as related to the preparation of consolidated financial statements. Prerequisite: ACCT 328.

440, 441, 442 Experiential Learning--Career Applications  2-3 hrs.
A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

451 Advanced Federal Tax  3 hrs.
This course examines in greater depth federal income tax law and regulations applicable to partnerships, corporations, and fiduciaries. Also covers federal gift and estate tax principles, reorganizations, personal holding companies, and the accumulated earnings tax. Emphasizes tax planning, including timing of transactions, appropriate form of transactions and election of methods when alternative methods are available under the law. Prerequisite: ACCT 351.

470 Advanced Readings in Accounting  3 hrs.
An advanced reading course in which the student will read books from a bibliography provided by the instructor. For each credit hour the student must read five books. The student will be graded based on his or her analysis of each reading. Written and oral reports will be required. No more than a total of three credit hours will be allowed. Prerequisites: Senior standing, 3.35 g.p.a., and consent of advisor and division chairperson.

498 Experiential Learning–Internship  6 hrs.
An employment/work experience which, as closely as possible, represents normal employment/work conditions. The student is afforded the opportunity to apply knowledge, skills and abilities imparted/developed in the classroom setting to “real world” business situations. Prerequisite: Junior standing and approval of program liaison.

BUSINESS ADMINISTRATION

100 Survey of Business  3 hrs.
A survey of the structure and functions of the American business system is provided, together with an overview of business organization, accounting, finance, principles of management, economics, marketing, personnel and the interdependence of business, the community and government. This course is not open as an elective for sophomores or upper division business majors.

263 Principles of Marketing  3 hrs.
A study of the problems involved in making marketing decisions for the consumer and organizational markets. Study includes the price of the product, the promotion of the product, and the channels of distribution for the product. Prerequisite: Sophomore standing.

282 Principles of Management  3 hrs.
This course is a study of the basic principles, concepts, theories and analytical tools in management. Topics include introduction to management, planning and decision-making, organizing for stability and change, leading and controlling. Consideration will be given to both theoretical and practical aspects of management. Prerequisite: Sophomore standing.

330 Business Law  3 hrs.
A study of traditional business law topics - contracts, sales, torts, agency, business organizations and other basic topics. Prerequisite: Junior standing or the consent of the instructor.

356 Business Information Systems  3 hrs.
A study of the uses of the digital computer in the functional areas of business administration. Major emphasis will be directed to analysis, design and implementation of Management Information Systems. Prerequisite: ACCT 228.

361 Corporate Financial Management I  3-4 hrs.
Introduces the student to the goals and objectives of financial management within the corporate setting. Students will become familiar with functions of the various financial areas, the development and use of information by the financial manager, and the various analytical tools and techniques used. Emphasis will be placed upon decision making. Prerequisite: Junior standing.

362 Investments  3 hrs.
This course introduces the student to investment philosophy and investment alternatives. The viewpoint is that of the individual investor. Students will become familiar with various investment vehicles, sources of information contained in the financial press, as well as methods of interpreting the behavior of the financial markets. Prerequisites: ACCT 228, BADM 361, MATH 214.

365 Consumer Behavior  3 hrs.
Consideration of the behavioral aspects of marketing; discussion of the factors which influence consumers in the buying process. The influence of the factors of family, social class, life cycle and life-style in the product selection and buying process. Prerequisite: BADM 263.

366 Principles of Advertising  3 hrs.
A discussion of the importance of advertising in the development of a comprehensive marketing strategy. Considers the factors of motivation, communication of the advertising message, development of the advertising message, selection of appropriate media. Prerequisite: BADM 263.

378 Human Resource Management  3 hrs.
Principles and practices in recruitment, selection, staffing and compensation of personnel. Consideration of the impact of government regulations, and other environmental forces on human resource management in the workplace. Prerequisite: BADM 282.

380 Topics in Business Administration  3 hrs.
Topics may vary from year to year and will be selected with regard to student demand and judgment of the division. Prerequisite: Consent of instructor.

398 Experiential Learning–Practicum  3-6 hrs.
A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/developed in the classroom. Prerequisite: Junior standing and approval of program liaison.

440, 441, 442 Experiential Learning--Career Applications  2-3 hrs.
A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.
449 Small Business Management 3 hrs.
The primary focus of this course will be upon effective management of small business firms. The management process includes not only strategy determination, but also the varied activities necessary in planning, organizing, actuating and controlling small business operations. Emphasis is placed upon those aspects of small business management that are uniquely important to small firms. Prerequisite: Senior standing or consent of instructor.

470 Advanced Readings in Business Administration 1-3 hrs.
This course is an advanced reading course in which the student will read books from a bibliography provided by the instructor. For each credit hour the student must read five books. The student will be graded based on his or her analysis of each reading. Written and oral reports will be required. No more than a total of three credit hours will be allowed. Prerequisites: Senior standing, 3.35 g.p.a., and consent of advisor and Division chairperson.

478 Marketing Management 3 hrs.
Advanced study of marketing planning, strategy, and decision-making utilizing marketing principles covered in BADM 263, Principles of Marketing. Emphasis is placed on analysis of real-life cases. Prerequisites: BADM 263 and permission of instructor.

482 Analysis of Organizational Behavior 3 hrs.
Analysis of Organizational Behavior enables the student to apply the concepts learned in various business administration, accounting and economics courses to real-life cases and in-depth studies of business organizations and their participants. Prerequisites: BADM 282, Senior standing.

497 Independent Study in Business Administration 1-3 hrs.
For seniors with the consent of the Division chair. On demand.

498 Experiential Learning–Internship 6 hrs.
An employment/work experience which, as closely as possible, represents normal employment/work conditions. The student is afforded the opportunity to apply knowledge, skills and abilities imparted/developed in the classroom setting to “real world” business situations. Prerequisite: Junior standing and approval of program liaison.

ECONOMICS

203 Principles of Economics–Macroeconomics 3 hrs.
This course is designed for the general student as well as for the student considering further study in business administration, accounting or economics. This course develops basic economic theory to explain unemployment, inflation and economic growth and considers the role of governmental economic stabilization policy. Prerequisite: Sophomore standing.

204 Principles of Economics–Microeconomics 3 hrs.
This course may be taken as a continuation of ECON 203 or as an independent course. Among the topics to be discussed will be the behavior of individual households and firms, supply and demand analysis, and the various structures of a market economy. Prerequisite: Sophomore standing.

Statistical methods commonly used in the analysis of empirical data are considered, including descriptive and inferential statistics, and parametric and nonparametric techniques. Computer applications and the relationship between statistics and research design are emphasized in relation to business & economics problems. Also listed as PSYC 247.

330 Economics of International Business 3 hrs.
An introduction to international economic problems and public policy responses. The course includes discussions of tariffs, quotas, exchange rate control, the balance of payments, international capital and labor movements, and policies designed to encourage international economic stability and cooperation. Prerequisites: ECON 203, 204.

335 History of Economic Thought 3 hrs.
This course will follow the development of Economics from Adam Smith through John Maynard Keynes. The development will be traced through the study of the authors who contributed to the professions’ development.

345 Economics of Labor Relations 3 hrs.
The labor market and its relation to the overall economy; the development, structure, goals and policies of labor organizations; major issues in labor-management relations; problems of public policy, wage theories and wage determination. Prerequisites: ECON 203, 204.

347 Research Methods for Economics and Business 3 hrs.
The course includes discussion and study of various research methods, research design and treatment of data for use in economic, financial and marketing studies that are intended to apply or test various theoretical positions in these business disciplines. Participation in a research project is required. Prerequisites: MATH 214 and BADM 282 or BADM 361 or ECON 203 and 204. Also listed as PSYC 347.

377 Money and Banking 3 hrs.
Essentials of commercial and central banking, monetary policy and theory: A study of how the central banking system controls the money supply; conducts monetary policy through the different tools they have available. The course will include several of the theoretical approaches that have been developed since the beginning of modern capitalism and the need for modern money emerged.

380 Topics in Economics
Selected topics in the economics area. Prerequisites: ECON 203, 204 and consent of instructor.

398 Experiential Learning–Practicum 3-6 hrs.
A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/developed in the classroom. Prerequisite: Junior standing and approval of program liaison.

440, 441, 442 Experiential Learning–Career Applications 2-3 hrs.
A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business. Prerequisites: Junior standing and approval of divisional experiential learning committee.

470 International Economic Development 3 hrs.
An introduction to theories and approaches to development of the nonindustrialized countries. With a policy and strategy orientation, the course will examine the contemporary issues of development from the perspective of increasing globalization and international interdependence. Prerequisite: ECON 330.

498 Experiential Learning–Internship 6 hrs.
An employment/work experience, which as closely as possible, represents normal employment/work conditions. The student is afforded the opportunity to apply knowledge, skills and abilities imparted/developed in the classroom setting to “real world” business situations. Prerequisites: Junior standing and approval of program liaison.

SPORT MANAGEMENT

215 Foundations of Sport Management 3 hrs.
Designed to provide an introduction and firm grounding in the field of sport management. The course defines sport management and covers topics such as: history, organization, the business of sport, marketing, economics and sport law. Various segments of the sport industry will be included in discussions. Career opportunities and field experiences will also be investigated.
2235 Sport Marketing and Sales 3 hrs.
This class will look at and discuss the importance of fundraising in athletic programs with a strong emphasis placed on sports marketing, promotions and sales. Students will learn skills designed to benefit them in the field of fundraising and sport-oriented sales. The class will utilize practical experience in developing marketing plans and fundraising campaigns. There will be field trips to help emphasize what has been taught in class. Prerequisite: SPMN 215

236 Facilities for Athletics 2 hrs.
This class will look at the variety of areas that make up a facility. The class will design their own facility and research materials used and cost required during this semester. They will be able to see several facilities to learn how they are organized and how they are operated and maintained. Prerequisite: SPMN 215

319 Organization and Administration of Sport Management 3 hrs.
The student will be able to define and understand what constitutes an organization. The student will be able to describe the various skills required in the administration of organizations. The student will be able to describe the roles and functions expected of administrators. The student will be able to apply the function of planning, organizing, leading and evaluating the goals of a variety of sports organizations. The student will understand the concept of strategic planning and resource allocation also. Prerequisites: SPMN 215, 235, 236.

326 Legal Aspects of Sport 3 hrs.
This course is designed to provide an introduction and firm grounding in the field of Sport Law. The course defines Legal Aspects of Sport, and covers topics such as: history, organization, the business of sport, laws concerning marketing, contracts, tort, negligence, defamation, case studies, workers compensation, Title IX, and many other aspects of sport law. Various segments of the sport industry will be included in discussions. Career opportunities and field experiences will also be investigated. Prerequisite: SPMN 215.

398 Experiential Learning–Practicum 3 hrs.
A closely supervised employment experience which allows the student to explore career opportunities in the area of sport management. Allows the student to make a limited application of knowledge, skills and abilities developed in the classroom. Prerequisite: Junior standing and approval of divisional experiential learning committee.

440, 441, 442 Career Applications in Sport Management 2-3 hrs.
A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

498 Internship in Sport Management 6 hrs.
This field experience will provide the opportunity for the students to apply the knowledge they have gained through their classroom experiences to the real world. The internship may be in a variety of settings including, but not restricted to, sports information intern at a college setting; marketing and promotions with college/university; semi-pro or professional teams; business management in regards to sporting goods production and sales; advertisement for sporting goods, and facility management.

Full-time Faculty for the Division of Business

Herb Schmidt, M.B.A., Associate Professor of Business
• Chair of the Division of Business

Ted B. Peetz, M.Ed., Assistant Professor of Sport Management
• Coordinator for the Sport Management Program

Ronald R. Grieb, M.A., Assistant Professor of Business and Economics (on leave 2006-07)
Shirley Rockel, M.A., Associate Professor of Business and Accounting
James David Siebert, M.B.A., Visiting Instructor in Business
Neil Smith, B.A., Assistant Professor of Business and Accounting
Division of Education
Majors
Teacher Education
Educational Foundations
Physical Education
Exercise Science and Wellness

The mission of the Division of Education is the education of teachers. We provide basic knowledge of teaching and learning while encouraging each student to develop his/her unique potential for effective teaching, classroom management and use of technological communication. We encourage commitment to life-long learning through professional development.

The Division of Education prepares students for the many opportunities available in the teaching field. Programs are tailored to the individual’s interest in preschool, elementary, and secondary school teaching and for graduate study in education. Iowa Wesleyan College offers a full program in teacher preparation in elementary and secondary education. Majors and minors for secondary school teaching are outlined in the various curricular sections of this catalog.

The teacher preparation programs are an extension of the College philosophy, emphasizing a broad liberal arts background, community service and the College’s four Life Skills.

The goals of the Iowa Wesleyan College teacher preparation program are:

A. Student Learning – The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.

B. Diverse Learners – The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

C. Instructional Planning – The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

D. Instructional Strategies – The practitioner understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

E. Learning Environment/Classroom Management – The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

F. Communication/Technology – The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.

G. Assessment – The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

H. Foundations, Reflection & Professional Development – The practitioner continually evaluates the effects of the practitioner’s choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.

I. Collaboration, Ethics, and Relationships – The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development.

J. Content Knowledge – The teacher understands the central concepts, tools of inquiry and the structure of the discipline(s) she/he teaches and creates learning experiences, making these aspects of subject matter meaningful for students.

The offerings of the programs are designed to meet the needs of two groups of students:
1. Prospective preschool, elementary and secondary teachers seeking licensure; and
2. Those teachers in the field with needs for additional endorsements and personal enrichment.
Accreditation

The teacher education programs of Iowa Wesleyan College are accredited by the Iowa Department of Education and by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504. Telephone: 1.800.621.7440.

Licensure Renewal

The Iowa Department of Education, upon recommendation from the Education Division of Iowa Wesleyan College, issues the Iowa Initial License. The professional and academic curricular programs on the undergraduate level at Iowa Wesleyan are geared to meet most requirements for renewal of other types of licenses now being used in Iowa. Any teacher contemplating renewal of an existing license should check in person with the chair of the Education Division before electing further courses.

Federal Title II Information

Section 207 of Title II of the Higher Education Act mandates that each institution of higher education which conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act shall report to the State and the general public the following information:

1. Iowa Wesleyan College reported the following data for the 2005-2006 academic year:
   - 250 – Total number of students enrolled in the Teacher Preparation Program;
   - 77 – Number of student teachers;
   - 9 – Total number of supervising faculty for student teachers;
   - 8.44 – Student teacher/supervisor ratio;
   - 26 – Total number of weeks of supervised student teaching during 2005-2006;
   - 40 – Average number of hours per week of student participation in supervised student teaching.

2. The Teacher Preparation Program at Iowa Wesleyan College is fully approved by the Iowa Department of Education and the North Central Association.

Teacher Preparation Requirements

Admission to the Education program, including graduates (B.A. or higher) with no teaching license, excluding teacher intern program and endorsement only students requires the following:

CAAP Testing

The state of Iowa requires that all teacher preparation programs administer a basic skills test to all teacher education candidates. The Teacher Education Department at Iowa Wesleyan College requires that all students seeking licensure take and pass the Collegiate Assessment of Academic Proficiency (CAAP). Students must take and pass three sections—reading, writing skills, mathematics—in order to progress through the teacher education program. Minimum scores on the CAAP are: Reading = 60, Writing Skills = 62, Mathematics = 56.

A student with a verifiable learning disability may submit a current IEP or 504 Plan along with a written request for specific accommodations to the Chair of the Teacher Education Division. This must be done prior to registering to take the CAAP test.

If a student fails any portion of the CAAP test three times, he/she may retake the failed portion(s) upon approval by the Chair of the Teacher Education Division. In order to be approved to retake any portion, a student must submit, in writing, a college-level course description of a class that addresses remediation in the area(s) of failure. Prior to registration in the above course, the student must have received written approval from the Chair documenting that the course is acceptable. Finally, before any module of the CAAP test can be taken more than three times, the student must submit proof to the Chair that the course has been taken and a grade of “C” or better has been earned.

Provisional admission

- Successful completion of EDUC 261: Early Experience in the Schools (1 cr. hr.)
- File the Application for Provisional Admission
- Minimum scores on at least two portions of the CAAP test (see above)
- Iowa Wesleyan minimum grade point average of 2.50
- Interview and approval with the Education Department
- Begin portfolio review
Full Admission to the Teacher Education Program

- Successful completion of EDUC 262: Participation and Analysis (submit application for full admission to the program)
- Successful completion of ALL modules of the CAAP test
- Education Department approval
- Iowa Wesleyan minimum 2.75 grade point average
- Continue the portfolio process
- Submit two completed COPE forms

Approval to Student Teach

- Successful completion of EDUC 263
- Review of portfolio for required standards. Portfolio to include: Philosophy of education, resume, letter of introduction
- Iowa Wesleyan 2.75 cumulative grade point average the semester prior to the semester the student is applying for approval to student teach. Must maintain the 2.75 GPA through graduation.
- Major Department approval stating the requirements have been met. All education classes, including methods classes must be satisfactorily completed.
- Teacher Education committee approval.

Licensure

- Successful completion of student teaching
- Completion of B.A. and licensure requirements.
- Successful presentation of professional portfolio to the Education faculty—the portfolio is a component of EDUC 402 (practicum seminar)
- Recommendation for licensure.

Performance-Based Teacher Education (PBTE)

Since the 2001-2002 school year, the State of Iowa has required all teacher preparation programs in Iowa to adopt performance-based teacher education procedures. This means that the Iowa Wesleyan College program places a very direct emphasis on what its students know and what they can do to bring about effective learning in the pupils they will be teaching. This will be done by clarification of Iowa Wesleyan College program goals for teacher education candidates and by the employment of “performance indicators” to be studied, practiced and accomplished by teaching candidates. Performance indicators will be evaluated by teacher education faculty, along with students’ grade point averages and COPE forms, as student practitioners progress through the teacher preparation program. Questions about these changes may be directed to teacher education faculty at any time.

Conditions for Progress Toward Licensure

1. All grades to be counted toward fulfillment of required courses, other than field experiences, offered by the Education Division and courses in the major and minor teaching fields must be “C–” or better. Field experiences within the Teacher Education program, together with the student teaching seminar, require a grade of “Satisfactory” (S). A grade of “Unsatisfactory” (U) will necessitate repetition of the field experience or seminar.
2. Each teacher candidate must complete all liberal arts core courses as prescribed by the College. Each teacher candidate must meet the following distribution requirements:
   • 52 semester hours outside the division of the primary major
   • 30 semester hours of 300-400 level courses earned at Iowa Wesleyan College.
3. Students who enter the program late, transfer students or those failing to observe their sequence of courses, must be aware that this will prolong the period of preparation.
4. All college courses completed more than 10 years prior to the student’s current registration will be subject to careful review by the chair of the Education Division and credit toward licensure may or may not be granted for such courses.
5. Transfer students coming to Iowa Wesleyan late in their academic careers and wishing to obtain teacher
licensure through Iowa Wesleyan College shall be required to take at Wesleyan at least six credit hours of work in their academic area of licensure and a minimum of three credit hours of professional education courses excluding practicum.

6. Graduates seeking licensure from Iowa Wesleyan College must receive approval from the faculty advisor, Division chair, and the coordinator of their major program. They must receive a 2.75 g.p.a. in courses taken at Iowa Wesleyan in order to be eligible for student teaching.

7. Licensure requirements are those in effect at the time of application for licensure.

8. Students applying for or enrolled in Teacher Preparation are subject to constant screening which may result in retention, rejection or probation at any point.

The Professional Semester

Students must report to their assigned schools when they open in the fall, participate in the opening workshops, and observe in the classroom until the time of registration at Iowa Wesleyan. A student teaching orientation session will be conducted during or near the time of registration for all student teachers. Attendance at this orientation is required.

For elementary (K-6) majors, eight weeks of the assignment occurs at the K-3 level and eight weeks at the 4-6 level. Regular secondary education majors will student teach for eight weeks at the high school level and eight weeks at the middle school level. K-12 students in art, music or physical education will teach for eight weeks at the elementary level and eight weeks at the secondary level. Students seeking an endorsement in Special Education will complete half of their teaching experience in a Special Education classroom at the appropriate grade level (elementary or secondary).

The Professional Semester is considered a capstone experience in which students are urged to reflect on the teaching-learning process in some depth and to develop a personal philosophy of teaching. Assignments made during the Student Teaching Seminar accompanying the Professional Semester are designed to facilitate such reflection.

The following regulations govern preparation for the Professional Semester:

1. During the semester preceding the Professional Semester, all prospective student teachers are to have all required forms on file in the Office of Teacher Education, together with evidence of a cumulative grade point average of 2.75.

2. Adequate provision to avoid all time conflicts must be made by the teaching candidate during the Professional Semester. Student teaching is full-time, and no other courses may be taken during this semester.

3. Practitioner candidates may live off-campus during the Professional Semester. If this option is chosen, they must make their own arrangements for room and board.

4. Candidates must make plans to return to campus early during the fall semester in order to participate in opening workshop activities at the local school district in which they plan to student teach.

5. Practitioner candidates are responsible for their own transportation to and from student teaching locations.

Program for the Elementary School Teaching License

Prospective teachers wishing to qualify for positions in elementary schools should plan a four-year course leading to the teaching license. Every candidate must meet the College requirements for graduation. The following courses are required for state licensure as an elementary teacher:

Required Courses in the Major

<table>
<thead>
<tr>
<th>EDUC</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>Early Experience in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>262-263</td>
<td>Participation and Analysis in the Schools</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>215</td>
<td>Technological Applications in the Classroom</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>294</td>
<td>Foundations of Education*</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>295</td>
<td>Curriculum Development and Evaluation*</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>296</td>
<td>Educational Psychology*</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>302</td>
<td>Classroom Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>305</td>
<td>Elementary School Science Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>323</td>
<td>Elementary School Math Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>331</td>
<td>Elementary School Social Studies Methods</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>338</td>
<td>Children’s Literature</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>
234 Primary Literacy Methods ................................................................. 3 hrs.
342 Intermediate Literacy Methods ...................................................... 3 hrs.
402 Seminar for Elementary Teachers ................................................ 1 hr.
442 and 443 Practicum in Elementary Education ................................. 12-14 hrs.

Two of the following three:

EDUC 224 Elementary School Music Methods ........................................ 2 hrs.
303 Elementary School Art Methods .................................................... 3 hrs.
332 Elementary School Physical Education Methods ............................. 3 hrs.

* Must be taken prior to methods courses

Required Support Courses in the Major

Humanities (fine arts, philosophy, language and literature) ..................... 3 hrs.
MATH 150 or above (not MATH 171) ....................................................... 3 hrs.
Laboratory Science ................................................................................... 4 hrs.
A course in American Government or U.S. History ................................. 3 hrs.
CS 190 Computer Applications .................................................................. 1 hr.

All of the above support courses may be applied to the 52 hour general requirement outside the division.

Elementary Education 12 hr. Concentration: In addition to the above specified courses, each candidate for an elementary school teaching license shall complete a concentration of 12 credit hours or more in a single academic field approved by the head of the Teacher Education Program.

Non-Licensure Elementary Education Major: A student not desiring the teaching license may complete a program leading to a Bachelor of Arts degree with a major in elementary education. This program consists of the same requirements as those for elementary licensure except for EDUC 402 Elementary Seminar, and EDUC 442, 443 Practicum in Elementary Education. A field experience must be approved and completed for this major.

Program for the Secondary School Teaching License

In addition to the requirements for graduation at Iowa Wesleyan College (or any acceptable baccalaureate degree) and a minimum of one semester’s residence at Iowa Wesleyan, the following program is required:

Professional Education Requirements

EDUC 261 Early Experience in the Schools .............................................. 1 hr.
262-263 Participation and Analysis in the Schools ................................. 2 hrs.
215 Technological Applications in the Classroom ................................. 2 hrs.
294 Foundations of Education* ............................................................. 2 hrs.
295 Curriculum Development and Evaluation* ..................................... 3 hrs.
296 Educational Psychology* ............................................................... 3 hrs.
301 Education of Exceptional Persons .................................................. 3 hrs.
302 Classroom Management .................................................................. 3 hrs.
327 Reading in Secondary Content Areas ............................................. 3 hrs.
396 Secondary School Special Methods ................................................ 2-3 hrs.
404 Seminar for Secondary Teachers ................................................... 1 hr.
482 or 483 Practicum in K-12 Education ............................................... 12-14 hrs.

OR 492 or 493 Practicum in Secondary Education (7-12) ....................... 12-14 hrs.

Required Support Courses

Humanities (fine arts, philosophy, language and literature) ........................... 3 hrs.
A course in American Government or U.S. History ............................... 3 hrs.
CS 190 Computer Applications ................................................................ 1 hr.
Laboratory Science .................................................................................. 4 hrs.
MATH 150 or above (not MATH 171) ...................................................... 3 hrs.

*Must be taken prior to methods courses
Other Teaching Majors and Minors

Following is a list of other teaching curricula for the teaching licensure granted by Iowa Wesleyan College. Special subject endorsements for both elementary and secondary levels are available in music, art, and physical education. The required curricula for these, and for all the teaching majors and minors, are listed in the appropriate divisional or program section of the Catalog.

Art
- Art Teaching Major (K-6) ................................................................. 47 hrs.
- Art Teaching Major (7-12) ................................................................. 47 hrs.
- Art Teaching Minor (K-6) ................................................................. 24 hrs.
- Art Teaching Minor (K-12) ................................................................. 24 hrs.

Behavioral Sciences
- Psychology-Secondary School Teaching Minor (7-12) ....................... 24 hrs.
- Sociology-Secondary School Teaching Minor (7-12) ......................... 24 hrs.
- Social Studies Minor (K-6) ................................................................. 24 hrs.

Biology
- Biology–Secondary School Teaching Major (7-12) .......................... 36 hrs.
- Biology–Secondary School Teaching Minor (7-12) .......................... 30 hrs.

Chemistry
- Chemistry Secondary School Teaching Major (7-12) ....................... 46 hrs.
- Chemistry Secondary School Teaching Minor (7-12) ....................... 0 hrs.

English, Modern Languages, and Journalism
- English-Secondary School Teaching Major ........................................ 8 hrs.
- English-Secondary School Teaching Minor (must be combined with an approved secondary teaching major) ................................. 0 hrs.
- Language Arts K-6 ........................................................................... 24 hrs.

History
  (approval to teach American history, grades 7-12)

Mathematics
- Mathematics K-6 ........................................................................... 24 hrs.

Music
- Music Teaching Major (approval for K-6 or 7-12 vocal and/or instrumental) .............................. 53 hrs.

Physical Education
- Physical Education-Secondary School Teaching Major (7-12) ............ 36 hrs.
- Physical Education-Elementary School Teaching Major (K-6) ........... 35 hrs.
- Physical Education-Secondary School Teaching Minor (7-12) ........... 27 hrs.
- Physical Education-Elementary School Teaching Minor (K-6) .......... 26 hrs.
- Physical Education-Secondary Coaching Minor (7-12) ..................... 12 hrs.
- Health Teaching Minor (7-12) ......................................................... 26 hrs.

Early Childhood Education Major

Prospective teachers for preschool and kindergarten levels should plan a four-year course leading to Early Childhood licensure. Every candidate must meet the Iowa Wesleyan College requirements for graduation.

EDUC 261 Early Experience in the Schools (field experience) ............... 1 hr.
EDUC 262-263 Participation & Analysis in the Schools ......................... 2 hrs.
268 Care & Development of the Preschool Child .............................................................. 3 hrs.
279 Introduction to Early Childhood Education .............................................................. 3 hrs.
294 Foundations of Education* ..................................................................................... 2 hrs.
296 Educational Psychology* ....................................................................................... 3 hrs.
301 Education of Exceptional Persons ......................................................................... 3 hrs.
302 Classroom Management ......................................................................................... 3 hrs.
324 Primary Literacy Methods ..................................................................................... 3 hrs.
338 Children’s Literature ............................................................................................. 2 hrs.
355 Methods and Materials for Early Childhood Education ........................................ 3 hrs.
Two of the following:
EDUC 224 Elementary School Music Methods ......................................................... 2 hrs.
303 Elementary School Art Methods .......................................................................... 3 hrs.
332 Elementary School P.E. Methods ......................................................................... 3 hrs.
402 Seminar for Elementary Education Teachers ....................................................... 1 hr.
421 Preschool Practicum .............................................................................................. 6 hrs.
422 Kindergarten Practicum ....................................................................................... 6 hrs.
Total 46–47 hrs.

Required Support Courses
SOC 100 Introduction to Sociology ............................................................................... 3 hrs.
205 The Family ............................................................................................................ 3 hrs.
HLTH 300 Health and Nutrition ................................................................................... 3 hrs.
U.S. History or Government course ............................................................................ 3 hrs.
Laboratory Science ...................................................................................................... 4 hrs.
MATH 150 Problem Solving & Mathematics (or higher, not MATH 171) ...................... 3 hrs.
CS 190 Computer Applications ..................................................................................... 1 hr.
Humanities (fine arts, philosophy, language, literature) ............................................. 3 hrs.
Required Field of Concentration (12 cr. hrs. in one approved area)

*Must be taken prior to methods courses

Early Childhood Minor
To complete the Early Childhood Endorsement, a candidate must either have a teaching license or be completing the requirements toward it. The endorsement is then attached to the license. The courses required for the Early Childhood minor are:
EDUC 268 Care and Development of the Preschool Child ........................................... 3 hrs.
279 Introduction to Early Childhood Education ......................................................... 3 hrs.
355 Methods and Materials for Early Childhood Education ...................................... 3 hrs.
421 Preschool Practicum ............................................................................................ 6 hrs.
422 Kindergarten Practicum ...................................................................................... 6 hrs.
SOC 100 Introduction to Sociology ............................................................................... 3 hrs.
205 The Family ............................................................................................................ 3 hrs.
HLTH 300 Health and Nutrition ................................................................................... 3 hrs.

Reading Endorsement
The candidate must first have a teaching license to which the reading endorsement (#148 or #149) may be added. The reading endorsement may have either a K-6 emphasis (#148) or a 7-12 emphasis (#149). The required courses for each are below:

K-6 Reading Minor
EDUC 324 Primary Literacy Methods .......................................................................... 3 hrs.
338 Children’s Literature ........................................................................................... 2 hrs.
342 Intermediate Literacy Methods ........................................................................... 3 hrs.
451 Corrective Reading Methods* ................................................................. 3 hrs.
452 Remedial Reading Methods* ............................................................... 3 hrs.
453 Remedial Reading Practicum (Tutorial experience in Reading K-12) ...... 3 or 6 hrs.

Total 20 hrs.

7-12 Reading Minor
EDUC  327 Reading in the Secondary Content Areas ...................................... 2 hrs.
451 Corrective Reading Methods* ............................................................... 3 hrs.
452 Remedial Reading Methods* (Secondary Emphasis) .............................. 3 hrs.
454 Remedial Reading Practicum (Tutorial Exp in Reading 7-12) ................. 3 or 6 hrs.
ENG  348 Literature for Adolescents ............................................................ 3 hrs.
382 Modern English Grammars ................................................................. 3 hrs.
COMM  107 Speech Fundamentals ............................................................... 3 hrs.

Total 23 hrs.

*Prerequisite: EDUC 324 Primary Literacy Methods

Instructional Strategist I: Mild/Moderate Endorsement

The candidate must first have a teaching license, or in the process of obtaining one, so that the endorsement may be added. The special education endorsement must have either a K-6 or 7-12 emphasis. The required courses for each are below:

K-6 Instructional Strategist Endorsement
EDUC  227 Education of Exceptional Persons .............................................. 3 hrs.
302 Classroom Management ................................................................. 3 hrs.
451 Corrective Reading Methods* ........................................................... 3 hrs.
452 Remedial Reading Methods* ............................................................. 3 hrs.
SPED  305 Collaboration and the Family .................................................... 3 hrs.
341 Characteristics of Special Education Students .................................... 3 hrs.
342 Diagnosis and Assessment of Students with Disabilities ..................... 3 hrs.
344 Methods and Teaching Strategies for Students with Disabilities .......... 3 hrs.
442 Practicum in Special Education ......................................................... 3 or 7 hrs.

7-12 Instructional Strategist Endorsement
EDUC  227 Education of Exceptional Persons .............................................. 3 hrs.
302 Classroom Management ................................................................. 3 hrs.
327 Reading in the Secondary Content Areas .......................................... 2 hrs.
451 Corrective Reading Methods* ........................................................... 3 hrs.
452 Remedial Reading Methods* ............................................................. 3 hrs.
SPED  297 Career Development and Transition for Students with Disabilities 3 hrs.
341 Characteristics of Special Education Students .................................... 3 hrs.
342 Diagnosis and Assessment of Students with Disabilities ..................... 3 hrs.
344 Methods and Teaching Strategies for Students with Disabilities .......... 3 hrs.
492 Practicum in Special Education ......................................................... 3 or 7 hrs.

*Prerequisite: EDUC 324 Primary Literacy Methods

Educational Foundations Major

There are many professions in the field of education which do not require a license. Most of these professions do require advanced degrees at the master’s or doctoral level. Individuals in careers directly related to education would benefit greatly by having a background in education. This major would be recommended for those students wishing to pursue a graduate program in fields related to education.
Some of the careers that are targeted by this major would be:

- School counselor (in Iowa)
- Student affairs
- Rehabilitation counseling
- School psychologist
- School social worker
- Community college professor
- Speech pathologist
- Hearing specialist
- Private educational agencies
- School business manager or treasurer
- Educational sales
- Educational marketing
- Camp/recreational administration
- Church youth worker
- Librarian and others

**Required Courses in the Major**

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<th>Hours</th>
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<td>EDUC 215</td>
<td>Technological Applications in the Classroom</td>
<td>2 hrs</td>
</tr>
<tr>
<td>261</td>
<td>Early Experience in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>294</td>
<td>Foundations of Education</td>
<td>2 hrs</td>
</tr>
<tr>
<td>296</td>
<td>Educational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs</td>
</tr>
<tr>
<td>302</td>
<td>Classroom Management</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

TOTAL 14 hrs.

**Required Support Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Choose six hours from the following:

(It would be expected that the student select courses to increase skills required in their graduate program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 147</td>
<td>Intro to Public Speaking</td>
<td>3 hrs</td>
</tr>
<tr>
<td>247</td>
<td>Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>243</td>
<td>Basic Techniques of Journalism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Expository Writing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>205</td>
<td>Introduction to Narrative</td>
<td>3 hrs</td>
</tr>
<tr>
<td>382</td>
<td>Modern English Grammars</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Spanish I or II**</td>
<td></td>
<td>6 hrs</td>
</tr>
<tr>
<td>French I or II**</td>
<td></td>
<td>6 hrs</td>
</tr>
</tbody>
</table>

TOTAL 9 hrs.

**If the graduate programs require or recommend a language, these choices would be strongly recommended.

**Selected Emphasis Options**

Field Experience.................................................................................................................................................. 6 hrs.

Choose 15 semester hours from the following with nine of the 15 being 300 level courses or above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 205</td>
<td>The Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>243</td>
<td>Social Problems</td>
<td>3 hrs</td>
</tr>
<tr>
<td>320</td>
<td>Social Organizations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>305</td>
<td>Human Ecology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSYCH 205</td>
<td>The Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>251</td>
<td>Developmental Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>361</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>326</td>
<td>Principles and Techniques of Guidance</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SSCI 347</td>
<td>Research Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CJ 231</td>
<td>Introduction to Criminal Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>308</td>
<td>Juvenile Delinquency</td>
<td>3 hrs</td>
</tr>
<tr>
<td>316</td>
<td>Introduction to Corrections</td>
<td>3 hrs</td>
</tr>
<tr>
<td>322</td>
<td>Probation and Parole</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ART 201</td>
<td>Foundations of Design</td>
<td>3 hrs</td>
</tr>
<tr>
<td>210</td>
<td>Design Center</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>215</td>
<td>Technological Applications in the Classroom K–12</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>224</td>
<td>Elementary School Music Methods (See MUS 224)</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>261</td>
<td>Early Experience in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>262</td>
<td>Participation and Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>263</td>
<td>Participation and Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>268</td>
<td>Care and Development of the Preschool Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>279</td>
<td>Introduction to Early Childhood Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>294</td>
<td>Foundations of Education*</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>295</td>
<td>Curriculum Development and Evaluation*</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>296</td>
<td>Educational Psychology*</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>302</td>
<td>Classroom Management</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>303</td>
<td>Elementary School Art Methods (See ART 303)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>305</td>
<td>Elementary School Science Methods</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>Intermediate Design</td>
<td></td>
</tr>
<tr>
<td>379</td>
<td>Advanced Visual Communication</td>
<td></td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Children’s Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 334</td>
<td>British Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>341</td>
<td>Masters of World Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>348</td>
<td>Literature for Adolescents</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>365</td>
<td>English Novel</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HLTH 234</td>
<td>Community Health</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>300</td>
<td>Health and Nutrition</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>334</td>
<td>Consumer Education in Health</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Summary of Credits**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education courses</td>
<td>14 hrs.</td>
</tr>
<tr>
<td>Support courses</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>Selected Emphasis courses</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>6 hrs.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>44 hrs.</strong></td>
</tr>
</tbody>
</table>
323 Elementary School Math Methods  
3 hrs.
An appraisal of existing elementary mathematics programs, their content, scope and sequence, methods and materials. Includes micro-teaching in elementary school classrooms. Prerequisite: Math 135 or equivalent.

324 Primary Literacy Methods  
3 hrs.
The emphasis of this course is on language development from birth through the primary years of school and the teacher's role in that development. Pre-service teachers will learn methodology, language processes and learning strategies in the areas of phonics and spelling, vocabulary, handwriting, and the reading and writing of different forms of text as well as speaking effectively in formal and informal settings. Authentic assessments will be explored. This is the first course in the sequence of courses needed for the reading endorsement.

327 Reading in the Secondary Content Areas  
2 hrs.
Integration of reading strategies into secondary content areas and application of current research, effective methodology, strategies and materials for teaching middle and high school reading. Assessment tools and procedures explored. Field experience requirement.

331 Elementary School Social Studies Methods  
2 hrs.
Presents methods and materials for teaching the content of the social studies in the elementary school.

332 Elementary School P.E. Methods  
3 hrs.
A survey of the philosophy, objectives, principles, and activities related to the teaching of health and physical education in the elementary schools. This course is designed for the classroom teacher, as well as for the Physical education major or minor. Cannot be counted in hours for the P.E. major.

338 Children's Literature  
2 hrs.
Exploration of the various genres of children's literature appropriate for children from kindergarten to grade 6. Includes methods of teaching story comprehension and appreciation. Practice in story telling, story reading and poetry recitation.

342 Intermediate Literacy Methods  
3 hrs.
This course should be taken after EDUC 324 is completed. Pre-service teachers will learn methodology, language processes, and learning strategies for intermediate students' acquisition and fluent expression of language. Here the emphasis changes from teaching children to read and write to teaching children to learn through reading and writing. There is not only a refinement of the language skills learned in the primary grades but also more emphasis is placed on vocabulary development, comprehension and critical thinking skills. Readability, authentic assessment and reading in the content areas are also stressed.

ENG 348 Literature for Adolescents  
(Same as English 348)  
3 hrs.

355 Methods and Materials for Early Childhood Education  
3 hrs.
Methods and principles of development and operation of programs for young children, including involvement with parents. Activities for the care and development of the young child including education for the physical, mental and social development of the preschool child.

396 Secondary School Special Methods, Major:  
2 or 3 hrs.
A special methods course designed for each of the areas of secondary education. The course involves the examination of methods of organization, presentation of materials, evaluation techniques and classroom management as related to the specific teaching field.

402-404 Senior Seminar for Student Teachers  
1 hr.
An integral part of the student teaching experience, this course provides a review of classroom organization and management, job seeking strategies and an ongoing series of exercises encouraging reflection on the student teaching experience.

421 Practicum in Early Childhood Education (Preschool)  
3 or 6 hrs.
An individually planned program of teaching experiences in a preschool situation under licensed supervision.

422 Practicum in Early Childhood Education (Kindergarten)  
3 or 6 hrs.
An individually planned program of teaching experience in a kindergarten class under licensed supervision.

422-423 Practicum in Elementary Education (K-6)  
6-14 hrs.
A full-time program of experience in one or more elementary schools at two grade levels. The course will be individually planned with the student's advisor and the consent of the Education Division chairperson.

451 Corrective Reading Methods  
Fall, 3 hrs.
Instruction in standardized, formal assessment methods in the area of reading. General principles of assessment and diagnosis, including basic statistics. Attention is paid to how disabilities impact acquisition of reading skills and reading instruction. Discusses techniques for using reading assessment to guide classroom instruction. Prerequisite: EDUC 324.

452 Remedial Reading Methods  
3 hrs.
Emphasizes informal reading assessment. Exploration of effective reading strategies and in-depth discussion in major areas of reading included. Prerequisite: EDUC 324.

453-454 Remedial Reading Practicum  
at K-6 or 7-12 level  
3 or 6 hrs.
Field experience comprised of team teaching with Title I teacher and observing a Reading Recovery teacher. Included are assessment, diagnosis, prescription and remediation. Prerequisites: EDUC 351 and 452.

482-483 Practicum K-12 Education  
6-14 hrs.
An individually planned program of experience in one or more elementary schools for K-12 Art, Music or Physical Education Majors. (See EDUC 442-443 or 492-493)

492-493 Practicum in Secondary Education (7-12)  
6-14 hrs.
An individually planned program of experience in one or more secondary schools. The student will have at least seven weeks of experience in the major area and then must spend the remainder (seven weeks) student teaching at another grade level.

SPECIAL EDUCATION

297 Career Development and Transition for Students with Disabilities  
3 hrs.
Legal requirements for transition are discussed. Students will identify critical areas related to transition planning, community resources, and components of the IEP related to transition. Career education models and interagency agreements will also be discussed. For students seeking secondary special education endorsement only. Prerequisite: EDUC 301.

305 Collaboration and the Family  
3 hrs.
Focus on the special educator's role in the collaboration process and how it relates to relationships with families of students with disabilities and the general education process. Understanding for the need for collaboration will be developed. For students seeking elementary special education endorsement only. Prerequisite: EDUC 301.

341 Characteristics of Special Education Students  
3 hrs.
Provides students with an overview of basic concepts and issues related to students with disabilities. Issues and best practices in special education services today are discussed, and will focus on both the similarities and differences among labeled and non-labeled students, as well as the development of appropriate individualized and classroom instructional strategies to address these differences. Prerequisite: EDUC 301.

342 Diagnosis and Assessment of Students with Disabilities  
3 hrs.
The course is designed to provide the student with knowledge and skills required for assessing diverse populations of mildly/moderately disabled school-age students using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to instructional planning, including development of the Individualized Education Program. Prerequisite: EDUC 301, SPED 341, 344.
344 Methods and Teaching Strategies for Students with Disabilities 3 hrs.
This course introduces teachers to the educational needs of students with disabilities. Emphasis is placed on procedures for effective academic, behavioral and social integration of these children in the general education classroom. Additionally, this course is designed to increase awareness of students with special needs, and to assist teachers/prospective teachers in enhancing their general or special education classroom instructional strategies in dealing with individual students and differentiated instruction. Prerequisite: EDUC 301.

442 Practicum in Elementary Special Education (K-6) 3 or 6 hrs.
A full-time program of experience in elementary school special education. The course will be individually planned with the student’s advisor and the consent of the Education Division chair.

492 Practicum in Secondary Special Education (7-12) 3 or 6 hrs.
A full-time program of experience in secondary special education. The course will be individually planned with the student’s advisor and the consent of the Education Division chair.

Physical Education
The Physical Education faculty at Iowa Wesleyan administers service courses for all students, conducts physical fitness programs for the College, and teaches the professional courses leading to the major in physical education or exercise science and wellness.

The development and integration of the physical with the intellectual, social and emotional capacities shall be the responsibility of each individual student. This, however, can only be achieved by participation with regularity in physical activities which meet present and future needs and interests. The establishment of this habit while in college should contribute vitally to the maintenance of a well-balanced personality throughout life.

The faculty are eager to aid each student in selecting activities and providing opportunities for participation in a wide variety of choices. “An enjoyable activity for every person and every person in an enjoyable activity” is one of the major aims of the program. Regular participation in some approved activity (individual, service, recreational, intramural or intercollegiate) is expected of students during every term of their college career, although the nature and extent of this activity is left largely to the determination of the individual.

Some majors may require physical activity classes. Students should check the requirements of their major, listed under the program heading. Where there is such a major requirement, students are expected to register for physical activities for the first semesters that they are on campus.

To fulfill the requirement, the student participates in the regularly scheduled activities of that course.

Students participating in Physical Education programs will:
• relate the Physical Education program to their overall educational experience;
• understand the importance of physical activities as a means to a healthy and active personal life;
• develop the fundamental skills and knowledge necessary to participate in physical activities;
• establish a progressive, personalized and realistic goal-setting program;
• experience various teaching methods and apply their knowledge and skills as effective members of society;
• develop creative living skills and worthwhile recreational activities.

Swimming and Life Saving Program
Wesleyan’s swimming facilities enable the College to offer a complete swimming and water safety program adapted to the starting level of skill of any particular individual.

These courses include: Beginning Swimming, Intermediate Swimming, Advanced Swimming, and Lifeguard Training (qualifies student as lifeguard).

Professional Courses
The staff offers a broad range of professional programs:
1. A major in Exercise Science and Wellness,
2. A preparatory teaching major with licensure to teach physical education in Kindergarten through 6th grade,
3. A preparatory teaching major with licensure to teach physical education in grades 7–12,
4. Physical education–secondary teaching minor must have licensure in another secondary area,
5. Physical education–elementary teaching minor must have licensure in elementary education,
6. Health minor–secondary licensure only,
7. Athletic training minor,
8. A preparatory coaching program for students majoring in other areas with licensure to coach an interscholastic sport in public/private schools in Iowa.

The specific requirements for each of these programs are outlined below.
Certain professional courses are also offered to students who wish to supplement their work in other areas with knowledge of the theory, techniques, and practice in the field. Everyone enrolled in any of the above programs or courses should be physically able, under normal conditions, to participate in all of the activities involved.

**Exercise Science and Wellness Major:** This course of study will allow the students to work with a nonathletic or athletic population in developing a program of wellness. This major has the courses needed for those interested in becoming a certified strength coach, a personal trainer, a fitness instructor or a fitness trainer. These individuals will be able to find positions in the college/university setting, the private club setting, and the industrial fitness and wellness centers. This major will study the effects of exercise on mental, emotional, social, spiritual, as well as the physical side of being healthy. Studying the effects of aging and stress in regard to wellness will also be emphasized. The required courses in the major of non-teacher licensure students are PE 101, 121, or 131, 107, 221, 223, 225, 231, 250, 341, 356, 484, EDUC 332, and BIO 241 (32 credit hours). Required support courses are BIO 241, EDUC 215.

**Physical Education Major (K–6 licensure):** The required courses in the teaching major are PE 101, 121, or 131, 107, 109, 221, 223, 225, 231, 250, 341, 356, 484, EDUC 332, and BIO 241 (32 credit hours). See the Education Division section of this Catalog for the listing of Teacher Licensure Requirements.

**Physical Education Major (7–12 licensure):** The required courses in the teaching major are PE 101, 121, or 131, 107, 109, 221, 223, 225, 231, 341, 352, 356, 484, 493, and BIO 241 (33 credit hours). See the Education Division section of this Catalog for the listing of Teacher Licensure Requirements.

**Health Minor:** The health minor requires HLTH 200, 234, 300, 334; SOC 205; BIO 241; PE 231; PE 352 or 484; PSYC 251 (26 credit hours); plus EDUC 396H; must have licensure in secondary area.

**Physical Education-Elementary Teaching Minor:** The minor for elementary school licensure requires PE 225, 231, 250, 341, 356, 484; BIO 241; EDUC 332; (23 credit hours); must have licensure in elementary education.

**Physical Education-Secondary Teaching Minor:** The minor for secondary school licensure requires PE 225, 231, 341, 352, 356, 484, 493; BIO 241; (24 credit hours); must have licensure in secondary area.

**Coaching Endorsement:** Iowa requires an endorsement to coach any interscholastic sport. Iowa Wesleyan requires the following courses for the endorsement: PE 270, 352, 362 or 367 or 368 or 370; PE 482; PSYC 251; or the Coaching Authorization program.

**Athletic Training Minor:** This minor does not allow one to take the national certification examination for becoming a certified athletic trainer. It does teach the student how to develop and use the Life Skills. Communication with different age groups is developed when students are asked to evaluate and treat athletic injuries and then to write down their findings for the head trainer. Through learning the basics of the profession, the students develop self-confidence when accidents happen and are able to sort out the correct information needed. They learn to “think on their feet” and become experts at solving problems and putting together the information they need in order to decide what may be wrong with the injured individual. The students in this minor learn what the term “ethics” really means. They learn about confidentiality of information. They learn to trust their knowledge and they learn how to use their knowledge to help others. Required courses are: BIO 242, PE 298A, 298B, 398A, 398B, 498A, 498B, 482, 492 (32 credit hours). Depending on the chosen major, electives should include PE 231, 352, 484; BIO 241; HLTH 200, 300.

**PHYSICAL EDUCATION**

100-131 Physical Activities 0-1 hr.
Opportunity is given each student to pursue skills in some form of physical activity, to develop physical fitness, and to meet minimum physical activity needs. Students with physical handicaps will be given special assignments suited to their needs and abilities. Offered annually.

Activities include (V-Varsity):

100 Varsity Athletics 0 hr.
101 Beginning Swimming 0-1 hr.
107 Folk and Square Dancing 0-1 hr.
109 Jogging-Fitness 0-1 hr.
111 Aerobics 0-1 hr.
1135 Special Programs 0-1 hr.
(Extended Learning only)
114 Water Aerobics 0-1 hr.
118 Fencing 0-1 hr.
116 Weight Training 0-1 hr.
121 Intermediate Swimming 0-1 hr.
131 Advanced Swimming 0-1 hr.

212 Coaching Authorization 4 hrs.
This course meets the State of Iowa’s criteria to receive one’s coaching authorization. This course has 10 contact hours of Theory of Coaching, five contact hours of Coaching Ethics, 10 contact hours of Anatomy and Function, 10 contact hours in Physical and Mental Development, and 20 contact hours in Prevention, Care and Treatment of Athletic Injuries. The student will receive the appropriate forms to submit to the State at the end of the class.

221 Methods of Teaching Team Sports 3 hrs.
Those who are majoring in Physical Education K-12 Teacher Licensing are required to take this class. This class will discuss and teach various methods of teaching those activities considered to be of a team nature.

223 Methods of Teaching Individual Sports 3 hrs.
This class is required by those who are majoring in Physical Education K-12 Teaching Licensing. This class will discuss and teach various methods of teaching those activities considered to be of an individual nature.
225 Introduction to Physical Education 3 hrs.
An introductory class on the history of PE. The course will also include the modern techniques in teaching PE, modern trends, and job market possibilities.

231 First Aid 2 hrs.
This course is designed as a general First Aid course similar to Red Cross.

250 Motor Learning 2 hrs.
This course is designed to introduce the student to activities that are developmentally appropriate to teach movement building blocks of locomotor skills.

258 Lifeguard Training 1 hr.
Designed to serve as a basic training course for students interested in lifeguarding and water safety. Satisfactory completion of this course results in American National Red Cross certification. Course will be taught upon the demand of the students and the availability of faculty.

260 Scientific Aspects of Strength Development 2 hrs.
This course is designed to explore the nature of muscular strength and development utilizing the physiological principles of physical conditioning. This course will provide the background for the students to successfully complete the Certified Strength and Conditioning; and Certified Personal Trainer exam offered by the National Strength and Conditioning Association. It will also provide teachers, coaches and trainers with practical experience at program design for a variety of populations.

270 Theory of Coaching 2 hrs.
An orientation to coaching. Content will include a broad philosophic treatment of sports, principles and practices that are common to all coaching areas, and coaching ethics. This is a coed class.

298A Practicum in Athletic Training I 2 hrs.
An introduction into the inner workings of the training room. Students will be observing the interrelationships of athletes, coaches, and the trainer. They will be responsible for recording treatments, stocking the area, stock the kits, cleaning the area, filling out injury report forms, and assisting the trainer or other student trainers as needed. Prerequisite: PE 231.

298B Practicum in Athletic Training II 2 hrs.
A continuation of Practica I and II with an emphasis on working with a variety of people. The student will begin to deal with injury prevention, such as taping, padding, conditioning, and overuse. The student will begin to observe evaluation, immediate treatment, taping, and padding an injured area. Students will be observing the interrelationships of athletes, coaches, and the trainer. They will be responsible for recording treatments, stocking the area, stock the kits, cleaning the area, filling out injury report forms, and assisting the trainer or other student trainers as needed. Prerequisite: PE 298A and consent of instructor.

341 Movement Exploration and Adapted Physical Education 3 hrs.
This course will consider the topics of developmental, remedial, and corrective programs for physical education. The course will also study the subject of motor learning or achievement exploration as related to children and youth.

351 Explorations in Health and/or Physical Education 2-4 hrs.
Designed for students who desire to explore deeply into a specific field of interest within the area and to develop their findings into a final departmental paper for permanent life and presentation by or to the department.

352 Kinesiology 3 hrs.
A detailed study of muscles and articulations with emphasis on movements and action in relation to good posture and proper application of skills. Prerequisite: BIO 241.

356 Principles and Assessment of Physical Education 3 hrs.
Defines physical education and its philosophy and the criteria of related sciences in dictating guiding principles for a program of physical education. This course also considers techniques of evaluation related to achievement of students from grades 7-12.

362 Athletic Coaching: Baseball and Softball (Coed) 1 hr.
Designed to acquaint the prospective coach with the fundamentals of individual and team play and with procedures for the development of teams. Prerequisite: PE 270.

367 Athletic Coaching: Football (Coed) 2 hrs.
Fundamentals of football, theory, practice, details of position play, training, managing, and technique of developing offensive and defensive tactics. A comparison of the various systems in American intercollegiate football. Prerequisite: PE 270.

368 Athletic Coaching: Basketball (Coed) 1 hr.
Concerned with coaching techniques, theory, fundamentals, training, managing, and various systems of play in each of the sports. Prerequisite: PE 270. Alternate years.

369 Officiating Major Sports 2 hrs.
Mechanics and application of rules to officiating the major sports with emphasis on practical experience in class, intramural, and reserve contests. On demand.

370 Athletic Coaching: Volleyball 1 hr.
Fundamentals of volleyball, theory, practice, training, managing, position, strategy, and techniques of various systems of play in U.S. volleyball. Prerequisite: PE 270.

380 Topics in Exercise Science and Wellness 3 hrs.
Selected topics in the area of Exercise Science and Wellness will be studied. These courses will give students an opportunity to study in some depth, the theories and research which have been introduced in other classes. Opportunities for presenting these findings to classes for instruction will be given. Course listings will be taught upon request by the students and the availability of the faculty. Possible topics include: Wellness: Cradle to College; Wellness: In the Working Years; and Wellness: Healthy Retirement. Prerequisite: Junior or higher standing.

398 Practicum in Physical Education 3 hrs.
Will serve as a pre-internship experience. It may be an on-campus field experience under the supervision of faculty or staff.

398A Practicum in Athletic Training III 3 hrs.
A continuation of Practica I and II with an emphasis in working with a variety of people. The student will begin to deal with injury prevention, such as taping, padding, conditioning, and overuse. The student will begin to observe evaluation, immediate treatment, long range treatment, use of modalities, and basic rehabilitation. Prerequisites: PE 298A, 298B.

398B Practicum in Athletic Training IV 3 hrs.
At this point students will work directly with the athletes. Injury evaluation, immediate treatment, taping, and padding an injured area will be done with the direct supervision of the trainer. Modality usages will be encouraged. Working with athletes during rehabilitation will also begin. Prerequisites: PE 298A, 298B, 398A.

440, 441, 442 Career Applications in Physical Education 2-6 hrs.
A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. These courses permit practical work experience for students who are unable to complete 6 hours of internship in a single semester due to class schedule or course load. The number of credit hours needed to complete “Career Applications” will be the same as those required to complete “Internship” credit hours. This allows the credits to be spread over a longer period of time. Prerequisite: Junior standing or higher and approval of the Division liaison.

482 Prevention, Care, and Treatment of Injuries 3 hrs.
Considers methods of prevention, care, and treatment of injuries common to athletics and physical activities with special emphasis upon bandaging, taping, protective equipment, safety measures, and emergencies. Prerequisites: PE 231, BIO 241 or instructor’s permission.

484 Physiology of Exercise 3 hrs.
Consideration of the findings of research and clinical studies to obtain a better understanding of biology, anatomy, physiology, physics, chemistry, psychology, and histology as they apply to muscular activity.
492 Advanced Techniques for Athletic Training 3 hrs.
This course deals with the prevention, recognition, and treatment of injuries that are not of a common occurrence. Discussion of professional ethics, legal aspects, certification methods, and professional courtesy will occur. Practical work on designing and developing training rooms, budgets, and policies will be done as major projects. Prerequisite: PE 482.

493 Organization, Administration, and Curriculum Development of Secondary Physical Education and Administration of Athletics 3 hrs.
This course utilizes the philosophy, aim and objectives of Physical Education in developing programs and curricula in secondary physical education. This course is designed to familiarize students with standards and policies involved in organization, management, curriculum and supervision of the secondary physical education program (7–12) and athletics.

497 Independent Study in Physical Education 1-3 hrs.
A course for advanced students who wish to work on a special project in physical education. Prerequisites: Advanced standing, a written project proposal, permission of instructor.

498 Internship in Physical Education 6 hrs.
Designed to be an experience in the Real World using the skills developed through the course work of the major. It becomes a way of discovering potential careers in the area of physical education.

498A Internship in Athletic Training I 6 hrs.
A continuation of the practicum experience with an emphasis on independent training assignments to specific teams, competitions, and tournaments. Prerequisites: PE 298A, 298B, 398A, 398B and consent of instructor.

498B Internship in Athletic Training II 6 hrs.
An emphasis on preventing, caring for, and treating injuries of a specific team. Also, the intern will be responsible for helping the trainer work with the persons in the practica. Prerequisites: PE 298A, 298B, 398A, 398B, and 498A and consent of instructor.

HEALTH

200 Substance Abuse 2 hrs.
This course is designed to inform the student on the uses and abuses of drugs and the physiological and psychological process involved with drug use and abuse, as well as legal implications.

234 Community Health 3 hrs.
Designed to follow Life and Health in order to prepare students in-depth concerning the many areas of community health.

300 Health and Nutrition 3 hrs.
A study of the importance of selecting a balanced diet in relation to the health and well-being of the individual. Lab fee.

334 Consumer Education in Health 3 hrs.
This course is designed to 1) provide factual, scientifically based information about medical goods and service and 2) help the student develop or sharpen consumer skills such as decision-making, values, clarification, assertiveness, bargaining, bidding, data collection and data analysis.

351 Exploration in Health and Physical Education 2-4 hrs.
Designed for students who desire to explore deeply into a specific field of interest within the area and to develop their findings into a final departmental paper for permanent file and presentation by or to the department.

Full-Time Faculty in the Division of Education
Virginia Maurer McDonnell, Ph.D., Associate Professor of Education
• Chair of the Division of Education

Nancy J. Stevens, M.S., Associate Professor of Physical Education
• Coordinator for the Physical Education Program

Linda C. Widmer, M.A., Associate Professor of Education
• Coordinator for Education Field Experiences

Teresa Finken, Ph.D., Associate Professor of Education

Shawna Hudson, Ph.D., Associate Professor of Education

Lane Levine, M.A., Assistant Professor of Physical Education

Valerie Unkrich, M.S., Assistant Professor of Physical Education

Preston VanLoon, Ed.D., Associate Professor of Education
Division of Fine Arts

Majors

Studio Art
Visual Communication and Design
Art Education
Music
Music Education

The Division of Fine Arts is concerned with the varied means of human expression. Students are encouraged and equipped to make their own interpretation of life’s meaning and to find their own place and purpose in the larger story of humankind.

Various courses in this division are required by other programs and divisions. Majors and minors are offered in each program of the division. Both programs make provisions for the preparation of students to gain certification to teach in the public schools.

The teaching of Life Skills (valuing, communication, problem solving and social skills) is central to the teaching of the fine arts. Students who are engaged in fine arts are concerned with communication of ideas to their publics; the act of creativity requires continuous problem-solving; as they focus their creative talents on any one project/performance, students have thus made a statement of personal values. Students in the fine arts discover, as they polish and refine their project/performance, that their success as an artist depends to a large extent on how they are able to relate to and influence their public through development of social skills.

Even beyond the natural focus of Life Skills in the fine arts, classes in fine arts extensively employ small group discussion of course topics, writing for understanding, statement of values, and reasoning activities. Students are continually asked to assess their skills, to plan for improvement, and to answer the question of “Why?” throughout their work in the division.

Students who desire to major in art or music programs must be approved as candidates for a degree with a major in art or music. Such application is submitted during the second semester of the sophomore year. Normally, transfers are eligible to apply for candidacy only after completing 12 credit hours in the desired major at Iowa Wesleyan College.

Music and art majors are permitted a “D” grade in one required support or core course without repeating the course.

Art

The Art Department at Iowa Wesleyan is the home of three majors: Studio Art, Art Education and Visual Communications and Design. The Studio Art major is designed for the student who has the desire and drive to excel as an independent artist or candidate to a graduate program in art following undergraduate work. A minor is also available.

The Art Education major is tailored for the art student who wants to teach either K-6, 7-12 or both. It provides a firm foundation in a broad range of studio and art history so the student is firmly grounded as an artist educator. Students take education, psychology and other requirements to meet state certification plus a pre-professional and a semester practica of student teaching. The art faculty works closely with education faculty in advising but strongly suggest that Art Education majors meet with an advisor in the Education department to keep apprised of any changes in curriculum. Minors are available K-6 and 7-12.

The Visual Communications and Design major has evolved out of the Commercial Design (Graphics) major that has been offered. The renaming reflects a fusing of traditional graphic design studies with digital media, design and production. These new areas cover digital imaging, web, multimedia authoring, animation and illustration. Communications and business courses are integrated into the curriculum plan and further reflect the diverse and interdisciplinary nature of the major. The Design Center is the technology hub for many of these courses and is also structured to provide students varied opportunities to work with campus and off-campus clients for credit. A minor in Visual Communications and Design is available.
The Iowa Wesleyan College art program exists to:

- promote understanding, appreciation and interest in the visual arts through a supportive community that encourages experiential learning, personal investigation and insight into the creative process;
- provide basic general instruction in visual arts activities including: design, visual communications, drawing, painting, printmaking and ceramics; and
- expose students to current application and theory in visual arts while providing a forum for analysis and synthesis of individual artistic expression.

**Studio Art Major:** The bachelor of arts degree with a major in art requires ART 201, 207, 215, 216, 217, 219, 225, 226, 229, (at least two of the following: 335, 346, 346, 339, 349, 359) and 381, 382, 383, six hours of field experience: ART 440, 441, 442 or 398 (6-12 hrs.) and 499a, 400b.


**Art Education Major (K-6):** Approval to teach art full-time in kindergarten through grade six. The teaching major in art requires ART 109 (can test out with departmental approval), 201, 207, 215, 216, 219, 225, 226, 229, 361, 362, 303, 359, 381, 382, 383, 396a, 499a, 499b. Please refer to Education Program for required education courses beyond the major courses mentioned above.

**Art Education Major (7-12):** Approval to teach art full-time in grades seven through 12. The teaching major in art requires ART 109 (can test out with departmental approval), 201, 207, 215, 216, 219, 225, 226, 229, 361, 362, 359, 381, 382, 383, 396a, 499b. Please refer to Education Program for required courses beyond the major courses mentioned above.

**Studio Art Minor:** The regular art minor consists of the following requirements: ART 201, 215, 216, 217, 219, one art history class 81, 82 or 8), and 12 hours of art electives.

**Visual Communications and Design Minor:** ART 109, 201, 204, 207, 304, 372, 379; plus nine hours of the following: ART 219, one art history class, and one art elective. COMM 140, 248 or 347 and BADM 366. Practicum in Graphic Design (3 hrs.) available upon request.

**Art Education Minor, Elementary (K-6):** Approval to teach art in kindergarten through grade six. The teaching minor in art requires ART 109 (can test out with departmental approval), 201, 215, 216, 219, 393, one art history class (381, 382, or 383), and three hours of art electives. In addition, this minor requires a teaching practicum. Please refer to the Education Program for necessary course work.

**Art Education Minor, Secondary (7-12):** Approval to teach art in grades seven through 12. Teaching minor in art requires ART 109 (can test out with departmental approval), 201, 215, 216, 217, 219, 303, one art history class (381, 382, 383), 396a, and three hours of art electives. In addition, this minor requires a teaching practicum. Please refer to Education Program for necessary course work.

ONLY THOSE STUDENTS WHO ARE PURSUING TEACHER LICENSURE MAY RECEIVE A TEACHING MINOR IN ART. Candidates for teaching licensure in both K-6 and 7-12 must student teach in both levels.

All transfer students, whether pursuing a major, or a minor, in art, must take a three hour drawing course and one art history course. Sophomore review of work will be held in November or in April. This review will assist the department faculty in advising the student on possible directions for future study and career focus.

Portfolio and electronic portfolio, credential materials including cover letter, resume and written philosophy of art, coupled with the senior exhibit will serve as the capstone for a student’s educational experience. Each graduating art major, with faculty assistance, will select one work that will become part of the Iowa Wesleyan College permanent collection.
ART

109 Survey of Visual Communications  3 hrs.  
This course will serve as an introduction to the growing field of visual communications. This will include exploration into four main areas. The media ( print, electronic, broadcast), the design process, business concepts and technology (hardware, software and peripherals). Projects will introduce students to problem solving skills, design principles, and the tools and resources used by designers in the visual communications field.

201 Foundations of Design  3 hrs.  
Introduction to two- and three-dimensional design utilizing an integrated approach of visual organization. Composition, color theory, elements of organization and principles of 3-D physical structure will be investigated through a variety of projects that include drawing, painting, graphic design, photography, ceramics, craft medium, sculpture and architectural concepts.

203 Art Appreciation  3 hrs.  
A topical and historical approach to understanding fundamental aesthetic principles as apparent in great works of painting, drawing, sculpture and architecture. Recommended for non-majors who wish to broaden understanding of the field.

204 Graphic Layout and Design  3 hrs.  
Provides an introduction to the methods, materials, computer programs and techniques used in the development of various types of publications and advertising layout. Through computer tutorials and design oriented assignments, the student will develop an understanding and critical awareness of contemporary practices.

207 Photography I  3 hrs.  
An introduction to black and white photography. The course covers cameras and photographic techniques, composition, processing, printing, lighting and presentation of images. Many hours of darkroom experience for each student results in a portfolio of original black and white prints. Presentations on the work of important photographers both past and present will place this fine art medium in proper perspective. This course also serves as an introduction to digital media, programs and practices. Recommended for students with little or no experience. Students must supply their own 35mm camera with manual exposure override. Lecture/demonstration/lab.

210 Design Center  3 hrs.  
A professional studio atmosphere that gives students practical experience with design projects from clients within the college and the community. Emphasis will be placed on procedures in consulting with clients, designing, illustrations, procedures in consulting with clients, designing, illustrations, productions, and presentation graphics. Repeatable for up to 6 hours.

215 Painting I  3 hrs.  
An introduction to the medium of painting; this course serves both majors and non-majors with an exploration of composition, materials and techniques. Studies will include landscape figure, still life and painting. Throughout the semester major painters works will be examined, a museum trip will be planned, and personal library investigation of contemporary artists will be expected. No experience necessary.

216 Ceramics I  3 hrs.  
A beginning course in pottery and ceramic sculpture focusing on hand building processes. Students will be expected to grow in understanding of three dimensional design considerations and their individual technical skills. No previous experience is required, and the class is open to all interested students.

219 Drawing I  3 hrs.  
An opportunity to gain a knowledge of the basic skills of drawing. A variety of approaches and mediums will be utilized through participation in informal studio sessions. No experience necessary.

225 Painting II  3 hrs.  
Painting II will focus on the exploration and development of style and technique. Emphasis will be on individual development and competence in approach to medium. Interaction with art faculty, participation in group critique and any field trips are required. Prerequisite: ART 215 Painting I.

226 Ceramics II  3 hrs.  
Ceramics II focuses on advanced technical production of ceramics including wheel thrown pots, combinations hand/wheel pieces, glaze making and specialized firing procedures. Importance is placed on craftsmanship and personal creativity. Prerequisite: ART 216 Ceramics I.

229 Drawing II  3 hrs.  
This course is designed to provide the student with further studies in the techniques of drawing. The student will continue to explore new materials through the use of live models, still life, and landscape. Prerequisite: ART 219 Drawing I.

303 Art in the Elementary School  3 hrs.  
Designed for students taking the elementary education program, with the purpose of aiding the prospective teacher with the integration of art into the general curriculum of the elementary grades. Emphasis on creativity, flexibility and imagination.

304 Graphic Layout and Design II  3 hrs.  
A continuation of ART 204. It will build further on the foundation of methods, materials, and design considerations already discussed. Emphasis will be placed on defining effective design criteria, use of advanced software applications, further exploration into typography, logo creation and client interaction. Further examination of current practices and design theory including presentation design will be covered.

309 Multimedia Development  3 hrs.  
Provides an introduction to the methods, materials, computer programs and techniques used in the development of multimedia created for distribution by CD-ROM, DVD, and the internet. Through computer tutorials and design oriented assignments the students will develop an understanding and critical awareness of contemporary practices in this electronic medium.

335 Painting III  3 hrs.  
Painting III is an opportunity for students to expand and develop their painting skills and techniques. Although students are expected to be in class at levels III and IV, work in Hershey Hall private studios is permitted. Participants are, however, to meet in critique with other painting students and participate in field trips.

336 Ceramics III  3 hrs.  
This course will provide advanced students with further opportunity for investigation into areas of ceramics including: artists, materials, and methods. Advanced hand building, wheel throwing techniques, larger scale and establishment of professional goals are possible goals for the course. Projects may be sculptural and focused on “one of a kind” pots. Students will establish individual project road maps while interacting with art faculty and fellow students during studio and critiques.

339 Drawing III  3 hrs.  
Drawing III provides student with a structured approach to advanced study. Students may design their own goals and objectives for the course. Areas of drawing exploration include new materials, methods, drawing construction and thematic development. Work in private studio is permissible during scheduled class hours. Students are however, required to participate with faculty and students during critiques and field trips.

345 Painting IV  3 hrs.  
Painting IV is an opportunity for students to expand and develop their painting skills and techniques. Although students are expected to be in class at levels III and IV, work in Hershey Hall private studios is permitted. Participants are, however, required to interact with art faculty in group critique with other painting students and participate in scheduled field trips.
346 Ceramics IV 3 hrs.
Ceramics IV will provide advanced students with further opportunity for investigation into areas of ceramics including: artists, materials, and methods. Advanced hand building, wheel throwing techniques, larger scale and establishment of professional goals are possible goals for the course. Glaze calculation and kiln operation/construction are other areas of exploration. Students will establish individual project roadmaps while interacting with art faculty and fellow students during studio and critiques.

349 Drawing IV 3 hrs.
Drawing IV provides student with a structured approach to advanced study. Students may design their own goals and objectives for the course. Areas of drawing exploration include new materials, methods, drawing construction and thematic development. Work in private studio is permissible during scheduled class hours. Students are however, required to participate with faculty and students during critiques and field trips.

359 Printmaking 3 hrs.
This course is designed to introduce the student to various techniques of producing art in quantity, through various processes of printmaking. The students will learn the principles of block printing, silk screen, photo-silkscreen and dry point etching. A background in drawing and 2-D design is recommended.

361 Intermediate Design and Application 3 hrs.
Application of design concepts to various areas of crafts and printmaking. Problems such as bookbinding, batik, paper making, stained glass, mosaic, and studies in woodcut, screen printing or intaglio will be explored. Emphasis placed on integrating craftsmanship quality and excellence in design. Prerequisites: ART 201 Foundations of Design, 2-D and 3-D.

368 Advanced Studio 3 hrs.
An opportunity for the advanced student to explore a studio or art history topic beyond the regularly scheduled courses available to students in the Art Program. This course will be available only to students who have a demonstrated ability to work on their own, meeting with art faculty for critiques and progress reports. Prerequisite: Permission of art faculty.

369 Interactive Media 3 hrs.
This course provides an introduction to the methods, materials, computer programs and techniques used in the development of interactive media. This media is a broad range of creations that has the viewer playing a large role in its direction. The format may be a web site with many pages, CD or DVD presentations that contain branching menus allowing the viewer to choose a navigated route, and computer games that require interaction by the viewer. Through computer tutorials and design oriented assignments, students will develop an understanding and critical awareness of contemporary practices in this electronic medium.

379 Advanced Visual Communications and Design 3 hrs.
An opportunity for advanced students to improve their skills and portfolio in one of six specific areas in Visual Communications. Those areas are 1) Print Media, 2) Interactive Media, 3) Multimedia, 4) Internet Design, 5) 2-D Animation, or 6) 3-D Animation. Prerequisites: Art 204 Graphic Layout and Design, Art 304 Graphic Layout and Design II, Art 309 Multimedia Development, and Art 369 Interactive Media.

380 Topics in Art 3 hrs.
An opportunity for advanced students to request a class in a topical area not offered on regular basis through the program. A class might be established in such areas as photography, sculpture, crafts or art history.

381 History of Art I 3 hrs.
A study of major artistic achievements in the western world from prehistoric times to the late Middle Ages. A topical research paper and four exams are required and attendance of field trips and Iowa Wesleyan College art openings is mandatory. Alternate years.

382 History of Art II 3 hrs.
This course opens with an investigation of major artistic achievements of the Renaissance and continues to the early 1900’s. A continuation of ART 381, but all art history need not be taken in sequence. A topical research paper and four exams are required. Attendance on field trips and Iowa Wesleyan College art openings is mandatory. Alternate years.
Music

The music program provides courses of study for performance, music education and general cultural development. Students involved in the music program will:

• develop the knowledge and skills required for the practice of the profession of music teaching and performance, and
• expand their cultural level of development.

To achieve the first goal, the College offers two four-year degree programs for music majors. The second goal is achieved by offering a course of study for a minor in music and by making available ample opportunities for all students to expand their cultural level of development through instrumental and vocal ensembles, private instruction, and through academic courses designed for majors and non-majors alike. Through these means it is possible for every student on campus to be involved in some aspect of the music program either as a performer or as a classroom student.

Students may take as many hours of applied music as their schedules will allow, and receive credit for them. They may count four credit hours toward graduation. Beyond four hours, each additional hour of applied music credit must be matched with a credit hour received from music courses other than ensembles in order to be counted toward graduation.

Musical Activities

The Iowa Wesleyan College Concert Choir is a select ensemble which performs several concerts throughout the year in churches and schools in the surrounding area. The Concert Choir also takes an extended tour each spring. Auditions are open to all Wesleyan students and are held at the beginning of each academic year.

The Broad Street Connection is a vocal jazz ensemble which performs regularly for civic groups, churches, schools, and college functions throughout the year. Members of this small ensemble are selected by audition from the Concert Choir. The group sings music from a wide variety of vocal styles.

The Southeast Iowa Concert Band and the Iowa Wesleyan Jazz Band are open, by audition, to all students who play instruments. Activities for the year include three or four concerts and performances in neighboring cities. The Pep Band is open to all students without audition.

The Southeast Iowa Symphony Orchestra, an affiliate organization of the College, is composed of musicians from the College and southeastern Iowa. The orchestra rehearses on the campus, and presents a series of concerts in the College Chapel, and in Ottumwa and Burlington. All qualified College students are encouraged to audition for the orchestra.

In addition to the above listed activities, other vocal and instrumental ensembles provide students additional experience in musical performance.

All College students are admitted without charge to concerts featuring well-known artists and ensembles presented in cooperation with the Mount Pleasant Concert Association.

B.A. in Music:
The bachelor of arts degree with a major in music may be secured in applied music. Required courses are: MUS 141, 142, 143, 144, 241, 243, 251, 328, 353, 354, 357 or 358; FNAT 200; six hours of field experience (MUS 398, 440, 441, 442, or 498). The student also must take eight credit hours of private instruction in a major instrument, and one credit hour in piano instruction. Music Lab (MUS 100) and participation in at least one major music ensemble are required for every semester the student is in residence. Applied voice majors must complete two credits in Diction for Singers. Required support courses are one year of a foreign language and two terms of physical education.

Music Minor: The minor in music requires MUS 141, 142, 143, 144, 225, 251, 355 or 356, 357 or 358, four credit hours of applied lessons, two credit hours of instrument classes and two terms participation in a major music ensemble. Piano class is required if the candidate shows insufficient keyboard background in piano.

B.M.E. Degree

The Bachelor of Music Education degree is a professional degree designed to prepare a student to teach music on both the elementary and secondary levels. In addition to FNAT 200, two semesters of physical education (PE 107 is recommended) or participation in varsity sports, four hours of SCI 200 and three hours of American Government or U.S. History, the following professional education and music courses are required:

PROFESSIONAL EDUCATION

EDUC 227 Education for Exceptional Persons
263 Participation and Analysis in the Schools
294 Foundations of Education
302 Classroom Management
327 Reading in the Secondary Content Areas
404 Senior Lab for Secondary Students
482 or 483 Practicum in Elementary School Education
492 or 493 Practicum in Secondary School Education
340 Educational Psychology

MUS 355 Elementary Music Methods
356 Secondary Music Methods
386 Instrumental Methods

MUSIC
Music Theory: 141, 142, 143, 144, 241, 243, 328, 481
Music Literature and History: 353, 354
Conducting: 251, 357, 358

Applied Music: Private instruction in a major instrument or in voice (7 hrs.) **Students seeking both instrumental and vocal certification must complete at least 3 credits each in instrumental and vocal applied music.**

Piano (a minimum of 2 hrs.)
MUS 100 Music Lab required every semester in residence
113 String Class (1 hr.)
115 Brass Class (1 hr.)
117, 118 Woodwind Class (2 hrs.)
119 Percussion (1 hr.)
120 Guitar Class (1 hr.)

Ensembles: Participation in at least one major music ensemble is required for every semester the student is in residence.

**Students majoring in vocal music must participate in choir for at least four semesters. Students majoring in instrumental music must participate in concert band for at least four semesters. Dual certification requires both. Students seeking dual certification, or vocal certification only, must complete one credit in Diction for Singers.**

The B.M.E. degree candidates may elect a course of study which would certify them to teach vocal music only in the elementary and secondary level, in which case the student would elect four of the following courses: MUS 113, 115, 117, 118, 119 or 120 plus six hours of foreign language.

**Proficiencies**

All candidates for the B.M.E. or B.A. degree with a major in music must satisfy the following requirements in order to graduate. These proficiencies must be completed by midterm of the semester preceding student teaching:

1. In voice: be able to sing, at sight, a folk melody which modulates to a closely-related key;
2. In piano:
   a) be able to play, at sight, hymns and folk songs;
   b) be able to harmonize, at sight, with an acceptable accompaniment pattern, single-line melodies such as are found in children’s song books;
   c) be able to play a Bach two-part invention; or a composition in contrapuntal style from the Baroque period; and the first movement of a classical sonata or sonatina. One of these should be played from memory.
3. In conducting:
   a) be able to control tempo and other music elements;
   b) be able to hear and correct errors;
   c) be able to demonstrate assertive leadership skills.

Senior B.M.E. and B.A. music majors are required to present at least a half recital. Attendance at recitals and concerts is required of all music majors.

All music majors are required to attend a minimum of eight concerts each semester to be chosen from a list of approved concerts. Failure to attend the minimum number of approved concerts will result in an “F” grade in one designated music course for each semester in which attendance at a minimum number of concerts is not met. For freshmen and sophomores, that course will be MUS 141, 142, 241 or 328. For juniors, that course will be MUS 353 or 354. For seniors and other students not enrolled in one of the above courses, the course will be designated by the student’s advisor.
MUSIC THEORY

141 Elementary Harmony 2 hrs.
An introduction to the fundamentals of music, including written exercises and keyboard harmony utilizing the principal triads. Analysis and composition of the small musical forms. To be taken with MUS 143.

142 Elementary Harmony 2 hrs.
A continuation of written exercises and keyboard harmony utilizing diatonic triads and seventh chords, nonharmonic tones, and secondary dominants. Analysis and composition of the small musical forms. To be taken with MUS 144. Prerequisite: MUS 141.

143 Elementary Sight Singing and Ear Training 1 hr.
Singing of diatonic melodies in bass and treble clefs and in major and minor modes. Introduction to alto and tenor clefs. Dictation of rhythm; of intervals and diatonic melodies; and of harmonic progressions utilizing the principal triads.

144 Elementary Sight Singing and Ear Training 1 hr.
A continuation of singing and diatonic melodies in bass, treble, alto and tenor clefs, including modulation to closely-related keys. Dictation of rhythm; of intervals and diatonic melodies; and of harmonic progressions including diatonic triads and seventh chords. Prerequisite: MUS 143.

241 Advanced Harmony: Part Writing and Keyboard 2 hrs.
Written exercises and keyboard harmony utilizing chromatic and extended tertian harmony; remote modulation; styles of writing other than chorale style. Analysis of binary and ternary form. To be taken with MUS 243. Prerequisite: MUS 142.

243 Advanced Sight Singing and Ear Training 1 hr.
Singing of chromatic and modal melodies. Dictation of superimposed rhythm, unusual and mixed meters; chromatic melodies and harmonic progressions. It is assumed that the sight-singing proficiency will be passed by the end of the semester. Prerequisite: MUS 144.

328 Materials of Music 3 hrs.
A study of counterpoint, form and analysis, contemporary styles and composition. Prerequisite: MUS 241 or consent of instructor.

481 Arranging for School Music 2 hrs.
Study of principles, practices, and techniques of writing and arranging for school vocal and instrumental groups. Students will arrange vocal and instrumental music for available performers.

MUSIC LITERATURE AND HISTORY

225 Survey of Musical Literature 3 hrs.
The study of music for the liberal arts student. The course is designed to acquaint the student with the structure and application of the most important musical forms and the major periods of music history. No previous musical experience is necessary.

353 History of Music 3 hrs.
A study of the history of music from the early Christian era to 1750, based on stylistic and formal analysis, as well as performance practices. Prerequisite: MUS 142 or permission of instructor.

354 History of Music 3 hrs.
A study of the history of music from 1750 to the present, based on stylistic and formal analysis, as well as performance practices. Prerequisite: MUS 142 or permission of instructor.

MUSIC METHODS

224 Music and Movement in the Elementary School 2 hrs.
Materials and techniques for teaching the elementary classroom curriculum using movement and music. For elementary education majors to develop personal skills in music and movement including steady beat, rhythm, pitch, folk dancing, music reading, recorder. This course carries no credit toward a music major.

251 Basic Conducting 2 hrs.
Elementary conducting skills are stressed: the patterns, preparatory beats, attacks and releases, cueing, fermatas, use of the left hand, and beginning score reading.

355 Elementary Music Methods 3 hrs.
Techniques for teaching elementary classroom music. Includes techniques in, and experience teaching, reading songs, rote songs, two-part songs, listening lessons, movement activities and creative lessons. Prerequisite: MUS 142 or permission of instructor.

356 Secondary Music Methods 3 hrs.
Develops a philosophy for teaching music and skills for teaching secondary music including general music, the changing voice, rehearsal techniques, recruiting, evaluation, motivation, public relations, and administrative responsibilities. Prerequisite: MUS 142.

357 Instrumental Conducting 2 hrs.
An intermediate course in polishing of conducting skills with emphasis on study of and application of rehearsal techniques. Experience conducting an instrumental group is provided to become skilled in use of expressive gestures, control of tempo changes and changing meters. Knowledge of common transpositions and score reading are included. Prerequisite: MUS 251.

358 Choral Conducting 2 hrs.
Organization and conducting of choral groups. Prerequisite: MUS 251 or consent of instructor.

380 Topics 1-3 hrs.
An opportunity for upper division students to study selected topics in music not offered on a regular basis (piano pedagogy, church music, composition, and music education materials).

386 Instrumental Methods 3 hrs.
Develops a philosophy and approach to teaching all levels of instrumental music based on music learning sequences for rhythmic and tonal context and performance technique. Includes techniques in and experience performing and teaching brass, percussion, woodwind and string instruments. Also includes observations, marching band techniques, teaching practicum. Prerequisites: MUS 113, 115, 117, 118, and 119.

398 Practicum 2-3 hrs.
Often serves as a pre-internship experience or may be an on-campus field experience under the supervision of faculty or staff.

400, 441, 442 Career Applications 2 hrs.
Field experience projects that do not fit a six-credit hour internship.

497 Independent Study in Music 1-2 hrs.
For advanced music students with adequate preparation. Written consent of the head of the program required. On demand.

498 Internship 6-14 hrs.
The internship allows for a substantive field experience for music students who are not in the B.M.E. program. Internships will be tailored to the student’s particular interest and developing skill. The number of hours involved with a particular internship will determine the number of credit hours to be earned. Normally an internship is completed in the senior year. All plans and decisions will be made in consultation with the student’s academic advisor and the Director of Field Experience.
APPLIED MUSIC

100 Music Lab 0-1/2 hrs.
123, 124 Diction for Singers 1 hr.
111,112 Voice Class 1 hr.
113 String Class 1 hr.
115 Brass Class 1 hr.
117,118 Woodwind Class 1 hr.
119 Percussion Class 1 hr.
120 Guitar Class 1 hr.
131,132 Beginning Piano Class 1 hr.
231,232 Intermediate Piano Class 1 hr.
121-122; 221-222; 321-322; 421-422 Private Instruction 1 hr.

(Voice, piano, organ and orchestral instruments) 100-level instruction is for students who are beginning college lessons; 200-level, 300-level and 400-level instruction are for students who are in their second, third or fourth years, respectively, of college instruction.

ENSEMBLES

101,102 Chamber Ensembles 0-1 hr.
103,104 Concert Choir 0-1 hr.
105,106 Concert Band 0-1 hr.
107,108 Jazz Band 0-1 hr.
109,110 Southeast Iowa Symphony 0-1 hr.

Full-time Faculty in the Division of Fine Arts

L. Joel Brown, D.Mus., Professor of Music
• Chair of the Division of Fine Arts

David A. Johnson, Ed.D., Assistant Professor of Music
• Coordinator for the Music Program

Don R. Jones, M.F.A., Professor of Art
• Coordinator for the Art Program

Jason Edwards, D.M., Associate Professor of Music

Mike Foley, B.S., Coordinator of the Design Center and Instructor in Art

Ann M. Klingensmith, M.F.A., Professor of Art

Matthew Lindstrom, B.S., Artist in Residence in Dance

Jamie Spillane, D.M.A., Assistant Professor of Music
• Director of Choral Activities
• Director of the Mt. Pleasant Chorale
Division of Human Studies

Majors
Behavioral Science Program
• Criminal Justice
• Human Services
• Psychology
• Sociology
Church Leadership
Christian Studies
History
Philosophy of Religion

The mission of the Human Studies Division is to provide to all students, regardless of future profession, the background, understanding and facility for dealing with both personal and social issues. The programs in the Human Studies Division are designed to assist students in determining their own values, making sense of life’s varied situations, communicating their minds effectively and assuming successfully their social responsibilities. The faculty will help students discover their place and function in the larger human drama of which they are a part.

The courses offered by the Division of Human Studies includes majors in church leadership, criminal justice, Christian studies, history, philosophy of religion, psychology, and sociology. The Behavioral Science program includes majors in criminal justice, human services, psychology and sociology. Minors are offered in church leadership, criminal justice, history, philosophy, psychology, religion, and sociology. These programs provide the student with an excellent preparation for a number of careers in such areas as the church, the social services, health care, government, business and teaching (in conjunction with the education major or an advanced degree). The majors in the Division of Human Studies also provide an excellent educational background for those who plan to attend law school. In addition, students wishing to continue their education at the graduate or professional level in the behavioral sciences will find that these programs provide a solid foundation for both.

Internship opportunities are available for each program and offer real life experiences in preparation for future careers.

Divisional Requirements

In addition to core courses required of all graduates of the College, students completing a major in this Division must complete the following:
  ENG 311 Expository Writing
  COMM 147 Introduction to Public Speaking
  Two courses in the Human Studies Division outside of their major (excluding REL 300 Religion in Western Civilization)

Each student pursuing a major in this division shall complete any course specifically required by the major (including “major” courses, required “support” courses, and “prerequisite” courses) with a grade of not less than “C−” (1.70). All majors must have an average of “C” (2.00) across all courses specifically required by the major (including “major” courses, required “support” courses, and “prerequisite” courses) in order to graduate.

Second Major in the Behavioral Science Program: Any student completing a major in some other program may declare a second major in criminal justice, psychology, or sociology by completing the 30 hours of major courses stipulated under “Required courses for the major” for each of these programs. If support courses are completed for another major, no additional support courses or divisional requirements need to be taken for the second major in criminal justice, psychology, or sociology.
Transfer Credit: Students who transfer to Iowa Wesleyan College from other colleges and who have already completed courses in criminal justice, history, psychology, or sociology will be given credit for courses with a “C–” or better.

Criminal Justice

The Criminal Justice program is designed to facilitate learning and advance the student interested in a criminal justice degree including law enforcement, corrections, and the court system. The curriculum begins with a foundational component which includes an overview of the criminal justice system, criminological theory, statistics, and research methods. The second component of the program examines, in a specific manner, three major elements of the criminal justice system and includes courses in law enforcement, corrections, and the law as it relates to defendant’s rights through the fluid concepts of procedural law. The final component provides the student with opportunities to pursue a particular interest in a chosen criminal justice field.

The criminal justice student will:
• acquire a general knowledge base of the criminal justice system and included occupational opportunities;
• understand past and present theory in criminal justice;
• understand the interconnectedness of criminal justice as a system;
• understand the interaction of the criminal justice system with involved others such as witnesses, victims, accused, and convicted;
• understand the interaction between criminal justice practitioners and the diverse ethnic and cultural communities in society; and
• be prepared for a career in the field of criminal justice or the pursuit of graduate level educational opportunities.

Required courses for the Criminal Justice Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 231</td>
<td>Introduction to Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>260</td>
<td>Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>307</td>
<td>Criminology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>316</td>
<td>Introduction to Corrections</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>355</td>
<td>Law Enforcement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>370</td>
<td>Multiculturalism in Criminal Justice</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 222</td>
<td>Probation and Parole OR 425 Supervision and Management in Criminal Justice</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Electives *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Total 6 hrs.

* Any courses in criminal justice, psychology, sociology, or business administration not included in required support courses or divisional requirements. Electives may not be support courses, divisional courses, or courses used for another major or minor.

Required Support Courses

(See also Divisional Requirements for Divisional support courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology I: Conception through Adolescence OR 254 Developmental Psychology II: Adulthood</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>100</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>Thinking About Ethics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 103</td>
<td>American Government OR 118 American State and Local Government</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total 16 hrs.
Required Courses for the Minor in Criminal Justice

CJ 231 Introduction to Criminal Justice ................................................................. 3 hrs.
260 Criminal Law and Individual Rights ............................................................. 3 hrs.
397 Criminology .................................................................................................. 3 hrs.
316 Introduction to Corrections ........................................................................... 3 hrs.
355 Law Enforcement ........................................................................................... 3 hrs.
370 Multiculturalism in Criminal Justice .......................................................... 3 hrs.

Choose one of the following:
CJ 322 Probation and Parole OR
425 Supervision and Management in Criminal Justice ..................................... 3 hrs.

Total 21 hrs.

CRIMINAL JUSTICE

231 Introduction to Criminal Justice ................................................................. 3 hrs.
An overview of the component parts of the criminal justice field-law enforcement, court, and corrections.

260 Criminal Law and Individual Rights ............................................................. 3 hrs.
A study of the legal processes associated with the investigation of crime, acquiring evidence, and criminal procedure. Emphasis is upon constitutional aspects of law as they apply to the criminal justice practitioner.

307 Criminology .................................................................................................. 3 hrs.
A study of crime causation with an emphasis on individual responsibility versus social responsibility. Crime statistics, criminal deviance, patterns of crime, social process perspectives on the meaning of crime, drug abuse and crime, high-tech offenders, and social policy regarding criminology are considered.

308 Juvenile Delinquency ................................................................................... 3 hrs.
A study of the special problems and laws relating to juveniles who violate the law; behavior patterns peculiar to juveniles and adolescents.

316 Introduction to Corrections ........................................................................... 3 hrs.
An overview of the field of corrections to include its history, development of corrections, crime and the correctional process, the correctional client, community-based alternatives, and institutional procedures.

322 Probation and Parole ..................................................................................... 3 hrs.
A study in depth of the philosophy, history and current practice of probation and parole; comparison to custodial practices.

355 Law Enforcement ........................................................................................... 3 hrs.
A study of the operations of law enforcement agencies. Included are such topics as crime scene investigation, patrol, traffic, law enforcement ethics, supervision, records, and data bases.

370 Multiculturalism in Criminal Justice .......................................................... 3 hrs.
A study of the impact of cultural diversity on the field of criminal justice; the need for awareness, understanding of cultural differences, and respect towards those of different backgrounds; cultural specifics for criminal justice practitioners; and the development of response strategies for hate crimes.

380 Topics in Criminal Justice ........................................................................... 3 hrs.
Selected topics in the area of criminal justice. This course will give students the opportunity to study, in some depth, specific topical information. Offerings will depend upon student and faculty interest and faculty availability. Possible topics include: Death Investigation and CJ Civil Liability.

398 Practicum in Criminal Justice ...................................................................... 2 hrs.
This practicum permits practical work experience on campus in criminal justice. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Human Studies chair. Prerequisite: Unanimous approval by the Human Studies Division before the student begins the practicum or registers.

416 Penology ....................................................................................................... 3 hrs.
An advanced examination of contemporary penological theory and practice. Topics would include philosophical positions related to crime and punishment, prison management, counseling and rehabilitation, demographics of prison populations, political issues, and consideration of employment possibilities. Prerequisite: CJ 316 or consent of instructor.

425 Management and Supervision in Criminal Justice .............................. 3 hrs.
An analysis of the impact of management and supervision on criminal justice agencies, emphasis on the development of interpersonal skills and successful leadership qualities, the leader’s role in the organizational structure, and the education, development, and motivation of leaders and subordinates. Prerequisite: CJ 231 or consent of the instructor.

440, 441, 442 Career Applications ................................................................. 2-6 hrs.
This course permits practical work experience in criminal justice for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete Internship credit hours. The difference is that Career Applications will spread the work over more weeks. Prerequisites: Junior or senior standing and unanimous approval of the Human Studies Division.

497 Independent Study in Criminal Justice ................................................... 3 hrs.
An in-depth independent study into a specific area of criminal justice. Periodic conferences with the instructor and written documentation of the area of study are required. Prerequisite: Consent of the instructor.

498 Internship in Criminal Justice ................................................................. 6-12 hrs.
The internship allows for practical work experience in criminal justice. This course is required for criminal justice majors. Prerequisite: Junior or senior standing.

499 Seminar in Behavioral Science ................................................................. 3 hrs.
(See SOC 499)
Human Services

This major, offered through the Extended Learning Program (see page 00), is intended to serve adult learners by preparing them for a variety of “helping professions” so they can respond to changes in economy, the health care system, and society. The combination of course work offers solid grounding in the exploration of human and social problems and effective responsiveness in professional and personal settings.

Required courses for the Human Services Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 231</td>
<td>Introduction to Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>260</td>
<td>Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>355</td>
<td>Law Enforcement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>326</td>
<td>Introduction to Counseling</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>361</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>320</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>342</td>
<td>Social Movements</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SSCI 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 316</td>
<td>Introduction to Corrections</td>
<td></td>
</tr>
<tr>
<td>PSYC 205</td>
<td>The Family</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>Psychology of Adjustment</td>
<td></td>
</tr>
<tr>
<td>SOC 243</td>
<td>Special Problems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Required Support Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 147</td>
<td>Introduction to Public Speaking</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Expository Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>Divisional courses (may not be used as support courses, divisional courses, or courses used for another major or minor)</td>
<td>6 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Psychology

The department of Psychology offers a traditional, basic program of courses in psychology, covering major content areas and preparing students for graduate training. A special emphasis of the Psychology program is on relationship education/training and counseling, consistent with common student interests and current trends in the field.

Students complete the Psychology major will:
- demonstrate understanding of the basic principles, theories, and techniques of psychology
- demonstrate the ability to think critically about fundamental, enduring issues in the field of psychology
- apply skills in oral and written communication
- have firsthand job-related experience in an area of special interest in psychology
- be prepared for graduate training in an APA accredited program.

Required Courses for the Psychology Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>240</td>
<td>Psychology of Adjustment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>251</td>
<td>Developmental Psychology I: Conception through Adolescence OR</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>254</td>
<td>Developmental Psychology II: Adulthood</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SSCI 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>361</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>377</td>
<td>History and Systems of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>382</td>
<td>Biopsychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Electives* in Psychology</td>
<td></td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

Total 36 hrs.
* Electives may not be support courses, divisional courses, or courses used for another major or minor.

**Required Support Courses**
(See Divisional Requirements for Divisional support courses)

MATH 171 Elementary Statistics .................................................................................................................. 4 hrs.

**Required courses for the Psychology Minor**

PSYC 131 General Psychology .................................................................................................................. 3 hrs.
PSYC 251 Developmental Psychology I: Conception through Adolescence OR
PSYC 254 Developmental Psychology II: Adulthood .................................................................................. 3 hrs.
PSYC 361 Abnormal Psychology .................................................................................................................. 3 hrs.
PSYC 382 Biopsychology ............................................................................................................................. 3 hrs.

Electives in Psychology ............................................................................................................................... 9 hrs.

Total 21 hrs.

**Psychology Secondary Teaching Minor:** The teaching minor in psychology shall consist of the regular minor plus the teacher education requirements for the elementary and/or secondary credential.
Developmental Psychology I and Educational Psychology will not be accepted as part of the 21-hour teaching minor. They are courses required for certification, and therefore must be taken in addition to the 21 hours required for the teaching minor in psychology. EDUC 396 (social science), 404, 492, and 493 are required for licensure.

**PSYCHOLOGY**

101 Marriage 101 3 hrs.
The institution of marriage currently faces major changes as well as challenges. This course upholds the value of a monogamous marriage and prepares students to create a fulfilling, lasting marital relationship. Knowledge and practical skills are given for a wide range of topics, including romantic love, mate selection, sexuality, communication, conflict, fidelity, and loving behaviors.

131 General Psychology 3 hrs.
An introduction to psychology as a basic and applied science. The various fields in the discipline of psychology are surveyed.

205 The Family 3 hrs.
The family as an institutional and associational grouping including intra-family relationships and the relation of the family to the community.

240 Psychology of Adjustment 3 hrs.
Principles and theories of normal personality development and adjustment, with emphasis on stress, coping skills and communication.

251 Developmental Psychology I: Conception through Adolescence 3 hrs.
The development of the individual from the prenatal period through adolescence. Prerequisite: PSYC 131 or consent of instructor.

254 Developmental Psychology II: Adulthood 3 hrs.
Psychology of adulthood, starting with the adolescent transition to adulthood, through the dying process. Emphasis is on characteristics, theories and problems of middle and older age stages. Prerequisites: PSYC 131, 251 or consent of instructor.

301 Relationship Education Training 3 hrs.
This course is designed to produce qualified teachers who will utilize the knowledge gained in the Marriage and Family courses to serve society in the capacity of professional Relationship Educators. Upon successful completion of this course, graduates should be able to organize, market, and administer relationship educations courses; impart basic principles and tools for effective relationships; and follow professional, ethical standards regarding relationship education. Students may take the course at higher levels to qualify for teaching advanced material, thereby expanding their course offerings. Prerequisites: PSYC 101 and 205.

326 Introduction to Counseling 3 hrs.
A study of the basic principles and techniques of counseling.

333 Psychology of Business and Industry 3 hrs.
Psychology as applied to problems of personnel selection and evaluation, prevention of accidents, promotion of work efficiency, morale, advertising, and human factors engineering.

347 Research Methods 3 hrs.
Study of the various research techniques in the behavioral sciences including the experiment, quasi experiments, correlational studies, observational research, and evaluation studies. Research experience is an integral part of the course. Prerequisite: MATH 171 or equivalent

361 Abnormal Psychology 3 hrs.
A survey of behavior manifestations along an abnormal-normal continuum. Theories of diagnosis and treatment are presented. The DSM-IV categories provide organization for common abnormalities. Prerequisite: PSYC 131 or consent of instructor.

377 History and Systems of Psychology 3 hrs.
Study of the historical development of the discipline of psychology, including contemporary systems and issues, serving as a capstone course for the major. Prerequisite: PSYC 131 or consent of instructor.

380 Topics in Behavioral Sciences 3 hrs.
Selected topics in the behavioral sciences. This course will give the students an opportunity to study in some depth, theories and research which are introduced in other courses. Offerings will depend upon student and faculty interest and faculty availability. Possible topics include: Social Psychology, Psychopathology of Childhood and Adolescence, Experimental Psychology, and Testing and Measurement.

382 Biopsychology 3 hrs.
A study of the development, structure, and functioning of the central nervous system in the context of its relations to principles and theories of human behavior. Prerequisite: PSYC 131.

398 Practicum in Psychology 2 hrs.
This practicum permits work experience on campus in psychology. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Human Studies Division chairperson. Prerequisites: Unanimous approval by the Human Studies Division before the student begins the practicum or registers.
**440, 441, 442 Career Applications**  
2-6 hrs.  
This course permits practical work experience in psychology for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete Internship credit hours. The difference is that Career Applications will spread the work over more weeks. Prerequisite: Junior or senior standing and unanimous approval of the Human Studies Division.

**497 Independent Study in Psychology**  
1-3 hrs.  
Periodic conferences, reports, and papers. Consent of instructor required. Majors only.

**Sociology**

Students completing the sociology program will:

- understand the nature of personality, society and culture from a sociological perspective;
- be prepared to pursue graduate study and/or enter career positions in the business and professional world; and
- understand the significance of social movements and as a means to bring change to society.

**Required Courses for the Sociology Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Anthropology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 243</td>
<td>Social Problems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Social Organization</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Social Movements</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 420</td>
<td>Sociological Theory</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Choose one:

- SOC 305 Human Ecology and Demography OR
- SOC 380 Social Psychology

**Field Experience**  
6 hrs.

**Electives in Sociology***  
6 hrs.

(3 hrs. may be from Criminal Justice or Psychology)

**Total**  
36 hrs.

**Required Support Courses**

(See Divisional Requirements for Divisional support courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 211</td>
<td>Thinking About Ethics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 125</td>
<td>U.S. History Survey</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

**Required Courses for the Sociology Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Introduction to Sociology</td>
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<tr>
<td>SOC 105</td>
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<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 243</td>
<td>Social Problems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Social Organization</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Electives in Sociology***  
6 hrs.

(3 hrs. may be from criminal justice or psychology)

**Total**  
21 hrs.

* Electives may not include required support courses, divisional courses, or courses used for another major or minor. Sociology majors or minors may include three hours of criminal justice or psychology.

**Sociology-Secondary Teaching Minor:** The teaching minor in sociology shall consist of the regular minor plus the teacher education requirements for the elementary and/or secondary credential. SOC 205 The Family is required as one of the electives.
SOCIOLOGY

100 Introduction to Sociology 3 hrs.
An introduction to the basic concepts, principles, and theories of sociology. Special attention will be given to examination of individuals and groups in society; social class and social conflict; social institutions such as the family, education, religion, and political organization; and social change.

101 Marriage 101 3 hrs.
(See PSYC 101)

105 Introduction to Anthropology 3 hrs.
An introduction to the basic fields of anthropology with emphasis on cultural anthropology. A comparative study of human cultures with special attention to such topics as the origins of human culture, culture and human survival, sex and marriage, family and household, political and economic organization, religion, art, and cultural change.

205 The Family 3 hrs.
The family as an institutional and associational grouping including intra-family relationships and the relation of the family to the community.

209 Social Psychology 3 hrs.
An introduction to the study of interpersonal relations. Prerequisite: SOC 100 or PSYC 131.

230 Introduction to Social Work 3 hrs.
Survey of the field of social work. Types and range of “helping” programs under both public and private auspices.

243 Social Problems 3 hrs.
This course is designed to present an enlightened analytical review, understanding, and interpretation of contemporary social problems within the context of broad social and structural forces which make America what it is today. Emphasis is on the links between specific modern social problems and broader structural issues of inequality and the economic priorities in the United States today. Strategies for dealing with or solving social problems will be explored.

301 The Dysfunctional Family 3 hrs.
The study of the dysfunctional family and its effect upon child and adult behavioral patterns and development. Included will be the study of emotional, physical, and sexual abuse.

305 Human Ecology and Demography 3 hrs.
A study of human ecology—the relationship between the human species and its natural and social environments. Special attention will be given to topics such as change in human environments due to pollution, resource depletion, and population changes; changes in human ecology due to scientific and technological innovation; and the problems of assessing the future. Also an introduction to demography—the study of human populations—and demographic techniques.

308 Juvenile Delinquency 3 hrs.
(See CJ 308)

320 Social Organization 3 hrs.
A study of the structures and processes of social organization—from the small group to complex bureaucratic institutions. Attention will be devoted to exploring the nature of life in an “organizational society” and the relationships of organizations to their social, cultural, political, economic, and natural environment. Prerequisite: SOC 100.

330 Principles of Groupwork & Community Organization 3 hrs.
An introduction to the principles, processes, and techniques of Social Groupwork and Community Organization. Prerequisite: SOC 230 or permission of instructor.

333 Principles of Social Casework 3 hrs.
A study of people who have difficulty in social functioning; principles and methods of social casework relative to solving these problems. Prerequisite: SOC 230 or permission of instructor.

342 Social Movements 3 hrs.
A study of significant social movements (such as labor movements, political populism, the civil rights movement, and women’s movements), with emphasis on 19th- and 20th century social movements in the United States. Attention will also be given to theoretical considerations and the role of ideology in assessing social movements.

347 Research Methods 3 hrs.
(See PSYC 347)

380 Topics in Behavioral Science 3 hrs.
Selected topics in the areas of the behavioral sciences. This course will give the students an opportunity to study in some depth, theories and research which are introduced in other courses. Offerings will depend upon student and faculty interest and faculty availability. Possible topics include: minority problems, and science, technology, and society.

420 Sociological Theory 3 hrs.
Study of the major classical and contemporary theories of society and social behavior, involving reading and discussion of the writings of major sociological theorists. Includes comparison of theoretical positions relative to location and cultural backgrounds of the theorists. Prerequisites: SOC 100 and one SOC course at the 200 level or higher.

440, 441, 442 Career Applications 2-6 hrs.
This course permits practical work experience in sociology for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete internship credit hours. The difference is that Career applications will spread the work over more weeks. Prerequisite: Junior or senior standing and unanimous approval of the Human Studies Division.

479 Independent Study in Sociology 1-3 hrs.
Periodic conferences, reports, and papers. Consent of instructor required. Majors only.

498 Internship in Sociology 6-12 hrs.
The internship allows for practical work experience in sociology. This course is required for all sociology majors. Prerequisite: Junior or senior standing.

499 Seminar in Behavioral Science 3 hrs.
An advanced course in specialized fields of behavioral sciences. Open by permission of the instructor only.
History

The Department of History is dedicated to promoting Iowa Wesleyan’s Life Skills in communication, problem solving, and valuing. Development of language skills, particularly in writing and in reading comprehension, is emphasized. Students gain proficiency in critical thinking through the analysis, comparison, and interpretation of texts. Problem-solving essay examinations, as well as book reviews, research papers and other written assignments are the principal means by which student success is measured.

Students completing the major in history will:
- demonstrate understanding of the social, cultural, religious, and political forces that have shaped the modern world;
- show appreciation for the diversity of human experience across cultures, and its effect upon institutions, values, and behavior;
- be able to properly identify, locate, interpret and use research sources for the study of history;
- demonstrate the ability to analyze and discuss historical ideas, events, and trends;
- apply skills in written communication.

Required courses for the major in History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 173</td>
<td>World Civilizations through 1300</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 174</td>
<td>The Contemporary Non-Western World</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 351</td>
<td>Colonial and Revolutionary History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Early Republic and Ante-Bellum Era</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 362</td>
<td>Civil War through the Gilded Age</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 365</td>
<td>U.S. in the 20th Century</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 369</td>
<td>Europe from the Reformation to Waterloo</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 370</td>
<td>History of Modern Europe</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Field Experience: 6 hrs.

Total: 36 hrs.

A minimum of six additional hours in history is required. Applicable courses may include HIST 380 (Topics in History), HIST 397 (Independent Study), or courses offered through the Extended Learning Program. Certain substitutions may be made with the approval of the division.

Required Support Courses: There are no required support courses for the History major. However, majors are strongly encouraged to meet divisional requirements (ENG 311 and COMM 147) before they take 300-level courses in History.

Required courses for the History Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 125</td>
<td>U.S. History Survey</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 173</td>
<td>World Civilizations through 1300</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 174</td>
<td>The Contemporary Non-Western World</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Plus the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 369</td>
<td>Europe from the Reformation to Waterloo</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>OR HIST 370</td>
<td>History of Modern Europe</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>AND two additional 300-level history courses</td>
<td>6 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Certain substitutions may be made with the approval of the division.

Teaching Major in Social Science–American History (7-12): The teaching major in American History shall consist of the following courses plus the Teacher Education Requirements for the secondary license:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>American Government</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 118</td>
<td>State and Local Government</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 125</td>
<td>U.S. History Survey</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 173</td>
<td>World Civilizations through 1300</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 174</td>
<td>The Contemporary Non-Western World</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Elective courses in History: 15 hrs.

Total: 30 hrs.

Plus Teacher Education requirements for the Secondary License.
Teaching minors for Iowa Teaching Endorsements may also be earned and added to the above licence in the areas of psychology, sociology, and social science/social studies (K-6).

The advanced courses required to complete these teaching licenses and endorsements will not be offered annually; students must take this into account when planning courses of study.

**History**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>American Government</td>
<td>3 hrs.</td>
<td>A study of the U.S. Constitution and the federal government, with special emphasis on the role of the individual citizen.</td>
</tr>
<tr>
<td>118</td>
<td>State and Local Government</td>
<td>3 hrs.</td>
<td>A survey of the structure and procedure of state and local governments. Attention will be given to proposals for reform.</td>
</tr>
<tr>
<td>125</td>
<td>U.S. History Survey</td>
<td>3 hrs.</td>
<td>A broad overview of American history from the colonial era to the near present. Concentrates on the American Revolution and early Republic, slavery and the Civil War, the Great Depression, the Cold War, and the Civil Rights Movement.</td>
</tr>
<tr>
<td>173</td>
<td>World Civilizations through 1300</td>
<td>3 hrs.</td>
<td>A survey of the birth and rise of western culture and institutions up to the Renaissance. Emphasizes Greece and Rome, the rise of Christianity and the early Church, and the growth of political and social institutions in medieval Europe.</td>
</tr>
<tr>
<td>174</td>
<td>The Contemporary Non-Western World</td>
<td>3 hrs.</td>
<td>A survey of non-western history since 1500, specifically China and/or Japan, India, and the Islamic cultures of the Middle East, including Ottoman Turkey. Includes problems related to European colonization and the growth of international self-determination.</td>
</tr>
<tr>
<td>320</td>
<td>Early Republic and Ante-Bellum Era</td>
<td>3 hrs.</td>
<td>America from the Federalist and early national era through 1860. Examines issues related to party formation, westward expansion, slavery and the Old South, and secession.</td>
</tr>
<tr>
<td>351</td>
<td>Colonial and Revolutionary History</td>
<td>3 hrs.</td>
<td>An in-depth study of America between 1603-1781. Includes British colonial government, the French and Indian War, the American Revolution, and the U.S. Constitution.</td>
</tr>
<tr>
<td>362</td>
<td>Civil War through the Gilded Age</td>
<td>3 hrs.</td>
<td>Covers the political and military issues of the Civil War, and major postwar developments including Reconstruction, industrialization, Populism, immigration, and reform.</td>
</tr>
<tr>
<td>365</td>
<td>U.S. in the 20th Century</td>
<td>3 hrs.</td>
<td>Examines Progressivism, the world wars, the Great Depression and New Deal, the Cold War, Civil Rights, the Vietnam War, and the modern presidency.</td>
</tr>
<tr>
<td>369</td>
<td>Europe from the Renaissance to Waterloo</td>
<td>3 hrs.</td>
<td>Covers the Protestant Reformation, Italian Renaissance, state-building and absolutism, the age of discovery, the Enlightenment and Scientific Revolution, and the rise of liberalism.</td>
</tr>
<tr>
<td>370</td>
<td>History of Modern Europe</td>
<td>3 hrs.</td>
<td>An in-depth study of European political and social history since 1815. Concentrates on the Industrial Revolution, the growth of nationalism, the First and Second World Wars, the rise and fall of the Soviet Union, and postwar European economic union.</td>
</tr>
<tr>
<td>380</td>
<td>Topics</td>
<td>3 hrs.</td>
<td>Select courses that provide students with an opportunity to study aspects of history or subjects not ordinarily covered in other courses. May include gender, ethnic, social, diplomatic, or military history, and topics devoted to non-western themes, such as Middle Eastern or Asian history.</td>
</tr>
<tr>
<td>397</td>
<td>Independent Study</td>
<td>3 hrs.</td>
<td>Individual research into a specific area of history, under the supervision of history faculty. Reading and writing assignments are typically in excess of those required for other history courses. This course is directed toward advanced students. Research topics must be approved by the instructor.</td>
</tr>
<tr>
<td>440, 441, 442</td>
<td>Career Applications</td>
<td>2-6 hrs.</td>
<td>This course permits practical work experience in history for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete internship credit hours. The difference is that Career applications will spread the work over more weeks. Prerequisite: Junior or senior standing and unanimous approval of the Human Studies Division.</td>
</tr>
<tr>
<td>498</td>
<td>Internship in History</td>
<td>6-12 hrs.</td>
<td>The internship allows for practical work experience in history. This course is required for all history majors. Prerequisite: Junior or senior standing.</td>
</tr>
</tbody>
</table>
Human Services

The Human Services major is offered only through the Office of Extended Learning (evening program). Course descriptions for the Human Services major can be found in the listings for the Criminal Justice, Psychology, and Sociology programs.

Courses Required for the Human Services Major*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 231</td>
<td>Introduction to Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ 355</td>
<td>Law Enforcement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ 260</td>
<td>Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>Introduction to Counseling</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>Abnormal Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Social Organizations</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Social Movements</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SSCI 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

Choose ONE of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 316</td>
<td>Introduction to Corrections</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Psychology of Adjustment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC/SOC 205</td>
<td>The Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 243</td>
<td>Social Problems</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

TOTAL .............. 9 hrs.

Required Support Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 147</td>
<td>Introduction to Public Speaking</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

One course in the Human Studies Division outside the Human Services major (excluding REL 300: Religion in Western Civilization)

* Students must take at least one Criminal Justice, one Psychology, and one Sociology course from Iowa Wesleyan College to graduate.

International Studies

The Division of Human Studies offers a course in international studies. Individuals or groups wishing to pursue the following course should contact the chair of the Human Studies Division.

INTERNATIONAL STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>International Studies</td>
<td>1-3 hrs.</td>
</tr>
</tbody>
</table>

This topics course centers on some specific geographic area, political unit, cultural setting or international program. A foreign travel study option, under the direction of an Iowa Wesleyan faculty member, may also be available. This course may be credited toward a major in the Division or another relevant program with the consent of the program faculty. This course may be repeated for credit.
Religion and Philosophy

The study of Religion focuses on the connections or “ligaments” that unite human beings to each other and the world. In its many forms—e.g., sacred stories and scriptures, beliefs, rituals, institutions, ethical instructions, and spiritual disciplines—religion seeks to describe the basic nature of these connections and to restore those connections that have been threatened or broken. Religion is fundamental to the way human beings live, and it shapes human history to this day. Without engaging religious life in a systematic, reflective manner, one cannot understand much of our world.

The study of philosophy challenges students to examine their most basic values, beliefs, and practices in light of the issues that human life inevitably raises: What is life about? What is death? Who am I? How should I act? What can guide me through life? As the “love of wisdom,” philosophy is the attempt to understand what is most significant, relevant, and important for one’s life, so that one can act wisely. This pursuit is open and unbounded by nature, so that it can transform every aspect of life. Thus it is an essential part of a liberal arts education.

The programs of study for Religion and Philosophy:
• educate students in the discernment of basic values as they make decisions about vocation, civic and personal life
• equip students to think analytically and multicultural
• enable students to appreciate the role of ideas, philosophies of life and religions in the human story
• give students guidance and practice in the self-critical exchange of ideas
• and ready students for careers and/or further study in fields as diverse as ministry, law, political science, education, business, the arts, communication, or any other field that requires understanding of and cooperation with people.

These preparations are carried out through traditional academic exercises such as lectures, media and guest presentations, large and small group discussions, student-led class segments, team projects, tests, papers, reflective journals as well as through regular and extensive field experience. Persons contemplating church careers or graduate study in seminary or graduate school should consider one of our majors in religion. On the other hand, persons pursuing other careers who want to become effective leaders in their churches, or who want to integrate religion into their work, may want to complete a minor in religion.

Christian Studies Major

Majoring in Christian Studies provides students with a broad understanding of the phenomenon of religion with a particular emphasis on Christianity. Courses include studies in the origin, development and shape of modern Christianity, theories of religion and studies in world religion and philosophy.

Requirements for the Christian Studies major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 101</td>
<td>Introduction to the Bible as Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 102</td>
<td>Introduction to Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 201</td>
<td>Introduction to the Hebrew Bible</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 202</td>
<td>Introduction to the New Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 211</td>
<td>Eastern Religion and Philosophy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 302</td>
<td>Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 305</td>
<td>History of Christian Thought</td>
<td>3 hrs</td>
</tr>
<tr>
<td>REL 380</td>
<td>Topics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6 hrs</td>
</tr>
</tbody>
</table>

Philosophy of Religion Major

A Philosophy of Religion major integrates texts, methods, and insights from philosophy and religious studies to explore the various dimensions of religious experience and thought. Students develop the skills required to engage religious traditions with both sympathy and critical suspicion. Some primary emphases are comparative religions, ethics, and historical awareness.
Requirements for the Philosophy of Religion major

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Thinking about Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>The Human Condition OR</td>
<td></td>
</tr>
<tr>
<td>REL 310</td>
<td>Beauty and Mind</td>
<td>3</td>
</tr>
<tr>
<td>REL 102</td>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Eastern Religion and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>REL 303</td>
<td>World Religions: Confronting Evil</td>
<td>3</td>
</tr>
<tr>
<td>REL 305</td>
<td>History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>REL 306</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Bible Courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Church Leadership Major

A Church Leadership major will prepare students to work in Christian organizations by providing them with a broad knowledge of the Christian experience (origin, development and modern expressions) along with exposure to the challenges that Church leaders face and the development of skills to address those challenges.

Requirements for the Church Leadership major

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 101</td>
<td>Introduction to the Bible as Literature OR</td>
<td></td>
</tr>
<tr>
<td>REL 102</td>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 201</td>
<td>Introduction to the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>REL 202</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 302</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>REL 305</td>
<td>History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>REL 320</td>
<td>Church Leadership and Worship</td>
<td>3</td>
</tr>
<tr>
<td>REL 321</td>
<td>Church Finance and Administration</td>
<td>3</td>
</tr>
<tr>
<td>REL 322</td>
<td>Church Education</td>
<td>3</td>
</tr>
<tr>
<td>REL 323</td>
<td>Church Youth Work</td>
<td>3</td>
</tr>
<tr>
<td>Elective:</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Religion Minor

Introduces students to the study of religion and provides an understanding of Christianity as it compares to other world religions.

Requirements for the Religion minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 102</td>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>World religion course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Bible courses or Christian studies courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Philosophy of religion courses</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Philosophy Minor

Covers issues that human beings confront in attempting to live wisely. Courses cover a broad range of topics, including truth, goodness, beauty, language, and religion.

Requirements for Philosophy minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 201</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Thinking about Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>The Human Condition OR</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 301</td>
<td>Beauty and Mind</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
</tbody>
</table>
### Church Leadership Minor

Addresses the theory and practice of church leadership. Courses give students pursuing other careers an opportunity to apply their expertise to church life.

### Requirements for Church Leadership minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 201 Introduction to Philosophy</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>REL 211 Eastern Religion and Philosophy OR</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>REL 303 World Religions: Confronting Evil</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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### PHILOSOPHY

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>201 Introduction to Philosophy</td>
<td>3 hrs.</td>
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<tr>
<td>Prepares students to examine vital ethical issues by employing critical methods of inquiry. Students are challenged to consider the role of logic and critical thinking informing ethical judgments, and they are encouraged to apply multiple approaches to ethical issues.</td>
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<tr>
<td>202 Thinking About Ethics</td>
<td>3 hrs.</td>
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<tr>
<td>Explores the creative, “artistic” character of human experience, i.e., of perception, cognition, and language. We examine human life as a work of art, and we assess the many implications of this view. We will examine many works of art as well as readings by Nietzsche, Heidegger, Merleau-Ponty, Dewey, Johnson, Langer, and various artists.</td>
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<tr>
<td>210 The Human Condition</td>
<td>3 hrs.</td>
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<tr>
<td>Examines what it means to be a human being, especially in the “modern” world. What, if anything, can we say about human nature, and what implications does this have for our lives? We shall examine the movement known as Existentialism (e.g., Dostoevski, Camus, Sartre), African-American philosophy (Douglass, Du Bois, Morrison), and Feminism (De Beauvoir, Gilligan, Daly). Offered every other Spring.</td>
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<tr>
<td>310 Beauty and Mind</td>
<td>3 hrs.</td>
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<tr>
<td>Explores what it means to be a human being, especially in the “modern” world. What, if anything, can we say about human nature, and what implications does this have for our lives? We shall examine the movement known as Existentialism (e.g., Dostoevski, Camus, Sartre), African-American philosophy (Douglass, Du Bois, Morrison), and Feminism (De Beauvoir, Gilligan, Daly). Offered every other Spring.</td>
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<tr>
<td>380 Topics in Philosophy</td>
<td>3 hrs.</td>
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<tr>
<td>Courses providing students with an opportunity to study ideas, movements and institutions in philosophy not ordinarily covered extensively in other courses. Possible topics include: Psychology of Religion, Philosophy of History, and Aesthetics.</td>
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### RELIGION

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>101 Introduction to the Bible as Literature</td>
<td>3 hrs.</td>
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<tr>
<td>An overview of the sacred texts of Jews and Christians. Inspiration, Creation, Salvation, and other biblical themes will be discussed, as well as key persons and events, such as Moses, Jesus, etc. Part of the course will be spent analyzing the literary genera used by Biblical writers as a means of gaining insight into the kind of “truth” religious texts claim, and the relation of that truth to historical and scientific data. A third emphasis will be on the way biblical ideas have been appropriated in modern culture (e.g. in religion, art and politics). Offered every Fall.</td>
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<th>Course</th>
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<tr>
<td>102 Introduction to Religion</td>
<td>3 hrs.</td>
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<tr>
<td>This course explores issues that arise when human beings reflect on religious experience. Given religious experience, what does it mean? What is its status in relation to other aspects of life, and what are its basic elements and foundations? And what is religious experience really about—God, human needs, social habits, spirituality, all of the above? Students explore a wide range of views, assessing their various strengths and weaknesses. Offered every Spring.</td>
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<th>Course</th>
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<tr>
<td>302 Introduction to the Hebrew Bible</td>
<td>3 hrs.</td>
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<tr>
<td>A study of Old Testament belief, literature, history and thought. The development of key personalities and religious themes and their influence in world culture are considered. Offered every other year.</td>
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<tr>
<td>A study of the beliefs, literature, history and thought of the New Testament. Attention is given to the ministry of Jesus and the development of the Christian community, as well as to the influence of the New Testament in world culture. Offered every other year.</td>
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<tr>
<td>211 Eastern Religion and Philosophy</td>
<td>3 hrs.</td>
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<tr>
<td>This course examines several Asian traditions of religious and philosophical thought, including Hinduism, Buddhism, Taoism, Jainism, Sikhism, and Confucianism. Students examine many dimensions of these traditions, e.g., primary scriptures, rituals, sacred narratives, philosophical schools, historical developments, and contemporary developments.</td>
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<tr>
<td>300 Religion in Western Civilization</td>
<td>3 hrs.</td>
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<tr>
<td>Presents an historical survey of religious practices, beliefs, and narratives in western civilization. Examines the major ways in which three western religions—Judaism, Christianity, and Islam—have responded to important historical crises, with special focus on how sacred stories have shaped these responses.</td>
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<tr>
<td>302 Church History</td>
<td>3 hrs.</td>
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<tr>
<td>Survey of the development of Christianity from a small Jewish sect on the frontier of the Roman Empire to the world’s largest religion. Emphasis on the major events, people and ideas that shaped Christian’s past and provide models for its future.</td>
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<tr>
<td>303 World Religions: Confronting Evil</td>
<td>3 hrs.</td>
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<tr>
<td>Explores how several major world religions understand evil and attempt to respond to it. Covers both primary scriptures and other influential texts, including contemporary writings. Students are encouraged to examine problems of evil in other texts and contexts as well, e.g., films, plays, novels, historical events, and other religions.</td>
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<tr>
<td>305 History of Christian Thought</td>
<td>3 hrs.</td>
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<tr>
<td>This course examines the development of Christian thought from its origins to the present. Students examine how Christian thought both shapes and responds to its historical context. Emphasis is on several key periods: Early fathers, Late Medieval, Reformation, and 19th century. Students will trace key themes and debates across this history, e.g., Church and State, Christology, Salvation, Revelation and Knowledge, and Christian Experience.</td>
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</table>
306 Philosophy of Religion 3 hrs.
This course explores issues that arise when human beings reflect on religious experience. Given religious experience, what does it mean? What is its status in relation to other aspects of life, and what are its basic elements and foundations? And what is religious experience really about—God, human needs, social habits, spirituality, all of the above? Students explore a wide range of views, assessing their various strengths and weaknesses.

320 Church Leadership and Worship 3 hrs.
The Church's traditional role as the meeting place of God and people is examined. The relationship between church leadership structures, sacramental theologies and worship practices will be explored, with emphasis given to case studies of contemporary churches and “hands on” training in creating worship services.

321 Church Finance and Administration 3 hrs.
Problems and solutions for local churches. Students will learn to identify and maximize the potential of the three main resources of the church: people, property and money. Case studies will reinforce principles learned.

322 Church Education 3 hrs.
History, philosophies and models of church education. Students will analyze specific church contexts and develop programs of education appropriate for each situation.

323 Church Youth Work 3 hrs.
The role of the church in ministering to youth in American youth culture. Students will analyze specific church contexts and develop programs of youth ministry appropriate for each situation.

380 Topics in Religion 3 hrs.
Courses providing students with an opportunity to study ideas, movements and institutions in religion not ordinarily covered extensively in other courses. Possible topics include: Historical Jesus, Dead Sea Scrolls, Apocalyptic, Mystical Religion, American Religion, etc.

440, 441, 442 Career Applications 2-6 hrs.
This course permits practical work experience in religion for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete internship credit hours. The difference is that Career applications will spread the work over more weeks. Prerequisite: Junior or senior standing and unanimous approval of the Human Studies Division.

498 Internship in Religion 6-12 hrs.
The internship allows for practical work experience in religion. This course is required for all religion majors. Prerequisite: Junior or senior standing.

Full-time Faculty in the Division of Human Studies

Dodds C. Charleston, Ph.D., Professor of Psychology
• Chair of the Division of Human Studies

Timothy L. Adamson, Ph.D., Assistant Professor of Philosophy and Religion
• Coordinator for the Philosophy Program

William D. Bland, Ph.D., Professor of Criminal Justice and Sociology
• Coordinator of the Criminal Justice Program

Todd R. Brereton, Ph.D., Associate Professor of History
• Coordinator for the History Program

M. Arif Ghayur, Ph.D., Associate Professor of Sociology and Criminal Justice
• Coordinator of the Sociology Program

Linden Youngquist, Ph.D., Associate Professor of Religion
• Coordinator for the Religion Program
• Holder of the William C. and Maxine M. Manning Chair of Christian Religion

Julia Guttman, Ph.D., Associate Professor of Psychology
Division of Language and Literature
Majors
Communication
English

The mission of the Division of Language and Literature is to foster understanding of the functions of language, command of oral and written communication, and appreciation of the interrelationships of literacy, cultural, and human values.

The Division has designed its majors in communication and English to accomplish specific student outcomes. Communication majors will:

• Demonstrate understanding of effective communication expression, create imaginative expressions in some media with professional competence, and reflect meaningfully on their own work
• Select and apply appropriate research methodology
• Recognize the progressive development of technologies and the implications of such development.

English majors will:

• Recognize and connect historical and imaginative expressions and linkages among literary periods
• Demonstrate professional competence
• Reflect meaningfully on their own work.

In addition to courses, the division offers opportunities for learning and creative activity outside the classroom in the forms of a writing laboratory, a creative writing honorary fraternity (Sigma Tau Delta), involvement in speech activities, a literary annual (DESIGN), the Radio Club, and writing for the Iowa Wesleyan Courier. The Iowa Wesleyan College video production facility and the campus radio station (IWCR) give students many practical opportunities to have “hands on” experience with microphones, controls, and cameras.

Along with meeting the all-college requirement of at least “C” grades in all major courses, communications, English, and English–Secondary Teaching majors must have grades of at least “C” in all required support courses and may have no more than two “D” grades in Shared Experience courses.

General Requirements for Graduation

ENG 101, 102 is a College-wide requirement of all students. First Year Students who have a score of 4 or 5 on the Advanced Placement Language and Composition exam or Literature and Composition exam and who have taken the Advanced Placement English course in high school will be given six hours of elective English credit. Students may petition for ENG 101, 102 credit in lieu of elective credit by submitting a writing portfolio; contact the Division of Language and Literature for guidelines. Interested students should also note that Wesleyan gives credit for ENG 101, 102 to entering students who have the requisite scores in the College Level Examination Program (CLEP) Subject Examination.

The following courses meet the Shared Experience literature requirements: English 41, 49, 50, 52, 65, and 80. Acceptable grades in the Shared Experience literature courses are determined by individual programs. Students must complete satisfactorily English 101-102 before enrolling in a Shared Experience literature course.

Communication

Communication Major: (45 hours) The communication major requires Communication 147, 160, 243, 245, 246, 248, 340, 341, 447, and six credits chosen from Communication 207, 275, and 355. Required support courses are Art 204, Art 207, English 206, and English 311. Students must also complete Communication 398 and 498 combined to total 14 credit hours. Transfer students may be required to complete ENG 311 at Iowa Wesleyan even if their previous course work includes an upper-level writing class. At least one practicum (COMM 398) must be completed successfully before an internship may be planned. Permission to register for a practicum will be granted only after the student has reviewed with the advisor 1) the student’s performance in previously completed courses for the major, and 2) the student’s skills, proficiency, and readiness to begin the 14-hour experiential component of the major.
Communication Minor: Students may select one of the three options for a communication minor:
1. Print journalism emphasis: ENG 206 and 311; COMM 160, 243, 245, 248, 398, 447; three hours from ART 204, ART 207, or COMM 245 repeated.

Approval to Teach Journalism: The following courses in journalism may be used to meet the 15-hour State of Iowa requirements: COMM 243, 245 twice, 398a, ENG 311, and either Art 204 or one practicum from COMM 398 g, h, i, j, k. This approval must be combined with an approved secondary teaching major and must include journalism emphasis in EDUC 396, 404, 492, 493. In addition, EDUC 396 must be completed prior to the semester of student teaching.

COMMUNICATION

140 Human Communication 3 hrs.
An experiential exploration of human-to-human communication in various contexts to include communication experiences outside the classroom. Speaking skills, gathering and assessing information, writing, language strategies, listening, nonverbal cues, and audience adaptation receive major attention. A shared experience course for first year students.

147 Introduction to Public Speaking 3 hrs.
An investigation of the principles of writing, criticizing and delivering a variety of speeches.

160 Introduction to Mass Communication 3 hrs.
This course examines theories and models of the mass communication process. It investigates the structure, dynamics, and effects of the mass media on individuals and society.

207 Interpersonal Communication Spring, 3 hrs.
Designed to provide students with understanding and practical application of interpersonal communication theory. Further, the course will deal with the roles of self and others, verbal and nonverbal communication, and listening and feedback. Annually.

237 Oral Interpretation Fall, 3 hrs.
The development and use of fundamental techniques for analysis in individual performance of prose, poetry, and dramatic literature. Alternate years.

243 Basic Techniques of Journalism and Public Relations 2 hrs.
This course covers the fundamental techniques of media writing in the field of journalism and public relations. Topics covered include reporting, interviewing, news writing, sports and feature writing, editorial writing, press release writing and writing for newsletters and publications.

244 Journalism Workshop 3 hrs.
This class will form the nucleus of the college newspaper staff, with experience offered in all areas of production. This class may be taken twice for credit; students enrolled for the second time should be prepared to demonstrate increased efficiency and skill in tasks they are assigned. By permission of instructor.

246 Radio Workshop Fall, 3 hrs.
Offers students experience in radio production and performance. Annually.

248 Ethical and Regulatory Issues Spring, 2 hrs.
An introduction to the agencies and regulations that govern the media. The role of the Congress, the Supreme Court, the Federal Communications Commission, as each relates to issues of liberty, privacy, free press, fair trial, privilege, copyright, and obscenity will be studied. Alternate years.

249 Television Workshop 3 hrs.
Designed to provide students with understanding and practical application of interpersonal communication theory. Further, the course will deal with the roles of self and others, verbal and nonverbal communication, and listening and feedback. Annually.

250 Broadcast News Reporting 3 hrs.
This class will form the nucleus of the college radio and television staff, with experience offered in all areas of production. This class may be taken twice for credit; students enrolled for the second time should be prepared to demonstrate increased efficiency and skill in tasks they are assigned. By permission of instructor.

251 Broadcast Studio Operations 3 hrs.
Designed to provide students with understanding and practical application of interpersonal communication theory. Further, the course will deal with the roles of self and others, verbal and nonverbal communication, and listening and feedback. Annually.

275 Small Group Communication Fall, 3 hrs.
A course in the theory and practice of communication in small groups for problem solving, decision making, education, therapy, and other purposes. Students completing the course will understand and be able to apply leadership concepts, small group processes, decision-making and problem-solving methodology (including parliamentary procedure). This knowledge will be demonstrated through group activities and by public speaking experiences.

333 Intercultural Communication Spring, 3 hrs.
This course examines communication between cultures in the interpersonal and organizational context. Differences in communication behaviors due to nationality, ethnicity, and social status are explored. Students study their own cultures, as well as the cultures of others, to develop greater awareness of patterns of thinking, beliefs, assumptions, values, and cultural norms which influence communicative (verbal, nonverbal, and listening) behaviors.

340 Video Production Fall, 3 hrs.
Fundamentals of television programming, production and broadcasting; studio equipment set-up, operation and control; special devices and effects; team functions; scripts format. Alternate years.

341 Advanced Video Production Spring, 3 hrs.
Advanced training in television production methods and techniques through specialized projects. Students will also develop additional skills in writing, scripting, and production preparation and planning. Prerequisite: COMM 340. Alternate years.

355 Organizational Communication and Leadership Spring, 3 hrs.
This course examines theory and practice of communication in public and private organizations with a particular focus on leadership issues. It includes elements of interpersonal, interviewing, small group, mass, and public address communication. Students completing the course will begin to understand the relationship between organizational structure and the dialectic action of those affecting the structure, including symbolic forms and socialization (i.e., ritual, storytelling), power and leadership, conflict, decision making, and organizational culture.

396 Special Methods and Materials for Teaching Journalism in Secondary School
(See EDUC 396)

398 Practicum in Communication 2 hrs.
Practicums are available in print journalism, video/TV production, audio production, and public relations. Consult a communication faculty member for complete printed guidelines. Satisfactory completion of a practicum is a prerequisite for COMM 498.

447 Theory of Communication Fall, 3 hrs.
The contribution of semantics and other disciplines in formulating a basic theory of mass communications. The way print and electronic media, as forces in modern society, inform, entertain, and persuade people will be examined.
498 Internship in Communications 8-12 hrs.
Offers a substantive field experience in communications. Internships may be arranged in public relations, radio, print journalism, video production, television, and college advancement. Individual placements will be tailored to each student’s particular interest and developing skill and will allow eight to twelve credit hours. The 12-hour internship is a full semester of work. Specific guidelines and project placement opportunities may be obtained from the Division of Language and Literature. Decisions about a student’s readiness for an internship and plans for a specific internship will be made in consultation with the student’s academic advisor. Required for the major in communications.

English

English Major: (39 hours) The English major requires ENG 205, 206; 311; 333; 334; 349, 350; 352; 498; 499; and six additional credit hours in English to be elected by the student. The major also requires COMM 147 as a support course. The English major must complete an internship of at least six credit hours or an approved career applications sequence.

English-Secondary Teaching Major: (33 hours) The major in English for secondary certification requires ENG 205, 206; 311; 333, 334; 348; 349, 350; 352; 382; and 499 and EDUC 327. Transfer students may be required to complete ENG 311 at Iowa Wesleyan even if their previous course work includes an upper-level writing class. The required support course is COMM 140. See the Education Division section of this Catalog for a listing of teacher licensure requirements. Candidates for English teaching licensure will be reviewed by the Division prior to approval for the student teaching experience.

English Minor: (24 hours) The English minor requires ENG 205, 206, and 311 and 15 additional credit hours to be selected from ENG 334, 341, 349, 350, 352, 365, and 382. Students considering this minor should consult a member of the Language and Literature faculty for guidance in planning a suitable program.

English-Secondary Teaching Minor: (24 hours) The English-Secondary Teaching minor requires ENG 205, 206, 311, 334, 348, 349, 352, and 382. Required support courses are COMM 147 and EDUC 327. In addition, EDUC 396 must be completed prior to the semester of student teaching. This minor is designed to meet the requirements of the Iowa Department of Education for approval to teach all English in an NCA-approved high school. A teaching minor may be used only in conjunction with a teaching major in another field.

THE OWNERSHIP OF A DICTIONARY IS REQUIRED IN FIRST YEAR ENGLISH. Students who wish to purchase a dictionary before coming to college should select any one of the following four approved dictionaries in its latest edition:

- American College Dictionary (Random House)
- The American Heritage Dictionary of the English Language
- Webster’s New Collegiate Dictionary, 9th ed. (G & C. Merriam Company), or
- New World Dictionary of the American Language (World Publishing Company)

ENGLISH COMPOSITION

100A Fundamentals of English Fall, 3 hrs.
An introduction to information sources and to the writing process. Study of the logic and structure of sentences and paragraphs. By permission.

100B Fundamentals of English Spring, 3 hrs.

101 Problem Solving & Writing 3 hrs.
Training and practice in the effective written expression of ideas, with particular attention directed to expressive, informative, and expository writing.

102 Analysis, Persuasion and Research 3 hrs.
Training and practice in the effective written expression of argument and analysis. Training in library research techniques and the preparation of a research paper. A grade of C- or higher is required in ENG 102. Prerequisite for all higher level courses in the Division of Language and Literature.

247 Imaginative Writing: Poetry and Prose Fall 3 hrs.
The discovery and development of latent literary talent. Prerequisite: grade “B” in ENG 101, 102 and consent of instructor. On demand.

311 Expository Writing 3 hrs.
An advanced writing course, with emphasis on achievement of coherence, clarity, and precision in expository expression. Classes will be conducted in seminar fashion, but assignments will be determined by individual needs and goals.

ENGLISH LITERATURE

205 Introduction to Narrative Literature Fall, 3 hrs.
An exploration of the elements of both fictional and nonfictional narrative with the goal of empowering students as readers of narrative literature. Alternate years.

206 Modern Poetry Spring, 3 hrs.
An exploration of the uses of language, with particular emphasis on intensification and expansion, in the structure of poetry. The course will examine representative 20th century poems. Alternate years.
Modern Languages

The modern language program prepares the student to cope with contemporary career trends, especially with the increasing demand for second language proficiency required in business and public service careers in this country and abroad.

MDLG 101-102, 103-104 and MDLG 105-106 are not open to students who have taken three or more years of the chosen language in high school or one year at another institution of higher education under normal circumstances. Instructors may waive these restrictions in unusual cases.

Students registering for language courses at Iowa Wesleyan for the first time may be required to take a placement test if they have prior course work or nonacademic experience in the language in which they are enrolling. In order to obtain academic credit for prior experience, students must achieve an acceptable score on the CLEP examination in that language or on another standardized proficiency examination approved by the Modern Language teaching staff. Please consult an instructor in the Modern Languages for further details. CLEP examinations do not allow credit to be granted for a lower level course once the student has enrolled in a course beyond that level.

In addition, students beginning their study of Spanish at Iowa Wesleyan beyond the first course may apply for retroactive credit after successful completion of either MDLG 106 or MDLG 229. Students completing MDLG 106 with a “B–” or better may be granted 4 hours of credit for MDLG 105. Students completing MDLG 229 will be granted 8 hours of credit for MDLG 105-106. Students must petition the Division of Language and Literature no later than the end of the following semester in order for retroactive credit to become part of their college record. Note: No more than 8 hours of credit will be granted, and the credit must not duplicate transferred Spanish credits.
FRENCH

101 Beginning French I Fall, 3-4 hrs.
Focuses on essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-mid level of the ACTFL scale. May not be taken for credit by any student with more than one year of high school French.

102 Beginning French II Spring, 3-4 hrs.
Prerequisites: MDLG 101, placement or instructor’s permission. Includes essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-high level of the ACTFL scale.

SPANISH

105 Beginning Spanish I 3-4 hrs.
Focuses on essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-mid level of the ACTFL scale. May not be taken for credit by any student with more than one year of high school Spanish. Students who would incur an academic overload with a four credit hour course may enroll for three credit hours.

106 Beginning Spanish II 3-4 hrs.
Prerequisites: MDLG 105, placement or instructor’s permission. Includes essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-high level of the ACTFL scale. Students who would incur an academic overload with a four credit hour course may enroll for three credit hours.

229 Intermediate Spanish I 3 hrs.
Prerequisite: Successful completion of MDLG 106 or equivalent or placement. Continues development of reading, writing, speaking and listening comprehension skills, with particular emphasis on the expansion of vocabulary and the development of oral proficiency to the intermediate-low level. On demand.

230 Intermediate Spanish II 3 hrs.
Prerequisite: Successful completion of MDLG 229 or equivalent, or instructor’s permission. Continues development of reading, writing, speaking and listening comprehension skills, with particular emphasis on the development of oral proficiency to the equivalent of intermediate-mid level. Includes a study of aspects of Spanish and Latin-American life and culture and an introduction to the reading of short literary and nonliterary selections. On demand.

355 Advanced Composition and Conversation I 3 hrs.
Prerequisite: Successful completion of MDLG 230 or equivalent or placement. Continues development of reading, writing, speaking and listening comprehension skills. Will include a study of authentic literary and film materials. Aims to have students attain the equivalent of intermediate-high level for all four language skills by the end of the next course in the advanced sequence. On demand.

356 Advanced Composition and Conversation II 3 hrs.
Prerequisite: Successful completion of MDLG 355 or instructor’s permission. Continues development of reading, writing, speaking and listening comprehension skills. Aims to have students attain the equivalent of intermediate-high on the ACTFL scale for all four language skills by the end of the course. On demand.

365 Intensive Spanish 3 hrs.
A three-week residential study program offered by Iowa Wesleyan College in cooperation with an approved language school in another country. The course includes intensive classroom study each day, residence with a carefully chosen Spanish-speaking family, and continuous conversational opportunities. In addition to the work done at the host institution, the student is required to keep a journal in Spanish and to complete projects assigned by the Spanish professor. Prerequisite: Four semesters of college level Spanish or the equivalent.

380 Topics in Spanish Literature and Culture 2-3 hrs.
A course which offers concentrated study in a chosen area (to be determined by the instructor based upon the needs and interests of the students) of imaginative literature or culture and civilization. Prerequisites: MDLG 229-230 or the equivalent. The student may enroll in a maximum of two Topics courses. On demand.

GERMAN

103 Elementary German I 3-4 hrs.
An introduction to the contemporary cultures and values of Germany, Austria and Switzerland through the mastery of spoken and written forms of modern German. Emphasis is placed on basic structure, practical conversation, and the reading and translation of simple texts which demonstrate aspects of contemporary life-styles. Those students who would incur an academic overload with a 4 credit hour course may enroll for 3 credit hours.

104 Elementary German II 3-4 hrs.
A continuation of Elementary German I, with heavier emphasis on grammar, structure and vocabulary. Students are expected to have mastered all elements taught in MDLG 103 (or an equivalent course or courses). Students who would incur an academic overload with four credits may enroll for three credit hours.

Full-time Faculty in the Division of Language and Literature

Jean B. Thomson, Ph.D., Professor of English
- Chair of the Division of Language and Literature

Mildred H. Bensmiller, M.A., Associate Professor of English

Robert L. Bensmiller, M.A., Associate Professor of Communication

Bitrus P. Gwanna, Ph.D., Assistant Professor of Communication

Olabisi Gwanna, Ph.D., Associate Professor of English

Jerard W. Naylor, M.A., Associate Professor of German
- Director of Responsible Social Involvement

Margaret Nielsen, Ph.D., Professor of English
- Chair of the Faculty

David Price, Ph.D., Associate Professor of Communication

William P. Weiershauser, Ed.S., Associate Professor of English
Division of Nursing

Within the mission of Iowa Wesleyan College, the Division of Nursing strives to provide an educational process that empowers students to meet their potential. The Division accomplishes this through vigorous innovative teaching. The student is engaged in the mastery of adaptive Life Skills through both personalized and community learning.

For those programs that are completed at another school, students are advised to consider the special requirements of each professional school to which they apply.

Students must make a grade of “C–” or better in every course designated as a required support course. A grade of “S” must be made in required physical education courses.

At the completion of the Nursing Program, the graduate will demonstrate professional competency by:

1. Synthesizing concepts from the liberal arts and nursing to enhance professional nursing practice.
2. Clarifying beliefs and values about the human-to-human relationship.
3. Utilizing the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
5. Assuming a leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contributing to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Empowering themselves to seek social effectiveness in diverse situations as responsible members of society.

Students who satisfactorily complete all requirements for the nursing major will graduate with a Bachelor of Science in Nursing degree (BSN). Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN®). Successful completion of this examination will result in licensure as a Registered Nurse.

The Nursing Program is approved by the Iowa Board of Nursing (IBON, RiverPoint Business Park, 400 SW 8th St., Suite B, Des Moines, IA 50309; 515.281.255) and accredited by the National League for Nursing Accreditation Commission (NLNAC, 61 Broadway, New York, NY 10006; 212.363.5555).

Required Courses for the Nursing Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200</td>
<td>Introduction to Health Care Terminology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>205</td>
<td>Introduction to Nursing and Health Care</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>206</td>
<td>Introduction to Nursing Practice</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>213</td>
<td>Basic Concepts of Pathophysiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>214</td>
<td>Basic Concepts of Pharmacology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>301</td>
<td>Bridge to Professional Nursing OR</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>305</td>
<td>Nursing Care of Adults I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>306</td>
<td>Nursing Care of Mental Health Clients</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>307</td>
<td>Nursing Care of Childbearing Families</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>308</td>
<td>Nursing Care of Children</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>405</td>
<td>Nursing Care in the Community</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>406</td>
<td>Nursing Care of the Older Adult</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>407</td>
<td>Nursing Care of Adults II</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>408</td>
<td>Nursing Care of Adults III</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>410</td>
<td>Nursing Leadership</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>411</td>
<td>Nursing Internship</td>
<td>1 hr.</td>
</tr>
<tr>
<td>412</td>
<td>NCLEX-RN® Preparation</td>
<td>1 hr.</td>
</tr>
<tr>
<td>413</td>
<td>Nursing Research</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total 64 hrs.
### Required Support Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Problem Solving &amp; Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Analysis, Persuasion &amp; Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIO 241</td>
<td>Anatomy &amp; Physiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 242</td>
<td>Human Physiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Microbiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Anthropology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

The Bachelor of Science in Nursing requires 124 semester hours.

The Nursing Program has no separate admission procedure. A composite score of 20 or higher on the ACT test is highly recommended. Prerequisites for beginning in the Nursing Program are: achievement of sophomore status, a 2.00 cumulative g.p.a., and satisfactory completion of ENG 101, BIO 241 and 242. All students entering NUR 206 are required to have current certification as a Certified Nursing Assistant (C.N.A.).

All theory components require a minimum grade of 80 percent. Clinical courses are graded as satisfactory/unsatisfactory and have two components: 1) clinical performance and 2) written assignments. To earn a satisfactory grade for written assignments, students must earn a minimum grade of 80 percent. If a student earns a grade 79 percent or lower in theory OR earns an unsatisfactory in clinical, both components must be repeated. If a student earns equal to or greater than 80 percent in theory BUT earns an unsatisfactory in clinical, the student will be given a grade of “D” for the course and both components must be repeated. In accordance with college policy, courses may be repeated one time.

All nursing courses have a math test requirement and may have a standardized examination requirement. Students may be requested to have criminal background checks. The RN to BSN student is referred to the course syllabi for requirements.

Nursing students must also earn a minimum grade of a “C–” in all support courses. The overall g.p.a. that must be maintained to continue in the Nursing Program is 2.0 at the sophomore level and 2.25 at the junior and senior levels.

Iowa Wesleyan College participates in the Iowa Articulation Plan for registered nurses. Credentials of registered nurses will be individually evaluated. Registered nurses are advised by faculty of the Nursing Program and a representative of Extended Learning. Please contact the Office of Extended Learning for admission information.

All students participating in clinical experiences are required to have malpractice insurance. Students are covered at no cost under the Iowa Wesleyan general liability insurance policy. Students are responsible for their own transportation to and from all clinical experiences and field trips.

Nursing students are required to purchase uniforms Fall semester of the sophomore year. Students must also purchase white shoes, bandage scissors, name pin, stethoscope, and a sweep-second hand watch.

The following are mandatory immunizations/requirements of the Nursing Program:

- Hepatitis B prior to starting classes
- TB skin test (Mantoux) prior to starting classes, and annually

* Hepatitis B: IWC Nursing Program has followed the guidelines of the Iowa Division of Labor in developing its policy concerning protection of persons who have occupational risk of exposure to the Hepatitis B Virus (HBV). If a student chooses to not be immunized, they will be required to sign a waiver indicating that they are aware of the risk of exposure to HBV and have elected to not be immunized.

### NURSING

**200 Introduction to Health Care Terminology**

*1 hr.*

Introduction to Health Care Terminology is an introductory course focusing on key concepts of terminology used in health care. This introduction is accomplished through participation in classroom activities and completing textbook and Angel assignments. Prerequisites: BIO 241 and 242.

**201 Foundations in Nursing**

*3 hrs.*

This course is designed to provide a beginner level foundation for nursing majors. The content areas include client care topics of safety, infection control, professionalism, confidentiality, communication, medical ethics, child and dependent adult abuse. Participants will be eligible, at successful completion, to take the written and practical examinations for Certified Nursing Assistant (CNA).

**205 Introduction to Nursing and Health Care**

*Fall, 3 hrs.*

(2 hr. theory/1 hr. clinical)

Introduction to Nursing and Health Care is an introductory course focusing on key concepts of baccalaureate nursing education. This introduction is accomplished through participation in classroom activities and observational experiences. Prerequisites: BIO 241 & BIO 242.
206 Introduction to Nursing Practice Spring, 6 hrs. (3 hrs. theory/3 hrs. clinical)
Introduction to Nursing Practice introduces the student to professional nursing as a science, a practice, and a process. The course presents an overview of the interrelationships of nursing, person, health, and environment. Emphasis is on the nursing practice that provides for health promotion and assistance to adult clients to attain their optimal level of functioning. Prerequisites: NUR 205, 213 and C.N.A. status.

213 Basic Concepts of Pathophysiology Fall, 4 hrs.
Basic Concepts of Pathophysiology examines pathophysiological and psychological aspects of alterations in major body systems. Emphasis is on the holistic nature of human responses to health alterations. Understanding disease processes promotes better decision making in assessing, planning, and implementing care of clients and is essential for professional nursing practice. Prerequisites: BIO 241 & 242.

214 Basic Concepts of Pharmacology Spring, 4 hrs.
Basic Concepts of Pharmacology is a survey of medication typically used in the diagnosis, treatment, and prevention of disease. Consideration is given to indications for use, administration, absorption, action, metabolism, and excretion of drugs. Students will be able to apply the nursing process. Prerequisites: NUR 205 and 213.

301 Bridge to Professional Nursing Fall, 5 hrs. (3 hr. theory/2 hr. lab)
Bridge to Professional Nursing is designed as a transition to baccalaureate nursing education. This course emphasizes the integration of the concepts of nursing, person, health and environment into professional nursing practice. Prerequisites: Transfer credit from a nursing program and LPN or RN licensure.

305 Nursing Care of Adults I Fall, 5 hrs. (3 hr. theory/2 hr. clinical)
Nursing Care of Adults I focuses on professional nursing practices that assist clients to attain an optimal level of health by responding to their needs. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes specific client responses to inflammation/infection, altered immune response, fluid/electrolyte and acid-base imbalances, sensory-perceptual deficits, skin integrity impairments, and oxygenation deficits. Prerequisites: NUR 206 & 214.

306 Nursing Care of Mental Health Clients Spring, 5 hrs. (3 hr. theory/2 hr. clinical)
Nursing Care of Mental Health Clients focuses on professional nursing practice that assists the client and family who are experiencing conditions of altered stability and emotional disorders. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes specific client responses to development issues and disorders of eating, mood, thought, behavior, and substance abuse. Prerequisites: NUR 301/305 & NUR 307.

307 Nursing Care of Childbearing Families Fall, 5 hrs. (3 hr. theory/2 hr. clinical)
Nursing Care of Childbearing Families focuses on professional nursing practice that examines the health care needs of women and their families throughout the reproductive years. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes pregnancy, childbirth, and post-partal states. Prerequisites: NUR 206 and 214.

308 Nursing Care of Children Spring, 5 hrs. (3 hr. theory/2 hr. clinical)
Nursing Care of Children focuses on professional nursing practice of children from birth through adolescence and their families. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes support and education of the healthy child, compensation for the child experiencing difficulties of self care through illness, and knowledge of child development. Prerequisites: NUR 301/305 & 307.

380 Topics in Nursing 1-3 hrs.
Topics is an opportunity for advanced students to explore a topical area in health care. Not offered on a regular basis.

405 Nursing Care in the Community Fall, 4 hrs. (2 hrs. theory/2 hrs. clinical)
Nursing Care in the Community focuses on professional nursing practice that assists the community as a client. The community as a client is defined as an individual, family, aggregate, or group. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes concepts of environmental health, epidemiology, and care of the community. Prerequisites: NUR 306 & 308.

406 Nursing Care of Older Adults Spring, 3 hrs. (2 hrs. theory/1 hr. clinical)
Nursing Care of Older Adults focuses on professional nursing practice that takes a holistic approach to nursing care for the older population. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes physical, psychological, social, cultural, spiritual, and economic aspects of aging. A strong foundation on the normal aging process leads to concepts in promoting health and wellness in addition to common health care problems among the elderly and their related nursing care. An overview of the latest thinking on current topics including chronic illness and end-of-life will be presented. Prerequisites: NUR 405 & 407.

407 Nursing Care of Adults II Fall, 6 hrs. (4 hrs. theory/2 hrs. clinical)
Nursing Care of Adults II focuses on professional nursing practices that assist clients to attain an optimal level of health by responding to their needs. Emphasis is on integration of critical thinking, the nursing process, research, and holistic care. Content included specific client responses to alterations of the following systems: musculoskeletal, respiratory, hematologic, endocrine/metabolic, and gastrointestinal. Prerequisites: NUR 306 & 308.

408 Nursing Care of Adults III Spring, 6 hrs. (4 hrs. theory/2 hrs. clinical)
Nursing Care of Adults III focuses on professional nursing practices that assist clients to attain an optimal level of health by responding to their needs. Emphasis is on integration of critical thinking, the nursing process, research, and holistic care. Content includes specific client responses to alteration of the following systems: cardiovascular, renal, genitourinary, neurology. Critical care issues and complex conditions are also included. Prerequisites: NUR 405 & 407.

410 Nursing Leadership and Management Spring, 2 hrs.
Nursing Leadership and Management focuses on the study of nursing organizational, leadership, and management theories and their supporting concepts as they relate to professional nursing. Emphasis is on integration of critical thinking, decision-making, delegation, communication, power, and conflict resolution as it contributes to the leadership role of the professional nurse. Prerequisites: NUR 405 & 407.

411 Nursing Internship 1 hr. (120 contact hours)
Nursing Internship is an independent internship occurring in a variety of health care settings to facilitate role transition and lifelong learning. Emphasis will be on the integration and application of knowledge and skills from previous course work. Students will demonstrate the ability to design, provide, manage, and coordinate care. Prerequisite: NUR 405 & 407.

412 NCLEX-RN® Preparation Spring, 1 hr.
NCLEX-RN® Preparation is designed to enhance student ability to meet the challenges of passing the Registered Nurse licensure examination. This class is restricted to the basic nursing student. Prerequisites: NUR 405 & 407.
Nursing Research focuses on how to improve professional nursing practice through nursing research utilization. Emphasis is on developing the skills needed to critically evaluate research studies and their findings. Content includes an introduction to the research process, the fundamentals of research statistics, and guidelines for implementing research findings into professional nursing practice. Prerequisites: NUR 306 & 308.

This course is offered to advanced students wishing to study a selected problem(s). There are periodic conferences and reports. Permission of the Nursing Division chairperson is required.

Full-time Faculty in the Division of Nursing

Susan Erue, M.S., Ph.D., Assistant Professor in Nursing
- Interim Chair of the Division

Nancy E. Conrad, M.A., Associate Professor of Nursing

Donita Langholdt, M.S.N., Assistant Professor of Nursing

Denise Nebel, M.S.N., Assistant Professor of Nursing

Lori Vick, M.S.N., Assistant Professor of Nursing
Division of Science, Mathematics and Computer Science

Majors
Biology
Chemistry
Computer Science
Environmental Health
General Science and Physical Science
Life Science
Mathematics

Within the mission of Iowa Wesleyan College, the Division of Science, Mathematics and Computer Science strives to provide an educational process that empowers students to meet their potential. The Division accomplishes this through vigorous innovative teaching. The student is engaged in the mastery of adaptive Life Skills through both personalized and community learning.

For those programs that are completed at another school, students are advised to consider the special requirements of each professional school to which they apply.

Students must make a grade of “C−” or better in every course designated as a required support course. A grade of “S” must be made in required physical education courses.

Science Teaching

Students who desire to teach science must meet the requirements established by the state that issues the teaching license. Iowa Wesleyan College has certain majors and minors in science which a student may complete while in pursuit of a teaching license. For initial licensure, a student must complete a secondary teaching major, for example, the Chemistry-Secondary Teaching major. Students may add other teaching endorsements to their certificates by completing teaching minors or majors in other subject areas. Teaching majors and minors that cover biological science, chemistry and general science are described in the following pages. Consult the Education Division section of this catalog for additional descriptions and requirements.

Pre-Professional Programs

Students may choose to take courses at Iowa Wesleyan that prepare them for continued study at another school. Students interested in Physical Therapy, Medicine, Dentistry, and Veterinary Medicine usually complete four years of study at Iowa Wesleyan and earn a Bachelor of Science degree. These students usually complete biology, chemistry or life sciences majors. The programs that involve transferring to another school to finish the degree requirements are described in the Transfer Programs section below.

Physical Therapy

To be a licensed physical therapist, one must complete a physical therapy program that is approved by the American Physical Therapy Association (APTA), pass a licensing examination, and comply with the legal requirements of the state in which one expects to practice.

Students normally complete a biology or life science major while taking courses that satisfy the admissions requirements of the APTA approved program of their choice. Courses that are required for admission to many APTA approved programs include BIO 211, 241, 242, 350, 355; CHEM 175, 176; PHYS 210, 220; PSYC 131, 251 and/or 254, 361; MATH 162, 171; electives in humanities, sociology and speech.

Students may apply for admission to the “3+3” Master of Physical Therapy program at St. Ambrose University,
Davenport, Iowa. This program allows the student to apply their first year of MPT courses towards the completion of their undergraduate degree at Iowa Wesleyan College. To be eligible:

- the student must apply for admission to St. Ambrose by January 15th their junior year, and complete all prerequisites with a “C” or above;
- attain a minimum of 2.84/4.00 cumulative g.p.a.;
- complete 50 hours of observation with a licensed physical therapist prior to enrollment in the MPT program;
- complete the Graduate Record Exam (GRE); and,
- submit two references from individuals well-acquainted with the applicants.

Students may apply to other APTA programs of their choice, and upon acceptance into a program and graduation from Iowa Wesleyan they can continue toward becoming a licensed physical therapist.

It is suggested that prospective physical therapy students contact the Iowa Wesleyan physical therapy program coordinator, or the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, for the latest listing of approved programs. Contacting the professional schools of their choice to become aware of admissions requirements is also recommended.

**Medicine, Dentistry and Veterinary Medicine**

Students preparing for these professions usually complete a major in biology, chemistry or life science while also meeting any special admissions requirements of the professional schools of their choice before graduating from Iowa Wesleyan.

Iowa Wesleyan College with the Des Moines University has entered into a partnership Project FaME of Family Medical Education, to increase the number of physicians to rural areas of Iowa. As early as the end of their first year of undergraduate studies, qualified students will be eligible for acceptance to the Des Moines University to the Doctor of Osteopathic Medicine program. Students will complete their first three years of study at Iowa Wesleyan College and their first year of study at Des Moines University which is transferred back to Iowa Wesleyan College for credit towards completion of their undergraduate degree. To be considered for acceptance to Project FaME, a student must:

- be in the first or second year in undergraduate school;
- be enrolled in a minimum of nine semester hours of undergraduate work;
- have obtained a cumulative 3.4/4.0 g.p.a. in all science courses by the end of the first year of college;
- have at least one year or eight semester hours of science courses, (e.g., biology, chemistry or physics);
- present an ACT score preferably of 25 or higher or an SAT score of 1100 or higher; and
- complete and submit the Project FaME application for Admission by March 15.

**Undergraduate Prerequisites:** Project FaME students must complete the following undergraduate prerequisites:

- 8 semester hours of biology with a lab;
- 8 semester hours of inorganic chemistry with a lab;
- 8 semester hours of organic chemistry with a lab;
- 8 semester hours of physics with a lab; and
- 6 semester hours of English.

While still in undergraduate school, Project FaME students must complete successfully two experiences/internships in rural clinics and attend one day of medical school classes with a current medical school student.

**Transfer Programs (Pre-Professional)**

Special transfer programs exist in three fields: Forestry, Medical Technology, and Physical Therapy. The following information applies to these special pre-professional transfer programs.

To receive a degree from Iowa Wesleyan in any of these three programs that involve completing course work at another institution, the student must meet the following REQUIREMENTS:

- Complete at least 93 semester hours at Iowa Wesleyan;
- Complete at least one year of acceptable course work at the professional institution so that a total of at least 124 semester hours has been earned; and
- Satisfy all Iowa Wesleyan graduation requirements except that the major will be Biology (Forestry), Medical Technology, or Physical Therapy as is appropriate.
Forestry

Students interested in forestry complete courses at Iowa Wesleyan and at another college that offers a forestry program. At Iowa Wesleyan the student takes a variety of biology courses, including those that emphasize field work. If the student transfers to the forestry program at Iowa State University or Duke University and completes the REQUIREMENTS listed above, the student will receive a Bachelor of Science degree in Biology (Forestry) from Iowa Wesleyan College.

Medical Technology

Students interested in medical technology complete courses at Iowa Wesleyan and at an approved medical technology school. At Iowa Wesleyan the student takes courses in biology and chemistry, along with support and elective courses approved by the coordinator of the biology program. Upon completion of the REQUIREMENTS listed at the start of this section, the student will receive a Bachelor of Science degree in Medical Technology from Iowa Wesleyan College. After graduation and certification, the student may elect to take the national examination and become a registered medical technologist (ASCP). Required courses are BIO 211, 241, 312, 350; CHEM 175, 176, 271; MATH 162 or 231; and four hours of chemistry elective. PHYS 210 is recommended.

Iowa Wesleyan has an affiliation agreement with the Medical Technology Program of St. Luke’s Hospital in Cedar Rapids, Iowa. Students will pay St. Luke’s Hospital for this final year of study.

Engineering

It is important that tomorrow’s engineer be a person who understands the moral and social problems which accompany an ever expanding technology. With this in mind, a pre-engineering student spends two years at Iowa Wesleyan studying mathematics and science, plus selected courses in the humanities and social sciences. The courses selected will depend upon the particular area of engineering the student wishes to pursue. After the two year period the student transfers to a college or university offering an engineering degree.

Biology

A major in the biological sciences prepares students for teaching, research and advanced study in the life sciences. Topics are studies in learning communities as students examine theories and ideas with an experimental inquiry.

Objectives for the Biology Major

Upon completion of the program, the student will:
1. Describe the fundamental concepts of the biological sciences at an in-depth level.
2. Appreciate scientific literature.
3. Demonstrate a broad knowledge related to laboratory and field techniques.
4. Demonstrate familiarity with sophisticated, state-of-the-art instrumentation.
5. Perform scientific investigations and interpret scientific data.
6. Demonstrate scientific writing skills.
8. Apply critical thinking skills to biological questions.
9. Demonstration preparation for entry and success in science related postgraduate training programs, graduate and professional schools, industry or teaching.

Requirements of the Biology Major and Biology Teaching Major

Common shared learning courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>General Botany</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 211</td>
<td>General Zoology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Plant Morphology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Animal Development and Diversity</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Genetics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 499 A</td>
<td>Biology Seminar I</td>
<td>1 hr.</td>
</tr>
<tr>
<td>BIO 499 B</td>
<td>Biology Seminar II</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>
Required electives: choose one course from each learning emphasis

Emphasis 1:
- BIO 260 Ecology and Conservation  
  OR ................................................................. 4 hrs.
- BIO 300 Ecosystems  
  OR .............................................................................. 1-2 hrs.
- EVHL 330 Environmental Health ................................................. 4 hrs.

Emphasis 2:
- BIO 324 Taxonomy of Flora and Fauna  
  OR ................................................................................... 4 hrs.
- BIO 350 Microbiology ......................................................... 4 hrs.

Emphasis 3:
- BIO 241 Human Anatomy and Physiology I  
  OR ................................................................................... 4 hrs.
- BIO 242 Human Anatomy and Physiology II ...................................... 4 hrs.

Emphasis 4:
- BIO 498 Biology Internship .................................................. 4-6 hrs.
- BIO 440, 441, 442, or BIO 398 (at most 2 sem. hours in BIO 398) ........... 2 hrs.

Required Support Courses:
- CHEM 175 General Chemistry I .................................................... 4 hrs.
- CHEM 176 General Chemistry II .................................................... 4 hrs.
- MATH 171 Elementary Statistics ..................................................... 4 hrs.

Recommended Support Courses for All Pre-Professionals
- 4-8 semester hours of chemistry to include organic chemistry and biochemistry.
- 4-8 semester hours of physics and the physical sciences. Additionally, students are encouraged to consider to double major with chemistry and/or life science.

Biology Minor: A concentration of a minimum of 16 semester hours in biology including general botany and general zoology.

Biology Secondary Teaching Minor: Complete either of the following:
  a) BIO 201, 211, 302, 312 with a major of 30 hours within a broad area of science (biology, chemistry, physics).
  b) BIO 201, 211, 302, 312 plus eight additional hours of biology.

Other Opportunities in Science with a Biology Major: Completion of 16 hours of chemistry including completion of organic chemistry and with the biology major would qualify the student a chemistry minor and chemistry minor teaching endorsement.

Additionally with completion of the biology major, the student can earn a 7-12 physical science teaching endorsement with the completion of the following courses: CHEM 175, 176; GS 342; PHYS 210, 220 and completion of 1-4 semester hours in a physical science elective course.

BIOLOGY

201 General Botany  Fall, 4 hrs.
A course designed to give a basic knowledge of the anatomy and physiology of seed plants for students wishing to continue studies in biology and to give non-biology majors a general appreciation of plants. The relationships between structures and functions of the leaf, stem, root, flower, fruit, and seed are studied.

211 General Zoology  Fall, 4 hrs.
A survey course, including laboratory, designed to acquaint the student in the fundamental principles of animal life, with emphasis on the structure and function of selected cells, tissues, organs, systems, and organisms.

241 Human Anatomy and Physiology I  Fall, 4 hrs.
This lecture/laboratory course introduces the student to the basic cell processes. It will also cover the anatomy and physiology of the tissues, integumentary, skeletal, muscular, and nervous system.

242 Human Anatomy and Physiology II  Spring, 4 hrs.
This lecture/laboratory course introduces the student to the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body.

260 Ecology and Conservation  4 hrs.
A lecture, laboratory, and field study of ecological principles as they apply to plant and animal interrelationships in their environment. Natural systems analysis and natural resource conservation are studied.

300 Ecosystem Studies  1-2 hrs.
Intensive studies of natural areas and their inhabitants with emphasis on the development and functioning of specific ecosystems. Taxonomic, anatomical and physiological information will be presented through lectures, laboratory work and field experiences. The specific ecosystems will be selected with regard to student demand and faculty availability. May be repeated for different systems. Not offered on a regular basis.
302 Plant Morphology 4 hrs.
A lecture and laboratory course designed to acquaint the student with morphological and ecological relationships of representative members of the plant kingdom. Morphogenesis and evolutionary trends are emphasized. Prerequisite: BIO 201.

312 Animal Development and Diversity 4 hrs.
A lecture and laboratory course designed to acquaint the student with the anatomical and ecological diversity of the animal kingdom. Comparative life cycles of representative members of the major animal groups are studied. Prerequisite: BIO 211.

324 Taxonomy of Flora and Fauna 4 hrs.
A lecture, laboratory, and field study of the classification, nomenclature, identification, and documentation of plants and animals. Specific flora and fauna will vary. Prerequisite: BIO 201 or 211 or 260 or consent of instructor.

350 Microbiology 4 hrs.
An introductory course dealing primarily with the biology of bacteria, although other microorganisms are also studied. The importance of beneficial as well as disease-causing microorganisms is presented. Laboratory techniques for culturing and nutritional differentiation are studied and performed. Prerequisites: 8 hours of biology, 4 hours of chemistry.

355 Genetics 4 hrs.
An introductory course dealing with the principles of plant and animal inheritance. A basic study of the molecular structure and function of genetic material (DNA and RNA); basic cytology; and developmental, behavioral, and human genetics. Sex determination, linkage, chromosomal recombination, and recent discoveries and techniques in biotechnology are studied. Prerequisites: 8 hrs. of biology, 8 hrs. of chemistry, MATH 214.

380 Topics in Biology 1-4 hrs.
This will be an intensive study of a selected topic and may include laboratory and/or field work. The specific topics will be selected with regard for student needs and interests of the faculty. May be repeated for different topics. No more than six hours will be counted toward the major unless otherwise recommended by the Division chairperson. Prerequisite: 8 hours of biology or consent of the instructor. Not offered on a regular basis.

386-387 Biochemistry
(See CHEM 386-387)

398 Practicum in Biology 2 hrs.
This practicum allows for practical work experience on campus in biology. Specific guidelines, which include prerequisites, and application procedures, may be obtained from the Division chairperson. Each student’s individual Practicum must be approved by the Division before the student begins the practicum or registers.

440,441,442 Career Applications 2-6 hrs.
The Career Applications allows for practical work experience or research training for those students whose class schedule, course load or program design does not permit them to complete the Field Experience in one term. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Prerequisite: Senior standing in the major.

497 Independent Study in Biology 1-3 hrs.
Original investigation of special problems. Open to juniors and seniors whose general ability and training in biology make probable their success with a research problem. (See also Independent Study in the index.)

498 Internship in Biology 6-12 hrs.
This internship allows for practical work experience in biology. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual internship must be approved by the Division before the student begins the internship or register. Prerequisite: Senior standing in the major.

499A Biology Seminar I 1 hr.
This course will involve student research on an approved Biology topic. Techniques of biological research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

499B Biology Seminar II 1 hr.
This course will involve a formal oral presentation of Biology research and techniques of critiquing oral and written scientific works. Must be taken consecutively with Biology Seminar I. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

Chemistry

Objectives for the Chemistry Major

Upon completion of the program, the student will:
1. Demonstrate a clear understanding of the scientific method.
2. Demonstrate knowledge of basic chemical concepts.
3. Demonstrate ability to discuss/explain/evaluate chemical concepts in both oral and written forms.
4. Be capable of searching the scientific literature for specific information, whether the sources are electronic or print.
5. Be able to critically evaluate and analyze scientific data found in the literature.
6. Demonstrate mastery of laboratory skills and experimental methods common to the critical sciences.
7. Show an ability to plan and modify chemical experiments.
8. Be capable of evaluating and analyzing experimental results.
9. Demonstrate an ability to present experimental results in written and oral form.
10. Be aware and capable of dealing with the hazards inherent in the use of chemicals and chemical compounds.
11. Show an ability to create and maintain a complete and accurate record of experimental data.
12. Understand environmental principles and issues as they pertain to the chemical sciences.

Chemistry Major: Requires a minimum of 34 hours in chemistry which shall include CHEM 175, 176, 271, 355, 356, 357, 358, and 363. As support courses, the student must take MATH 231, 232; PHYS 210, 220; either MDLG 103, 104 or CS 201, 202. A minimum of six hours of field experience are required for graduation.
**Chemistry Minor**: A concentration of a minimum of 16 hours in chemistry including General Chemistry I and II (CHEM 175, 176), CHEM 271 Analytical Chemistry, and CHEM 355, 357 Organic Chemistry are especially recommended.

**Chemistry-Secondary Teaching Major**: Requires a minimum of 28 hours in chemistry, 16 hours of required support courses to consist of MATH 231, 232; PHYS 210, 220. The student is strongly advised to prepare a second concentration in an allied area. Biology, mathematics or computer science are desirable possibilities. A coaching endorsement is sometimes a useful elective.*

**Chemistry-Secondary Teaching Minor**: Requires a minimum of 15 hours of chemistry if the student has a major of 30 hours within the broad area of science (biology, chemistry, physics), OR a minimum of 24 hours of chemistry. The life science major may be an especially desirable option.*

* Students who plan to teach in the secondary school should consult the Education Division section concerning licensure requirements.

**CHEMISTRY**

**105 General Chemistry I**
Spring, 4 hrs.
This course is an introduction into the general topics of inorganic chemistry. Topics include atomic and molecular structure, chemical relationships, quantitative relationships, and gas theories. Laboratory will emphasize concepts covered in lecture. Prerequisite: Concurrent enrollment MATH 162 or higher, or consent of instructor.

**175 Principles of Chemistry I**
Fall, 4 hrs.
A mathematical based introductory course in chemistry. Topics include atomic and molecular structure, chemical relationships, quantitative relationships, and gas theories. Laboratory will emphasize concepts covered in lecture. Prerequisite: Concurrent enrollment MATH 162 or higher, or consent of instructor.

**176 Principles of Chemistry II**
Spring, 4 hrs.
This course is a continuation of CHEM 175. Topics include kinetics, equilibria, acid-base concepts, electrochemistry and nuclear chemistry. Prerequisite: CHEM 175.

**205 Introduction to Organic and Biochemistry**
Fall, 3 hrs.
Introduction to organic chemistry and biochemistry. Topics include functional groups and reactivity, proteins, fats, carbohydrates, energy transfer, enzyme activity, and metabolism. Prerequisite: CHEM 105 or CHEM 176.

**271 Quantitative Analysis**
Fall, 4 hrs.
Primarily a laboratory course stressing precision and technique. Wet chemical methods of analysis will be used to illustrate precipitation reactions, complexation, acid/base and redox chemistry. The class work will stress solution equilibria. Offered odd-numbered Falls.

**300 Environmental Chemistry**
3 hrs. (See EVHL 300)

**355 Organic Chemistry I**
Fall, 3 hrs.
This introductory survey course is centered around structure and is organized by functional groups. Nomenclature, properties, preparations, and reactions of the various groups will be studied. Prerequisite: CHEM 106. Offered even-numbered Falls.

**356 Organic Chemistry II**
Spring, 3 hrs.
An extension and expansion of CHEM 355. The central themes will be reaction mechanism and structure. Infrared, ultraviolet, and NMR spectroscopy will be explored as tools in structural determination. Prerequisite: CHEM 355. Offered odd-numbered Springs.

**357 Organic Chemistry Laboratory I**
Fall, 1 hr.
An adjunct to CHEM 355. Laboratory techniques and basic reactions of organic compounds will be stressed. Prerequisite: Concurrent registration in CHEM 355. Offered even-numbered Falls.

**358 Organic Chemistry Laboratory II**
Spring, 1 hr.
A continuation of CHEM 357 with the inclusion of instrumental methods of studying molecules and reactions. Reaction mechanisms will play an important role. A major multi-step synthesis is a culminating activity. Prerequisite: Concurrent registration in CHEM 356. Offered odd-numbered Springs.

**363 Physical Chemistry**
4 hrs.
An introduction to chemical thermodynamics, including the development of the laws of thermodynamics and their application to solutions, phase equilibria, reaction equilibria, electrochemistry, and reaction kinetics. Also included are quantum mechanics. Prerequisites: CHEM 106; MATH 232. Offered even-numbered Springs.

**380 Topics in Chemistry**
1-4 hrs.
The course will be an intensive study of a selected topic and may include laboratory work. The specific topics will be selected with regard for student need and interests of the faculty. May be repeated for different topics. No more than six hours will be counted toward the major unless recommended by the Division chairperson. Prerequisites: 8 hours of college chemistry and permission of the instructor. Not offered on a regular basis.

**386 Biochemistry**
3 hrs.
An introductory lecture course. Topics include nomenclature, typical reactions, qualitative and quantitative analysis, and intermediary metabolism. Particular emphasis will be given to factors effecting enzyme kinetics and metabolic control. Prerequisites: BIO 201 or 211; CHEM 355 or consent of the instructor. Not offered on a regular basis.

**398 Practicum in Chemistry**
2 hrs.
This practicum allows for practical work experience on campus in chemistry. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual practicum, must be approved by the Division before the student begins the practicum or registers.

**440,441,442 Career Applications**
2-6 hrs.
Career Applications allows for practical work experience or research training for those students whose class schedule, course load, or program design does not permit them to complete the Field Experience in one term. Specific guidelines, which include prerequisite and application procedures, may be obtained from the Division chairperson. Prerequisite: Senior standing in the major.

**497 Independent Study in Chemistry**
1-3 hrs.
This course will give students of demonstrated ability an opportunity to make an independent study of some selected topic under close supervision. Prerequisites: 16 hours of chemistry and consent of the chemistry faculty. (See also Independent Study in the Index.)
Environmental Health

The environmental health major is intended for students who are interested in the improvement and maintenance of a healthy living environment.

Objectives for the Environmental Health Major

Upon completion of the program, the student will:

1. Integrate environmental health concepts into daily life throughout the adult lifespan.
2. Describe the relationship between environmental health and society at local and global levels.
3. Construct an environmental plan that promotes physical, mental, social and economic well being.
4. Demonstrate a holistic view of the ecosphere using knowledge from the areas of science, economics, politics and ethics.
5. Apply principles of scientific inquiry for analysis of problems related to environmental health.
6. Demonstrate a professional role in environmental health.

Environmental Health Major: Requires the following 49 hours:

- Biology—BIO 211, 241 or 242, 260, 312, and 350
- Chemistry—CHEM 175, 176
- Environmental Health—EVHL 300, 330, 430, 499A, 499B, and 6 hrs. field experience
- Physical Education—two terms

Recommended support courses are BIO 302, 355; CHEM 271, 355, 386; MATH 162, 171

ENVIRONMENTAL HEALTH

300 Environmental Chemistry 3 hrs.
This course will study the chemistry of our environment and the chemistry underlying our modern environmental problems. Discussion will involve the health effects of environmental chemical/toxins and the processes or mechanisms involved. Prerequisite: 8 hours of chemistry.

330 Environmental Health 4 hrs.
A lecture, laboratory, field study of the important principles of environmental health. The environmental factors that affect human health and well-being are emphasized. This course provides the basic knowledge and skills necessary to identify, evaluate, and communicate environmental conditions that have an impact on human health and to plan and/or implement strategies to control or manage environmental problems.

398 Practicum in Environmental Health 2 hrs.
This practicum allows for practical work experience on campus in environmental health. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual practicum must be approved by the Division before the student begins the practicum or registers.

430 Advanced Environmental Health 4 hrs.
A lecture/discussion, laboratory and field course in environmental issues and analysis. Risk assessment and bioremediation techniques will be emphasized. Toxicology, epidemiology, ergonomics, health administration, and environmental law will be studied. Prerequisite: BIO 330 or equivalent.

498 Internship in Chemistry 6-12 hrs.
This internship allows for practical work experience in chemistry. Specific guidelines, which include prerequisite and application procedures, may be obtained from the Division chairperson. Each student’s individual internship must be approved by the division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

499A Chemistry Seminar I 1 hr.
This course will involve student research on an approved Chemistry topic. Techniques of chemical research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

499B Chemistry Seminar II 1 hr.
This course will involve a formal oral presentation of Chemistry research and techniques of critiquing oral and written scientific works. Must be taken with Chemistry Seminar I. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

440, 441, 442 Career Applications 2-6 hrs.
The Career Applications allows for practical work experience or research training for those students whose class schedule, course load, or program design does not permit them to complete the Field Experience in one term. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Prerequisite: Senior standing in the major.

498 Internship in Environmental Health 6-12 hrs.
This internship allows for practical work experience in environmental health. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual internship must be approved by the Division before the student begins the internship or registers. Senior standing in the major.

499A Environmental Health Seminar I 1 hr.
This course will involve student research on an approved environmental health topic. Techniques of environmental health research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

499B Environmental Health Seminar II 1 hr.
This course will involve a formal oral presentation of environmental health research and techniques of critiquing oral and written scientific works. Must be taken consecutively with Environmental Health Seminar I. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.
General Science and Physical Science

**General Science Minor:** 24 semester hours which shall consist of BIO 201, 211; CHEM 175, 176; and PHYS 210, and 220.

### GENERAL SCIENCE

**SCI 303 History and Philosophy of Science** 3 hrs.
The goal of this course is to familiarize students with a number of central topics in the history of science and technology in Western Civilization, as they have been formulated. Central to the development of science will be an examination of how science has shaped our society and technology. Issues of individual and group ethical behaviors will be a sub theme of the course as the class considers the intellectual, social, political, economic and private components of choice.

**SCI 342 Earth Science** 3 hrs.
An integration of geology and meteorology, in which the structure and development of the Earth will be emphasized. Prerequisite: 4 hours of science. Not offered on a regular basis.

### PHYSICAL SCIENCE

**PSCI 206 Physical Science** 4 hrs.
Selected concepts underlying present understanding of the physical science. Topics include motion and Newton’s Laws, energy, electricity and magnetism, chemical structure and reactions, and elements of astronomy, geology and metrology as time permits. Lecture demonstration and laboratory experience is included.

### Life Science

The life science major may be utilized by students who wish to major in one of the allied health fields; medical technology, physical therapy, pre-medicine, at least one area of basic science, biological science, chemistry, and general science.

**Objectives for the Life Science Major**

Upon completion of the program, the student will:
1. Demonstrate knowledge of basic concepts related to Life Science.
2. Apply principles of scientific inquiry for analysis of problems related to Life Science.
3. Demonstrate knowledge related to laboratory and field techniques.
4. Perform scientific investigations and interpret results.
5. Demonstrate scientific writing skills.
6. Apply critical thinking skills to Life Science questions.
7. Demonstrate preparation for entry and success in science related postgraduate training programs, graduate and professional schools, industry, or teaching.

**Life Science Major:** The major requires eight hours in each of biology, chemistry, mathematics and/or computer science, and physics. There must be a minimum of eight additional hours in either biology or chemistry to make a concentration of at least 16 hours in the selected field. Other requirements are two seminars and field experience. The major is completed by selecting an additional six hours of electives from the offerings in the division for a total of 54 hours. Neither MATH 135 nor 155 will meet the mathematics requirement for this major. MATH 162 and 171 are recommended.

**Distribution:**
- Biology ................................................................. 8 hrs.
- Chemistry ............................................................... 8 hrs.
- Mathematics and/or CS ........................................... 8 hrs.
- Physics ...................................................................... 8 hrs.

................................................................. Subtotal 32 hrs.

**Additional:**
- Biology or Chemistry ........................................... 8 hrs.*
- Electives within Science Division ......................... 6 hrs.
- Life Science Seminars ............................................ 2 hrs.
- Field Experience ................................................... 6 hrs.

................................................................. Total 54 hrs.

*Note: All eight hours must be in one field. The 16 hours “concentration” results when eight hours are added to eight hours of distribution from biology or chemistry.
**LIFE SCIENCE**

**398 Practicum in Life Science** 2 hrs.
This practicum allows for practical work experience on campus in life science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual Practicum must be approved by the Division before the student begins the practicum or registers.

**440, 441, 442 Career Applications** 2-6 hrs.
Career Applications allows for practical work experience or research training for those students whose class schedule, course load, or program design does not permit them to complete the Field Experience in one term. Prerequisite: Senior standing in the major.

**498 Internship in Life Science** 6-12 hrs.
This internship allows for practical work experience in life science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student’s individual internship must be approved by the Division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

**499A Life Science Seminar I** 1 hr.
This course will involve student research on an approved life science topic related to biology or chemistry. Techniques of research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

**499B Life Science Seminar II** 1 hr.
This course will involve a formal oral presentation of biology or chemistry research and techniques of critiquing oral and written scientific works. Must be taken consecutively with Life Science Seminar I. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

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**Science, Mathematics and Computer Science**

It is the focus of these programs:

- to prepare students to become high school mathematics teachers;
- to offer computer science majors analytical and practical skills in programming and software design and application; and
- to offer introductory courses in mathematical concepts, algebra, trigonometry, statistics, computer applications, and physics, which serve other major programs and interested students.

**Mathematics Major:** A total of 32 hours of mathematics courses are required as follows:

1. MATH 231 and 232 (8 hrs.);
2. MATH courses numbered at 171 or above (18 hrs.); excluding MATH 398, 440, 441, 442, 498.
3. MATH 498 (Internship), or a total of at least six hours completed in any combination of MATH 440, 441, 442 (Career Applications) or MATH 398 (Practicum) where at most two of the six hours may be in MATH 398.
4. In addition, the following support courses are required: CS 201, 202; PHYS 210, 220.

**Mathematics-Secondary Teaching Major:** A total of 26 hours of mathematics courses are required as follows:

1. MATH 171, 231, 232, 429, and 491 (17 hours);
2. other MATH courses numbered above 171 (9 hours); excluding MATH 398, 440, 441, 442, 498.
3. In addition, the following support courses are required: CS 201, 202; PHYS 210, 220.
   Please consult the Teacher Education section of this Catalog for the Professional Requirements.

**Mathematics Minor:** A concentration of a minimum of 16 hours in Mathematics courses numbered 171 and above with at least six hours at the 300-400 level.

**Mathematics-Secondary Teaching Minor:** The following are required:

1. A minimum of 20 credit hours of mathematics which shall include MATH 231, 232 and at least 12 additional hours of mathematics selected from courses numbered at 171 or higher. For secondary endorsement, MATH 171, (Elementary Statistics), 429 (Geometry) and 491 (Algebraic Structures) are required.
2. A minimum of six hours of computer programming; CS 201 and 202.

**Secondary Mathematics Teaching Certification:** The following secondary teaching certification options are available.

1. Complete the mathematics major.*
2. Complete a teaching major in another area and a mathematics-secondary teaching minor.
   Teacher education requirements must be satisfied for all the above listed certification options. Please consult the Teacher Education section of this Catalog.

*Students wishing to be certified for secondary teaching in mathematics must take MATH 171, 429 and 491.
Computer Science Major:
This major has two options, which reflect two distinct uses of computers in modern society: business and science. The business option allows a student to prepare for employment as a programmer or computer specialist in the business operations of a company. The science option allows a student to prepare for the more technical applications and jobs such as those with engineering, automation, or research groups. By the end of the sophomore year, students should choose which option they intend to complete.

BUSINESS OPTION—courses required
1. The following 17 hours of computer science: CS 201, 202, 301, 333, 399 and 402.
2. Any one of the following: CS 205, 306 or 321.
3. The following six hours: CS 498 or any combination of CS 440, 441, 442, or CS 398. Note: No more than two of the six hours may be CS 398.
4. The following 13 hours of mathematics: MATH 171, 221, 231, and 323.
5. At least 15 hours from the Division of Business chosen from accounting, business administration or economics.

SCIENCE OPTION—courses required
1. The following 14 hours of computer science: CS 201, 202, 333, 399, and 402.
2. Any two of the following: CS 205, 301, 306 or 321.
3. The following six hours: CS 498 or any combination of CS 440, 441, 442, or CS 398. Note: No more than two of the six hours may be CS 398.
4. The following 20 hours of mathematics: MATH 171, 221, 231, 232, 323, and 355.
5. At least 14 additional hours chosen from biology, chemistry, mathematics, physics or psychology. Note: Six hours of these 14 hours must be numbered 300 or above an chosen from one discipline.

Computer Science Minor: A concentration of a minimum of 14 hours in computer science courses numbered 201 and above, and Discrete Mathematics (MATH 221).
400,441,442 Career Applications 2-6 hrs.
This Career Applications allows for practical work experience for those students whose class schedule or class load does not permit them to complete the six hour Internship in one term. To complete six hours of this Career Applications will require the same number of work hours as six hours of Internship. The difference is that this Career Applications will spread the work over more weeks. Specific guidelines, which include prerequisites, and application procedures, may be obtained from the Science Division chairperson. Prerequisite: Senior standing in the major.

497 Independent Study in Computer Science 1-3 hrs.
This course will give students of demonstrated ability an opportunity to make an independent study of some topic under close supervision. See also Independent Study in the Index. Prerequisite: 10 hours of computer science.

498 Internship in Computer Science 6-12 hrs.
This internship allows for practical work experience in computer science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Science Division chairperson. Each student’s individual internship must be approved by the division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

MATHMATICS
155 Intermediate Algebra 3 hrs.
A course for students who need to improve their skills in algebra. Material to be covered includes arithmetic operations, algebraic fractions, fractional exponents, polynomials, and elementary functions. Students who have completed two years of high school algebra with a grade of ‘C’ or better in the last 10 years are not permitted to enroll in this course. Not open to students who have completed a higher numbered mathematics course with a grade of ‘C’ or better, except Elementary Statistics. This course will not count toward the computer science, life science, or mathematics majors.

162 College Algebra and Trigonometry 4 hrs.
A course in algebraic, exponential, logarithmic, and trigonometric functions which serves as a preparation for calculus. Not open to students who have successfully completed high school mathematics through advanced math or calculus except by consent of the instructor. Prerequisite: A working knowledge of algebra.

171 Elementary Statistics 4 hrs.
An introduction to probability and statistics, including assignment of probability using permutations and combinations, distributions of random variables and statistics, and large sample theory. Introduction to estimation and tests of significance. Includes Excel lab.

221 Discrete Mathematics 3 hrs.
A problem-solving course using techniques appropriate for finite mathematical structures. Topics include sets and logic, graphs, trees, techniques of counting, and recurrence relations. Prerequisite: MATH 162 or equivalent.

231 Calculus I Fall, 4 hrs.
An introduction to calculus. The major emphasis is on the differentiation and integration of elementary functions, with applications and analytic geometry. Prerequisite: MATH 162 or equivalent.

232 Calculus II Spring, 4 hrs.
A continuation of Math 231. Topics include techniques of integration, an introduction to elementary differential equations, infinite series, and partial derivatives. Prerequisite: MATH 231.

323 Linear Algebra 3 hrs.
The study of systems of linear equations, matrix algebra, vector spaces, linear transformations, and related topics. Prerequisite: MATH 231.

355 Introduction to Sets and Logic 3 hrs.
A course that prepares students to read, write and reason mathematically. Topics include elementary logic, sets and their properties, relations, functions, Boolean algebra, and finite and infinite sets. Prerequisite: MATH 232.

380 Topics in Mathematics 1-3 hrs.
An intensive study of a topic. The topic selected will depend on student needs and interests, staff interests, and the judgment of the mathematics faculty. May be repeated. Possible topics include: Boolean algebra, probability, Fourier Series, history of mathematics, continued fractions, group theory, Fibonacci Sequences. No more than six hours will be counted toward the major unless recommended by the Division chairperson. Prerequisite: A minimum of 14 credit hours of college mathematics. Not offered on a regular basis.

398 Practicum in Mathematics 2 hrs.
This practicum allows for practical work experience on campus in mathematics. Specific guidelines, which include prerequisites and application procedures, may be obtained for the Science Division chairperson. Each student’s individual practicum must be approved by the Division before the student begins the practicum or registers. Prerequisite: Senior standing in the major.

400, 441, 442 Career Applications 2-6 hrs.
This Career Applications allows for practical work experience for those students whose class schedule or class load does not permit them to complete the six hour Internship in one term. To complete six hours of this Career Applications will require the same number of work hours as six hours of Internship. The difference is that this Career Applications will spread the work over more weeks. Specific guidelines, which include prerequisites, and application procedures, may be obtained for the Science Division chairperson. Each student’s individual practicum must be approved by the Division before the student begins the practicum or registers.

429 Geometry 3 hrs.
The study of modern elementary geometry. Topics from Euclidean and non-Euclidean geometry include coordinate systems, betweenness, existence theorems, principles of duality, plane separation principle, congruence, exterior angle theorem, and parallelism. Prerequisite: MATH 355. Alternate years.

491 Algebraic Structures 3 hrs.
The logical development of various algebraic structures. The study will include groups, rings and fields. Prerequisite: MATH 355. Alternate years.

497 Independent Study in Mathematics 1-3 hrs.
Independent study by advanced students. A student selects a problem to study indepen-dently, with weekly consultations with the professor. Prerequisite: A minimum of 14 credit hours of college mathematics. Not offered on a regular basis.

498 Internship in Mathematics 6-12 hrs.
This internship allows for practical work experience in mathematics. Specific guidelines, which include prerequisites and application procedures, may be obtained for the Science Division chairperson. Each student’s individual internship must be approved by the Division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

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PHYSICS

205 Elementary Astronomy 3 hrs.
A beginning course in astronomy. Topics to be studied include the motions of the earth and moon; time measurements; the planets; elementary techniques of measuring stellar distances, diameters, brightness; stellar evolution; galactic structure and cosmology. Not offered on a regular basis.

210 General Physics I Fall, 4 hrs.
An introductory lecture and laboratory course in physics. This course deals with the principles of Newtonian mechanics, including concepts of motion, force, energy, momentum, the conservation laws, wave phenomena, and sound. Knowledge of algebra and trigonometry assumed.

220 General Physics II Spring, 4 hrs.
A continuation of PHYS 210. Deals principally with electricity and magnetism, electromagnetic phenomena, light, ray optics, and physical optics.

Full-time Faculty in the Division of Science, Mathematics and Computer Science

David A. Bishop, M.S., Associate Professor of Mathematics
• Coordinator for the Mathematics program
• Coordinator for the Shared Experience program

Thomas M. Vallombroso, Ph.D., Associate Professor of Chemistry
• Coordinator for the Chemistry program

Donald G. Wick, Ph.D., Associate Professor of Biology
• Chair of the Division
• Coordinator for the Life Science program

Dolores P. Wilson, Ph.D., Professor of Biology
• Coordinator for the Biology program

Mark Bishop, M.S., Assistant Professor of Mathematics

Tong Yi, Ph.D., Assistant Professor of Computer Science and Mathematics
• Coordinator for the Computer Science program
Academic Enhancement

Library (http://chadwick.iwc.edu)

The mission of Chadwick Library is to support the educational goals of Iowa Wesleyan College by providing collections, services, facilities and staff to meet the needs of the Iowa Wesleyan College academic community. Chadwick Library is open seven days a week for 82 hours of service each week during the academic year.

Library resources include a collection of 109,000 volumes and 400 current print subscriptions, as well as electronic resources and microforms. The Library is also home to the Archives of the Iowa Conference of the United Methodist Church and the Newsome Rare Book Room.

Access to the Library and Media Center collections is provided through Wesley, the library’s on-line catalog. Links to electronic books, periodical databases, discipline-related web sites, and other on-line resources are provided through the Chadwick Library home page. Off-campus students can access these same resources by obtaining a password from the Iowa Wesleyan ITS office.

Along with locally owned resources, the collections of 17,000 other libraries throughout the world are accessible through the Library’s membership in OCLC, an international cataloging and interlibrary loan network. Through OCLC’s FirstSearch and through access to the Internet, librarians and patrons have access to research databases beyond the Library’s walls.

As members of the principle academic support service on campus, librarians are committed to teaching the skills that enable students to become information literate in an era when the individual has almost limitless information choices and may have to select information from a wide range of reliable and unreliable sources. Librarians assist students in locating information for class assignments and research projects. Instruction in information retrieval is available through classroom lectures, special seminars, and printed materials. Students learn both basic and advanced research skills using the latest technology, including the Internet. Chadwick Library offers an outstanding learning environment which combines the best of traditional collections with advanced information technologies to prepare students for lifelong learning.

Academic Resource Center

The purpose of the Academic Resource Center is to provide assistance to students as they develop skills that enhance learning in a liberal arts college. The goal is for students to not only succeed in their studies, but excel in areas of academic interest. To promote the Life Skills emphasis of the College, the ARC offers academic support services as needed, and arranges tutoring or group study. The ARC has an open door policy but if an individual conference with the Director is needed, it is best to call for an appointment.

There are several areas of support available from the Center, but it should be noted that it is the student who has to be motivated to come to the ARC for help. Once the student chooses our assistance, it is up to the student to continue to work hard and be organized to make the best use of the services offered. To better serve a student with a diagnosed learning disability, please make sure the Academic Resource Center Director has a copy of that student’s Individualized Educational Plan (IEP).

The ARC offers two courses. In the fall, College Learning and Reading Efficiency (ARC 105) is offered and focuses on making decisions and developing strategies that will enhance learning at the College. Both semesters Peer Tutoring (ARC 100) is offered. This is taken with the approval of the professor, and after training, the peer tutor will tutor for the whole semester.

The Academic Resource Center may be of help by providing:

- Tutors (free to Iowa Wesleyan students)
- Individual help from the Academic Resource Center staff
- Quiet study area
- Time management schedules
- Pamphlets on various topics such as test anxiety, stress, successful studying, etc.
- Computers with internet access
- Course and professional assistance in study strategies
- Educational counseling
- Special accommodations for test reading and note taking as specified by the IEP
- Materials to assist with reading comprehension.
Any student desiring assistance should contact the Academic Resource Center in Chadwick Library, southwest corner of the top floor, or phone 319.385.6334.

**Academic Resource Center Courses**

**100 Peer Tutoring**  
*Spring & Fall, .5 hrs.*  
Students must have approval of instructor prior to registering. During the term tutors have training, weekly meetings, and tutor two hours per week for the semester. Several journals and a final paper are required.

**105 College Learning and Reading Efficiency**  
*Fall, 3 hrs.*  
This course is open to all students who want or need to build more efficient learning strategies in order to have academic success at college. Primary focus will be on time management, memory techniques, reading strategies, note taking, test taking, and critical thinking.

**Computing Resources**

Several computer labs serve as instructional laboratories and general purpose computer facilities for students. The two computer labs located in the Science Hall are the largest on campus and serve the largest number of students. Other labs are located in the Teacher Education area, the Art Program area, and the Career Services Center. In addition, the Chadwick Library has a number of computers for information retrieval and the computer science program uses a Linux-based network for the teaching of computer science. Writer’s Workbench, a comprehensive writing assistance program, and Internet access are available to all students.

**Media Center**

The Media Center, located on the main floor of Hershey Hall, houses audiovisual materials including software and hardware equipment. Software materials include filmstrips, sound recordings, teachers’ guides, videocassettes, transparencies, slides and mixed media kits.

Hardware equipment includes LP and CD players, filmstrip projectors and previewers, carousel slide projectors, video equipment, cassette recorders, opaque and overhead projectors.

The Media Center provides a variety of services including transparency production, audio and videotape production and duplication, public address systems, slide and filmstrip production, and laminating.

The Media Center also houses a television production area, complete with studio and control room.

**Institutional Research**

Extensive testing and data-gathering operations are conducted as a means of evaluating instructional effectiveness and documenting institutional progress. All incoming first year students are required to complete the Cooperative Institutional Research Program (CIRP) survey and graduating seniors complete the corresponding College Student Survey (CSS). The shared experience curriculum is evaluated through the use of the Collegiate Assessment of Academic Proficiency (CAAP) which compares ACT scores in Reading, Writing, Mathematics and Science Reasoning with scores on similar examinations once the student has completed the basic curriculum. The CAAP test in Critical Thinking is given to incoming first-year students and to seniors. Additional evaluations are completed through Responsible Social Involvement and Field Experience which are required of all students. Major Field Achievement Tests (MFAT) are given to graduating seniors at the end of the spring semester. Extended Learning students are required to complete all testing related to the major field and the CAAP exams when participating in relevant courses. This program of testing is crucial to the design and evaluation of the College’s emphasis on Life Skills. Failure to participate in required examinations will jeopardize approval for graduation.

All Iowa Wesleyan students are expected to participate, if requested, in additional institutional research/assessment that has been approved by the Vice President for Academic Affairs and the Dean of Student Life.
Advanced Placement

The following advanced placement opportunities are available to all applicants for admission to Iowa Wesleyan College.

• CEEB (College Entrance Examination Board) Special Advanced Placement tests are administered through local high schools. A student of superior ability and background may secure college credit on the basis of a rating of 3 on the CEEB Special Advanced Placement Test except for English credit which must be approved by the Division of Language and Literature.

• CLEP (College Level Examination Program) subject matter tests are given at periodic intervals at various test centers throughout the country. CLEP is designed to provide opportunities for college-level credit to persons of varied backgrounds. Many people read widely; many receive on-the-job training; many watch educational programs on TV or take noncredit courses in continuing education programs offered by high schools, churches, clubs, etc. Many students who plan to pursue college careers do not have opportunities to take CEEB Special Advanced Placement tests through their local high school. The objective of CLEP is to help such people gain recognition in the form of college credit. The amount of credit for a particular test will be determined by the number of credit hours awarded by the Iowa Wesleyan College course(s) most analogous to the test(s) undertaken and on which the score is at the level to award credit as recommended by the Council on College-Level Examinations. A maximum of 0 credit hours may be earned in this manner; these hours may be applied toward the total hours required for graduation, or they may enable a student to undertake more work than would otherwise be possible.

Students interested in undertaking the CLEP test(s) should critically evaluate their competence in the subject area(s) of interest to them. The examinations are not based on any one textbook but rather a composite of the many textbooks available for a particular subject. In the instance of high school students, consultation with the teachers under whom the student has taken the course(s) is recommended.

• NURSING CREDIT—Iowa Wesleyan College participates in the Iowa Articulation Plan for progression of registered nurses towards the Bachelor of Science in Nursing.

Credit by Examination

Regular Iowa Wesleyan students may choose to establish credit in selected courses by special examination. Written approval must be obtained from the Registrar prior to taking the examination, which carries a fee of $0 per credit hour.

Academic Standards

Degrees

Iowa Wesleyan College offers work leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Music Education (B.M.E.), and Bachelor of General Studies (B.G.S.) degrees.

The Bachelor of Arts degree may be given upon completion of 124 semester hours of credit and a major in any approved field. For the Bachelor of Science degree the major must be in the discipline of biology, chemistry, computer science or mathematics. The Bachelor of General Studies degree is an opportunity for persons over 24 years of age to apply skills and knowledge acquired since leaving high school toward a nontraditional terminal degree. Students holding an approved A.A.S. degree may also qualify. See the Extended Learning section for information.

For those desiring two different degrees, 150 credit hours must be earned with at least 70 hours of upper level credit.

Majors

Students are asked midway in their first year to select a major within one of the academic divisions. They are assisted in this choice by means of faculty counsel and various assessment instruments. Their choice, however, need not
be regarded as final, since they may change majors at any time prior to the beginning of their senior year.

Majors are offered in accounting, art education, biology, business administration (concentrations in management or marketing), business-computer information systems, chemistry, church leadership, Christian studies, communication, computer science, criminal justice, early childhood education, education (elementary or secondary), English, environmental health, history, human services, life science, mathematics, music, music education, nursing, philosophy of religion, physical education, psychology, science, sociology, sport management, studio art, visual communication and design. Courses accepted for major requirements must carry a grade of “C–” or better. The requirements of majors and minors for graduation are stated in each divisional and program section of this Catalog. Students seeking secondary teaching school licensure may major or minor in several of the subject areas listed above.

Each student is asked to choose a major no later than the second semester of the first year, even if it is only tentative.

Each division, for each type of major which it offers, has established models or schedules of courses encompassing tracks for students. Chairs of divisions and faculty advisors have copies of these models in a manual for advisors.

**Required Course Distribution**

All regular degree candidates (B.A., B.S., B.S.N., and B.M.E.) should observe the following:

A student must earn at least 52 credit hours in courses outside the division of the first major. Exceptions: behavioral science majors must earn at least 52 credit hours outside the Behavioral Science program; nursing students may count science courses among the 52 credit hours; business students may count math course among the 52 credit hours; math and computer science students may count business courses among the 52 credit hours. English 100A, 100B, 101, and 102 cannot count toward satisfaction of a divisional minimum in language & literature.

At least 0 semester hours of the 124-hour total must be taken in Iowa Wesleyan College courses at the 00 or 400 level. Except for the music, business, and nursing majors, and the approved divisional and dual-major concentrations, students may not accumulate more than 44 semester hours in the major toward the 124-hour graduation total. Only those courses for which the student received a grade of “C–” or better will be counted toward the major.

**Selected Studies Plan**

As an alternative, Iowa Wesleyan College offers the option of a special individualized curriculum plan, designed by the student with the advice of one or more faculty.

The plan should be more compatible with the student’s goals than would be any of the available majors and of sufficient breadth and depth to justify the awarding of the bachelor’s degree.

Any student not on academic probation is eligible to propose an individualized curriculum under this plan. Normally, students may be admitted into the plan at any time between the completion of their first semester of college and the completion of their junior year of college.

Students shall present to the Academic Dean a brief proposal. After a preliminary approval, the Dean will appoint an advisor, who may be the advisor already assigned to the student; and the student then will construct the detailed curriculum of 124 credit hours. The proposal must include a paper outlining the student’s goals and an integrated plan for the attainment of those goals. Insofar as possible, the proposal should list the specific courses, the areas of study, number of hours of each, and the approximate hours in each above the 00 level.

A program submitted must represent a significant departure from any existing major, and not be designed to evade particular requirements of an existing major.

The finished proposal should then be submitted for approval to the Academic Dean and two faculty members from programs closely related to the proposed curriculum, to be appointed by the Dean. The Dean shall designate one of the faculty members to be the student’s advisor.

Students may submit to the committee a proposed revision of their program with the consent of their advisor or request a change of advisor by stating the reasons in writing to the Dean.

Iowa Wesleyan College offers a Liberal Studies major under the Selected Studies Plan for those 55 years of age or older. This major consists of prescribed course work representing at least five academic divisions of the College. A maximum of 28 semester hours of credit is allowable in any one division and a maximum of six credit hours taken toward the major may be used to satisfy core requirements. The Liberal Studies major cannot be combined with any other major. Any deviations from, substitutions in, or transfer credits applied to this major must be first approved by the Vice President for Academic Affairs. Academic advising will normally be provided by the Office of Extended Learning,
although students can request advising from faculty in any of the five represented divisions.

All programs under this plan must fulfill all general College graduation requirements.

**Pre-Professional Preparation**

Iowa Wesleyan offers a combination of a liberal arts education with strong academic disciplines and practical, professional experience to enhance student’s preparation for graduate and professional schools. Students are prepared to meet standards for admission to programs for advanced degrees in fields such as:

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Physical Therapy</th>
<th>Scientific Research</th>
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<tbody>
<tr>
<td>Dentistry</td>
<td>Forestry</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>Law</td>
<td>Medical Technology</td>
<td>Optometry</td>
</tr>
<tr>
<td>Engineering</td>
<td>Library Science</td>
<td>Ministry</td>
</tr>
<tr>
<td>College/University Teaching</td>
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</tbody>
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In order to shorten the time period for those taking a pre-professional program, the College has arranged for candidates in some of the above fields to complete their undergraduate work in three years instead of four. The Bachelor’s degree will be awarded by Iowa Wesleyan upon satisfactory completion of certain prescribed units of graduate work.

Details of the Physical Therapy, Medical Technology, Medicine, Veterinary Medicine, Forestry and Pre-Engineering programs are in the Health and Natural Sciences Division section of this Catalog.

**Independent Study**

1. Students must have a cumulative grade point average of at least 2.00 and a grade point average of 2.30 in their major field to qualify for Independent Study courses.
2. Independent Study courses can be taken by students only in their major or minor fields.
3. Only juniors or seniors will be allowed to take Independent Study courses except that in unusual cases others might be allowed to do so on petition to the Committee on Academic Standards and Review.
4. Not more than one three-hour Independent Study course can be taken in one semester. Not more than six hours of Independent Study courses can be taken by any student during his or her undergraduate career.
5. Approval by instructor and division chair for any Independent Study project is required. Forms are available in the Registrar’s Office.

**Satisfactory–Unsatisfactory Option**

Juniors and seniors are entitled to register for one elective course each semester (including Summer Session) on a SATISFACTORY-UNSATISFACTORY grading basis. First year students and sophomores may petition the Committee on Academic Standards for this privilege. Interim courses not in the major or the core curriculum may be taken on an “S-U” basis.

Courses in the major, required support courses for the major, and core courses cannot be taken as “S-U” unless otherwise noted in the description of the majors.

The purpose of this option is to encourage students to take challenging course work outside their major fields. Accordingly, the “S-U” option reduces their grade risk; the results (whether “S” or “U”) will not be averaged into their grade point average.

The student’s decision to take a particular course as “S-U” is made at the time of registration. However, permission is granted within 10 class days after midterm of a semester to change an “S-U” to a letter grade registration. Analogous dates for Interim, summer and night courses will be decided by the Registrar.

**Course Number Key**

1. (A) Iowa Wesleyan courses are divided into four groups corresponding approximately to the sequence of college grade levels: first year, sophomore, junior, and senior.
   (B) The following number sets correspond approximately to the four levels respectively: 100-199; 200-299; 300-399; 400-499
   (C) First year students and sophomores are expected to elect courses numbered 100 to 299, for which they
have the necessary prerequisites. Juniors and seniors are expected to elect courses numbered 300 to 499, for which they have the necessary prerequisites.

(D) However, under the Satisfactory- Unsatisfactory (S-U) option, junior and seniors are encouraged to enroll in courses numbered 300 to 499 outside their own major, where their grade (S or U) will not be a penalty for their lack of formal training in another major and where the grade will not be averaged into their cumulative grade point average. Ordinarily the student will be exempt from the prerequisites for these courses. If there is any question, the course instructor should be consulted.

2. In general, the first term of a two-term course has an odd number and the second term of the course has an even number. The two terms of such a course may be given in a fall-spring or a spring-fall sequence. The student may receive credit for the first term of such a course without taking the second. Normally, students should not register for the second term unless they have taken the first term of the course. The instructor should be consulted if the second term is desired without or before the first term.

Credit Hours and Grade Points

All four-year degrees require the completion of 124 semester credit hours. The last 30 hours of any degree must be taken at Iowa Wesleyan College.

Up to 30 hours of extension and correspondence courses taken at other colleges and universities may be used toward a degree at Iowa Wesleyan College.

At least 30 hours of the student’s work must be completed in Iowa Wesleyan College courses numbered 300 or above, and a grade point average of 2.00 (C) or above on all work taken is required for graduation. Each hour of credit is valued in points as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.70</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.70</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.70</td>
</tr>
<tr>
<td>B+</td>
<td>0.70</td>
</tr>
<tr>
<td>C+</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A full-time student is one who carries 10 or more credit hours each semester. A customary load is 12-15 credit hours in each semester and three hours in the Interim. Normally students may not take more than 15 hours in a semester. However, students may, with the consent of their advisor, petition the Committee on Academic Standards for the privilege of taking additional hours. The basis for approval of petitions is exceptional ability as evidenced by high grades and/or unusual need. (Note: Students engaged in intercollegiate athletics should consult NAIA regulations for definition of full-time load.)

Examinations and Grades

Midterm examinations normally will be given each term. Final examinations are given at the close of each term. Final course grades are based partly on examination and partly on other class work.

When students have been making passing grades but for rare extenuating circumstances, as in the case of illness, fail to complete their work before the end of the term, it may be recorded as incomplete (I). Completion of the required work within five weeks after the regular semester entitles the student to a grade. An “I” not removed within that time will become an “F.” The grade “SP” indicates Satisfactory Progress toward completion of the Responsible Social Involvement project.

After the first 10 days of classes in the Fall and Spring terms and after the first three days in the Interim, dropping, substituting or adding courses is not permitted. Courses withdrawn from after these deadlines, until 10 class days after midterm of a semester, will be recorded as “W;” courses withdrawn thereafter will be recorded as “F.” A different set of deadlines applies to courses taught during the evening on a once-per-week basis; see the Extended Learning section of this Catalog.

Students may not receive credit in any course for which they have not completed their registration.

Students must make a grade of “C―” or better in every course designated as a requirement within their major(s), and for graduation must have a 2.00 g.p.a. in the major as well as for the overall cumulative grade point average.
Class Standing
Classification will be made at the beginning of each regular semester.

Sophomore: To rank as a sophomore a student must have completed a minimum of 24 credit hours.
Junior: To rank as a junior, a student must have met all first year and sophomore requirements, and have a minimum of 56 credit hours.
Senior: To rank as a senior, a student must have a minimum of 88 credit hours. To be classified as a second-term senior, a student must show evidence of ability to complete the work required for graduation by the spring Commencement of that term.

Repeated Courses
Students may repeat courses in which grades of “C” or below have been received. However, a course may be repeated only once and all grades are counted in the cumulative average. The second grade (provided it is a “C–” or above) can be counted toward the major.

Transcripts
Transcripts of a student’s academic record may be obtained from the Office of the Registrar upon written request and payment of the fee as listed in this Catalog under Financial Information. Transcripts are the official record of the College and should not be confused with placement credentials.

Academic Policies
Definitions of Various Categories of Students

Degree Candidates
A. Full-Time Degree Candidates
   1. Regular—students who have been admitted unconditionally as degree candidates on the basis of high school rank and test scores or on the basis of work completed at accepted colleges. “Regular” status means also that the student is not on probation. Students in this category are eligible to participate in all of the student activities of the College. However, students engaged in intercollegiate athletics should consult NAIA regulations for definition of full-time load. See Note 3 below.
   2. Conditional—students who have been admitted on condition as defined by the Admissions Committee to work toward a degree. At the end of the semester their scholastic records are reviewed by Committee on Academic Standards and Review.
   3. Probationary—students who fail to meet minimum standards of conduct or academic achievement.
B. Part-Time Degree Candidates
   In this category are all students who are carrying less than 10 hours in a semester and are working toward a degree. These students may be regular, conditional or probationary as defined above.

Special Students
A. Non-degree students—students who are not interested in following a sequence of courses leading to a degree (including students who already have a degree and wish to qualify for a teaching certificate or who take courses in an area of special interest).
B. Prep-students—high school students enrolled for college courses. Grades are given and courses are counted for advanced placement if grades of “C–” or better are earned.
C. Auditors—persons not regularly enrolled may attend classes as auditors, with no credit granted. Approval of the Academic Dean or Registrar must be secured. Permission must also be obtained from the instructor of the course, who may limit the extent of participation. Auditors must register and pay the appropriate fees.
NOTE:
1. All persons including auditors and prep-students who wish to take any course at the College must first apply for admission to the College. (Persons from the community who take music lessons or who participate in college-sponsored community seminars are not required to apply for admission to the College.)
2. Auditors must fulfill the audit attendance and participation policies as determined by the instructor or the audit will not be recorded on the student’s transcript.
3. An academic advisor is assigned to each student in the degree-candidate categories whether full-time or part-time. Non-degree students are not assigned advisors with the exception of those advanced students who are working toward a teaching certificate.

Class Attendance
1. Students are expected to attend all class meetings for which they are registered. This is regarded as a matter of individual student responsibility.
2. All faculty members are expected to keep accurate records of class attendance.
3. In cases of excessive class absence, a professor may drop a student with a grade of “F.”
4. Required regular assignments, laboratory work and daily quizzes missed may be made up at the discretion of the professor.

Changes of Registration
1. After the regular time of registration, all changes in a student’s course schedule must be made through the Registrar’s Office with the approval of the advisor on the Change-of-Registration form supplied by the Registrar.
2. Changes of registration are permitted within the FIRST 10 DAYS OF CLASSES in the Fall and Spring terms. Analogous periods for night and summer courses will be established by the Registrar.
3. While students may make changes in their registration during the first 10 class days, a student may not make a complete change of courses or begin a full-time registration after five class days following registration. For the summer, a student may not join a class after the first three class days.
4. After the first 10 days, dropping, substituting or adding courses is not freely permitted. Analogous periods for night and summer courses will be established by the Registrar.
5. In the period between the end of the first 10 days of classes and 10 class days after midterm (in the Summer Session, the period will be determined by the Registrar) courses dropped with permission will have grades recorded as “W.” A fee of $8.00 will be assessed for schedule changes during this period.
6. Courses may not be dropped after 10 class days following midterm except for medical or other emergencies with the approval of the Associate Vice President and Dean of Student Life. Analogous periods for night and summer courses will be established by the Registrar.
7. Insufficient attendance and failure to follow the procedure outlined above for dropping a course will result in an automatic grade of “F” in the course concerned.
8. Official withdrawal from college is accomplished by completing an appropriate form supplied by the Office of Student Life and returning the completed form to the office. Failure to complete the form can result in the grade of “F” in all courses scheduled. (See page 442 in this Catalog for complete information on withdrawal from college.)
9. Students may withdraw their complete registration prior to the last 13 weekdays of the term. Students will receive “W’s” if proper withdrawal procedure is followed. Students registered for FORUM or any other course that has been completed according to the class schedule will be permitted to retain that credit and/or grade. Analogous periods for summer session and night courses will be determined by the Registrar. No credit is given for the term. Following that time one may not withdraw.
10. In the case of students withdrawing to enter the armed services, the following rules shall apply:
   No credit will be allowed unless the student has been enrolled for at least five weeks in a Fall or Spring semester.
   After 10 weeks of work in the Fall or Spring term, arrangements may be made to complete a full semester of work. Only fractional credit will be allowed unless arrangements are made to complete the entire term. Such credit may be blanket credit (i.e., unspecified), or it may be specified as the need arises by major and
minor advisors. In any case, in order to get credit the student must be passing in the course work at the time of withdrawal.

**Academic Petition**

Waiver or amendment of academic regulations in this catalog will be considered by the Committee of Academic Standards and Review upon formal petition. Petition forms are available from the Registrar. Petitions for changes effecting a current semester’s registration must be received within the first 10 class days of that semester.

**Academic Appeals**

Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should meet first with the instructor of the course involved. Failing to achieve satisfaction at this level, the student should then meet with the chair of the division in which the course is taught. Appeals beyond the divisional level should go to the Vice President for Academic Affairs. When appropriate, academic issues will be referred to the Committee on Academic Standards and Review for final decision.

The Vice President for Academic Affairs is available to students to discuss academic problems and procedures.

**Academic Honesty Policy**

The curriculum at Iowa Wesleyan College is built upon the Life Skills—communication, reasoning and problem solving, valuing, and social effectiveness. In conjunction with these integral Life Skills, the College has developed a strict policy to deal with those students who commit acts of academic dishonesty—plagiarism and/or cheating. Such acts will not be tolerated in any form by the faculty and staff, and will carry stiff penalties. The following policy includes the definition of academic dishonesty, the sequence of offenses and their accompanying penalties, the procedure to be followed by faculty members when an offense occurs, the explanation of the appeal process, and the description of record maintenance.

**Definition of Academic Dishonesty**

**Plagiarism** is the intellectual theft of another’s ideas. It involves the failure to accurately cite the sources used in researching a paper or project, both in the body of the paper/project as well as on the Works Cited page.

**Cheating** constitutes all other forms of academic dishonesty. Offenses include, but are not limited to:

- fabrication of data/data manipulation
- use of crib sheets
- copying of information from another person’s work
- unauthorized sharing of answers/information between students
- theft of papers/projects/exams
- unauthorized gaining of or giving access to exam questions
- tampering with an exam
- submission of a paper or project for more than one course without the permission of the faculty members for the courses in question
- buying of a paper/project/exam
- selling of a paper/project/exam

* The selling of a paper/project/exam is considered a more serious violation of the policy on cheating because of the deliberate attempt to profit from another student’s vulnerability, and will carry heavier penalties (see Sequence of Offenses/Penalties section).

**Sequence of Offenses and Accompanying Penalties**

Violation of the Academic Dishonesty Policy will subject the student to swift disciplinary action. For acts of cheating or plagiarism, the following sequence applies:

First offense—cheating — failing grade for the assignment or for the course, at the discretion of the faculty member.
First offense—plagiarism — alternative assignment, failing grade for the assignment, or for the course, at the
discretion of the faculty member.

Second offense — may result in suspension from the College for one full academic term excluding
summer

Third offense — may result in expulsion from the College.

In instances when a student has been found guilty of academic dishonesty he may not withdraw from the course in question. Suspensions for academic dishonesty will be noted on the student’s transcript.

For the more serious violation of selling a paper/project/exam, the following sequence applies:
First offense — may result in suspension from the College for one full academic term excluding sum-
mer

Second offense — may result in expulsion from the College

Procedure for Handling Cases of Academic Dishonesty

Academic honesty calls for a partnership between students and faculty members. While it is the students’ duty to submit honest work, the faculty also carries a share of the responsibility to the students. First and foremost, faculty members must present clear criteria concerning their expectations regarding all assignments. In the event of a violation, the faculty member will then institute the following procedure.

1. Call the student in for a meeting within 72 hours after the discovery
2. Review the evidence with the student and discuss the situation
3. Decide the appropriate punishment for the first offense
4. Document the violation and resulting action on the Academic Violation Form
5. Copy and send the form to the appropriate offices:
   a. Associate Vice President and Dean of Extended Learning (if applicable)
   b. Dean of Student Life
   c. Vice President for Academic Affairs

Appeal Process

There are two reasons on which students may base an appeal: 1) lack of concrete evidence, as perceived by the student; or 2) student’s perception that the penalty imposed is unduly harsh. The following appeal process will be followed:

1. The student will request an appeal in writing within 72 hours of receiving notice of the faculty member’s decision regarding punishment.
2. The appeal will be made to the chair of the division to which the course belongs.
3. Failing to achieve a satisfactory solution at the divisional level the student may appeal to the Vice President for Academic Affairs.
4. If the student disagrees with the decision of the Vice President for Academic Affairs, the Academic Dishonesty Committee/Board will hear the evidence and render their decision within 48 hours, and will notify the student promptly.
5. If the student disagrees with the decision of the Academic Dishonesty Committee/Board, he/she may request a final appeal in writing to the President within 72 hours of receiving the board’s decision. The President will notify the board of the appeal, will request a transcript of the hearing, and will call the student in for the final hearing with 48 hours of receiving the letter of appeal. The President will render the final decision and no further appeals will be entertained.

Record Maintenance

Documentation regarding all cases of academic dishonesty will be placed both in the student’s file in the Office of Student Life, and on file in the Office of the Vice President for Academic Affairs. If a student who is attending Iowa
Wesleyan College in an extended learning program is found guilty of academic dishonesty, the office of the Associate Vice President and Dean of Extended Learning will keep a copy of the documentation in the student’s file.

Committee Structure for Academic Dishonesty Hearings

After receiving the letter of appeal the Vice President for Academic Affairs will schedule a hearing of the Academic Dishonesty Committee/Board within seven days. This committee will consist of two faculty members, two administrators, and two students. One administrator will serve as chair. The Faculty Executive Committee will appoint one faculty member from each division who will serve on this committee when called. No faculty member from the division in which the case originated may serve. The Student Government Association will appoint two students to serve on the committee and the President of the College will appoint two administrators and indicate which shall serve as the committee chair. The student filing the appeal, the faculty member who reported the violation, the chair of the division in which the case originated and the Vice President for Academic Affairs may be called before the committee at the discretion of that body.

Dean’s List

The Dean’s List is issued following the Fall term and the Spring term to honor students who have shown high scholastic attainment during that term. In order to be included, a student must be classified as a degree candidate and have attained a grade point average for that term of 3.50 or better on a load of 10 credit hours or more, with no incomplete grades recorded at the time the list is declared.

All Dean’s List students are eligible to audit one course without additional charge for overload (more than 16 hours). The additional audit course in this case must always be taken during the semester immediately following the Dean’s List achievement.

For honors recognition of part-time students see page 94.

Honors at Graduation

Degree “with honor” will be indicated on the diploma by “cum laude” for students who secure a cumulative grade point average (g.p.a.) of 3.35, by “magna cum laude” for those with a cumulative grade g.p.a. of 3.60, and by “summa cum laude” for those with a g.p.a. of 3.85 for all post secondary coursework. To be eligible, 60 hours must be completed at Iowa Wesleyan. Grades earned in all college work, regardless of where taken, will be counted for honors determination. For students following a combined pre-professional course, this will be the sophomore and junior years.

Academic Probation and Dismissal

1. Probation: Students whose cumulative grade point average is below 2.00 will be placed (or continued) on academic probation for the following term unless dismissed for academic reasons. The probationary status is removed whenever the cumulative grade point average is raised to 2.00 or better. A student on “academic probation” will not be permitted to enroll for more than 12 credit hours.

2. Academic Dismissal: Students who do not meet certain minimal standards are subject to academic dismissal whether or not they are currently on probation. The Committee on Academic Standards and Review shall have final judgment in such matters and shall use the following guidelines.

A. First Semester Enrollment
At the end of the first semester of full-time registration (10 credit hours or more) at Iowa Wesleyan and based upon Iowa Wesleyan credits attempted:
1. All regularly admitted entering first year students (including transfer first year’s) must have at least a 0.75 grade point average.
2. All regularly admitted entering transfer sophomores must have at least a 1.50 grade point average.
3. All regularly admitted entering transfer juniors must have at least a 1.75 grade point average.
B. Continuing Enrollment

All other students must meet the following grade point standards:

<table>
<thead>
<tr>
<th>Credit hours attempted (Including accepted transfer credits)</th>
<th>Minimum cumulative grade point average (IWC grades only)</th>
</tr>
</thead>
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</tbody>
</table>

C. Probation Dismissal

Students, even when not below the foregoing minimal standards, will ordinarily be dismissed if they have been on probation for three consecutive semesters, without bringing their cumulative Iowa Wesleyan College grade point average to 2.00 or above.

Athletic Eligibility

Beginning in the Fall of 2005, all students who participate in intercollegiate athletics at Iowa Wesleyan College must have and maintain a minimum grade point average of 2.0 (based on a 4.0 scale) both cumulatively as well as each semester of attendance at Iowa Wesleyan to be considered eligible to participate in intercollegiate athletics. Those who fall below the cumulative or semester grade point average of 2.0 will be ineligible to participate in intercollegiate athletics at Iowa Wesleyan College.

Withdrawal from College

The withdrawal procedure is begun by first notifying the Dean of Student Life or the Assistant Dean of Students, Office of Student Life. Once this procedure is complete, the Associate Vice President and Dean of Student Life notifies the Business Office and accounts are computed as of the date of the notification of withdrawal. Failure to observe this procedure will result in the student’s being considered not in good standing and in the forfeiture of refunds. Students may be administratively withdrawn from the College if after careful study the indications suggest they are a high risk to their own welfare or the welfare of other members of the community. After withdrawal, a residential student should make all necessary arrangements to check out of the residence hall within 24 hours.

Inter-Institutional Cooperation

The College seeks to enhance educational opportunities for students by means of inter-institutional cooperation. The library consortium with several regional colleges has been described on page 79. Cooperative programs with Duke University, Iowa State University and the University of Iowa are available.

In order to better serve the students of each institution, Iowa Wesleyan College and Southeastern Community College have established a cooperative agreement allowing full-time students at both colleges to take one course per term at the other institution at a standard tuition fee. The course should be unique to the institution, e.g., typing or engineering graphics. Interested students should consult with the Registrar for details, including class schedules and course descriptions. No duplicate activity fee will be charged, although guest students will have the student privileges which are normally given part-time students. Other forms of cooperation include reciprocal library check-out privileges, and a commitment by both institutions, through their various organizations, to strive to bring such cultural activities to southeast Iowa as musical activities and productions, art shows, and lectures.
Extended Learning

Office of Extended Learning

The Office of Extended Learning offers credit and noncredit courses, workshops, seminars, and conferences for learners in southeastern Iowa who are interested in completing a bachelor’s degree, personal enrichment, self-development or programs toward career advancement. A variety of offerings are provided throughout southeastern Iowa at times and in locations convenient to the majority of working adults.

The Office of Extended Learning cooperates with the academic divisions of the College to offer several degree programs at various locations to persons unable to attend traditional day classes.

Mission and Guiding Principles

Within the mission of Iowa Wesleyan College, the Office of Extended Learning strives to provide the most positive, user-friendly, high-quality learning services for southeastern Iowa.

The beliefs and values which prioritize our actions and guide them toward our mission, are:

• Everyone is a learner
• We will offer service to prospective and current learners (and other clients) through a welcoming attitude and by showing respect, integrity, sincerity, pride and effective problem-solving to fulfill their needs as best we can
• We will do the best we can to provide the highest quality services and convenience in a professional fashion.

General Requirements

Extended Learning students pursuing a degree (other than the BGS degree) meet the same requirements as students in regular day programs which are identified in other sections of this catalog. This includes but is not limited to College-wide course or proficiency requirements, course distribution requirements, credit hour and credit load requirements, and graduation requirements (including field experience and service learning). Tuition and fees are listed in the Financial Information section of this catalog.

The College’s distinctive academic program includes three elements inherent in each student’s education:

Life Skills—a curriculum-wide emphasis on the development of the critical skills of communications, problem-solving, valuing and social effectiveness.

Responsible Social Involvement (RSI)—a service learning program in which students enhance their education through service to others.

Iowa Wesleyan recognizes that students enrolled through the Extended Learning program often have different personal and work circumstances than those enrolled in the day. For this reason students involved in volunteer service prior to enrollment at Iowa Wesleyan may qualify for retroactive credit in place of all or part of the service learning project. Information on this option is available from the RSI Office or the Extended Learning Office.

Career experience—including field experience; the direct application of learning toward initiating or enhancing careers.

The field experience requirement includes an option for those attending the College while employed full-time. This option includes site-based analytical projects for students interested in career enhancement, rather than career initiation. Projects include a three-stage process comprising a proposal, research and development, and presentation. The site-based analytical project is explained more fully under the Courses of Instruction section of this catalog. Qualifying adults with appropriate previous or current professional experience may petition to pursue a coursework option.

RSI and field experience are required of all students. The RSI program is described on page 9. The Field Experience requirement is explained on page 10.

Admission Policy and Procedures

Any adult student who is pursuing a degree or teacher certification through Iowa Wesleyan’s Extended Learning program must complete and submit to the ExL Office a short application form. Applicants must also submit copies of transcripts covering all work attempted or completed at each college or university previously attended. The form and transcripts should be submitted before or during the first 12 credit hours enrolled. Unofficial photocopies of transcripts are
acceptable for initial evaluation purposes; official copies are required prior to formal admission to a degree program. Applicants who have no previous college work will be required to provide high school transcripts. High school transcripts may be requested from transfer students. GED scores are acceptable.

Persons who are not pursuing a degree are not required to submit the application form or transcripts unless specifically requested to do so.

After an applicant’s file is complete, official admission status will be conveyed to the applicant.

Any full-time day student who desires to switch to the evening program to seek a degree exclusively through the Extended Learning program must be in good academic standing, have the approval of the Academic Dean and file a petition with the Committee on Academic Standards.

Transfer Credit

A maximum of 64 semester credit hours may be transferred to Iowa Wesleyan College from one or more two-year colleges. A maximum of 94 semester credits may be transferred from both two-year and senior colleges. When more than one college has been attended, transcripts from each college must be provided and each will be evaluated. Students who have earned an AA or AS degree, with a g.p.a. of at least 2.00 from an accredited Iowa community college will be deemed to have fulfilled the College-wide first- and second-year shared experience, with the exception of RSI and Safety and Survival.

Iowa Wesleyan College will accept transfer credits within the first 64 hours in which “D” grades have been made, but only if the overall g.p.a. is at least 2.00. Grades of “D” in the major will not be accepted. Grades of “D” in the College-wide English requirement will not be accepted. The Registrar has the final authority for accepting or rejecting credit for transfer.

Course Registration Procedures

Preregistrations: Students are strongly encouraged to preregister for classes. Preregistration offers preference in classes open to limited enrollment. It also assists in forecasting enrollment to avoid cancellation of limited-size classes. It also helps determine if an adequate number of texts and supplies have been ordered; and it assists the instructor in preparing course outlines and handout materials.

Registrations: Official registration is confirmed at the first class meeting. A registration for any class at the first day or any subsequent meeting is considered as an official registration and billings will be based on those registrations. Failure to attend class after the official registration has been confirmed will not cancel the obligation to pay for assessed tuition and text charges (See Changes of Registration, below).

Changes of Registration—Extended Learning Classes

Add/drops are permitted freely and at no charge during our normal registration period (usually the first two class meetings). There will be a 100 percent tuition refund due the student in those cases. No record of enrollment in a “dropped” course will appear on the transcript. All classes added or dropped after the term has begun must be properly requested by using the ExL Change of Registration form. Nonattendance of a class does not constitute a drop or withdrawal, and the student becomes liable for full or prorated tuition charges as noted below.

Withdrawal from a class (reduction of a portion of a student’s course load without a grade being posted) may take place during the normal course withdrawal period, which extends from the beginning of the third week of classes (or third class meeting) through the seventh week of classes—after which time a letter grade of “F” will be posted. Consistent with all part-time students who withdraw from a portion of their credit load, 100 percent tuition will be charged after the normal add/drop period has expired; however those students affected will remain eligible for any financial aid awarded prior to the withdrawal. In such cases, the Registrar, the Financial Aid Office and the Business Office must be notified by the student via the ExL Change of Registration form, and a “W” will be recorded on the transcript.

A change from letter grade to audit or S/U must be requested by the third class meeting. Normally, tuition charges are not recalculated in these cases.

A change from audit or S/U to a letter grade must be requested by the sixth class meeting. When a part-time student changes from an audit to a letter grade, tuition is normally recalculated to reflect the change in credit hour status.

Special Note

For classes/programs not following the normal 11-12 week Extended Learning schedule (e.g. telecourses, short
Financial Aid

Extended Learning students may be eligible to receive financial assistance through the Federal Pell Grant, Iowa Tuition Grant and student loans. Students interested in obtaining a loan will need to be enrolled at least half-time. For more information, contact the Financial Aid Office, toll free, 800.582.2383 or 319.385.6242.

Cooperative Agreements with Community Colleges

Iowa Wesleyan College cooperates with area community colleges in providing convenient education at the bachelor’s degree level to the citizens of southeastern Iowa. Several degree completion programs are offered in the evening on various campuses. Additional support courses are offered online or in nearby towns. Contact the Extended Learning Office for a list of majors, courses and locations. Other reciprocal agreements exist regarding the exchange of courses, credit and services. Programs have been developed in which a student may complete an AA or AS degree at the community college, complete the BA through Iowa Wesleyan and then earn an MBA or MA by attending evening classes offered by area universities. Contact College counselors for more information.

Southeastern Community College and Iowa Wesleyan College have entered into two special cooperative programs to serve the needs of learners in Southeast Iowa. Students who have completed an A.A. degree at SCC with a focus in Chemical Dependency Counseling, can transfer that program in special articulation with Iowa Wesleyan College’s Human Services major to earn an Bachelor of Arts degree.

Southeastern Community College students who have completed an A.A., A.S., or A.A.S. degree with prescribed coursework in Industrial Technology are able to transfer that program to Iowa Wesleyan and meet the State of Iowa Department of Education Teaching Endorsement (#14.141-11) in Industrial Technology for grades 7-12.

Please contact the Iowa Wesleyan College Office of Extended Learning for details about both of these cooperative programs.

Credit for Life Learning

Iowa Wesleyan College recognizes that college level learning can and does take place outside of the collegiate setting. The College also recognizes that not every experience produces college level learning. Therefore, Iowa Wesleyan College has established a process to determine if college level learning has indeed occurred and the amount of academic credit appropriate for that learning.

Often, other methods of assessing and awarding college credit are satisfactory to the student and to the College. Thus established credit awarding processes (e.g. CLEP subject exams, American Council on Education evaluations of armed services experiences, college credit recommendations of non-collegiate sponsored instruction, the College’s credit by examination process, and the College’s retroactive RSI program) must be exhausted before making use of the Credit for Life Learning assessment process.

Assuming the established credit awarding processes are not applicable, the student may submit a credit request based on a critical self examination of “what learning has occurred” as reflected in a written portfolio document. Credit awarded can be course specific or in a more general context, especially if the credit is outside the major the student is pursuing.

Please contact the Office of Extended Learning for guidelines, and/or a pre-assessment form.

Bachelor of General Studies (BGS) Program

Option 1: Individually Designed Concentration

Persons over age 24 may earn a BGS degree by successfully completing the series of five CLEP (College-Level Examination Program) General Examinations and completing an additional 66 semester credits at Iowa Wesleyan College. The five General Examinations cover English Composition, Humanities, Mathematics, Natural Sciences and Social Sciences/History. A Planning Seminar is offered to assist participants in passing the CLEP examinations. This does not guarantee, however, that participants will pass the exams. The cost for the seminar is $292. The fee for the
five exams is established by The College Board, administrators of CLEP. Fees are subject to change without notice.

Option 2: Management Concentration (for associate degree recipients)

Persons over the age of 24 who hold the AA/AS/AAS degree may qualify for the Bachelor of General Studies-Management track. This 66 semester hour bachelor-level degree option substitutes the CLEP Examination entry path by accepting the completed associate degree (minimum 2.00 g.p.a.) for those who have been employed full-time or who have been out of school for a minimum of three years. The specific outline of courses in the BGS Management track may be obtained through the Office of Extended Learning.

Additional information about the BGS degree can be obtained from the ExL Office.

Liberal Studies Major

See “Selected Studies Plan” on page 83 of this catalog.

Human Services Major

See details on page 49 of this Catalog.

Activities Available to Extended Learning Students

Since evening adult students have limited access to advisors and standard services normally available to students attending day programs on campus, the tuition rate is set lower for ExL students. However, ExL students are admitted to most activities offered on the Iowa Wesleyan College campus without cost. This includes most athletic, musical, recreational/entertainment, and cultural events. Admission fees are required for certain activities, and ExL students must pay for any activity requiring payment from other Iowa Wesleyan College students. ExL student identification must be shown for free entry. Free admission for ExL students is not transferable to family members or friends.

Academic Advising and Services for Extended Learning Students

The Office of Extended Learning freely provides informational counseling for new, current and prospective students. Students may make appointments for individual counseling at each program location.

Once a student is accepted as a degree candidate, an academic advisor may be assigned who has experience in the appropriate major. The Office of Extended Learning will continue to provide academic advising to all ExL students.

All Iowa Wesleyan students, whether enrolled in on-campus or extended campus courses, are encouraged to make full use of on-campus services and resources. Parking stickers are not required for several lots on campus, but any ExL student desiring a sticker for a restricted lot may receive one free of charge by contacting the Physical Plant Office.

The John Wesley Holland Student Union includes the Student Life Office, the College Bookstore and a snack bar where students gather. There is also a lounge for students in Room 210 of the Science Hall.

The J. Raymond Chadwick Library provides research information and assistance, interlibrary loan services, computer lab, and a comfortable, quiet place to study. The Academic Resource Center is located on the top floor of Chadwick Library. The Academic Resource Center helps students develop specific skills, such as reading or note-taking, and coordinates a tutoring program. Extended Learning students are invited to utilize its services. Evening appointments can be arranged by calling 319.385.6334.

Hershey Hall houses the RSI and Field Experience Offices, Career Services Center and the campus Media Center.

The Howe Student Activity Center contains three conference rooms, a technology-intensive classroom, a walking/jogging track and fitness room, in addition to indoor athletics facilities.

Students will find most of the administrative offices in the P.E.O. Memorial Building, including those for Business Affairs, Student Accounts, the Registrar, Financial Aid, the Academic Dean, and the President. The Office of Extended Learning is on the main floor (north side) of the building.
Honors Recognition for Part-Time Students

Honors recognition for part-time students is issued at the end of each academic year. In order to qualify for this honor, students must be considered as attending Iowa Wesleyan College on a part-time basis, while accumulating at least 15 semester hours of course work completed through a full academic year and must maintain a cumulative grade point average of 3.50 or better.

Withdrawal from Iowa Wesleyan College

This reflects cases in which an Extended Learning student has withdrawn from all credit hours for which they were registered. In such cases, federal guidelines stipulate that tuition be refunded according to the following formula:

\[
\frac{\text{# of calendar days enrolled}}{\text{# of calendar days in term}} = \text{percent of earned financial aid}
\]

If a student has earned 20 percent of their financial aid, then 80 percent will be returned. All parties (federal and state government, institution) will receive 80 percent of their funds and the student will be refunded 80 percent of tuition. Percentages are rounded to the nearest one tenth of one percent. Students are eligible for any earned tuition refund through the 60 percent point of each term. After the 60 percent point of a given term, 100 percent of tuition will be owed the institution, with no tuition refunds made, except in cases of protracted illness or other causes determined by the Extended Learning Office to be beyond the control of the student, which compel complete withdrawal from Iowa Wesleyan College.

When a student withdraws from the College, documentation of attendance for all courses will be required. If, at that time, it is discovered that a student attended fewer credit hours or a different number of class meetings, then the student’s charges and financial aid will be adjusted prior to any tuition refund calculation.

Refunds of Credit Balances

Refunds will be given after the add/drop period of classes. Students need to stop in the Business Office to pick up their refund checks if applicable or the checks will be mailed to the home address on file.

The refund dates for 2006-2007 are:

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<th>Refunds mailed</th>
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<td>September 12</td>
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<tr>
<td>II</td>
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<td>November 28</td>
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<tr>
<td>III</td>
<td>March 1 after 4:00 PM</td>
<td>March 6</td>
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<tr>
<td>Summer I</td>
<td>July 7 after 4:00 PM</td>
<td>June 11</td>
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<tr>
<td>Summer II</td>
<td>July 19 after 4:00 PM</td>
<td>July 23</td>
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Textbooks for Courses

On-Campus Classes: Textbooks may be purchased at the Iowa Wesleyan Bookstore, located in the Student Union, and must be paid for at the time they are received. Textbooks are available for sale two weeks before classes begin.

Off-Campus Classes: Textbooks may be ordered directly from the Bookstore and will be shipped directly to students via FedEx Ground approximately two weeks before classes begin. Orders will be filled in the sequence which they are received. Textbooks are not sold at off-campus sites.

For more information on purchases and ordering, payment, resale and returns, please contact the Iowa Wesleyan Bookstore at 800.582.2383 or 319.385.6478.
Student Life and Services

Housing

The Office of Student Life oversees College certified housing. All full-time students, except those having received an exemption, are required to live in College certified housing. When available, summer College housing is restricted to students enrolled in a minimum of three credit hours per session, or enrolled in an RSI project or internship.

Students may request exemption from the College housing requirement under the following circumstances:

• All students who are 22 years of age or older by the first day of classes beginning each term
• Students who are married, have dependent children living with them, or who live with their parents and commute to the campus
• Students who are transferring to the College and have been previously living on their own.

While College housing is normally restricted to full-time students, part-time students may request permission to live in College certified housing on a case-by-case basis.

Residence Halls and Suites

Students are housed in College residence halls and suites. Roommates are assigned without discrimination as to race, creed, sexual orientation, or national origin. Each student is furnished a bed, dresser, study desk, chair, and closet space.

Each residence hall is staffed by a full-time professional staff member as a community director. The community director is available to assist and advise students in their success at Iowa Wesleyan College. Specially trained upper-class students serve as community advisors and also assist students in their success through the residence life program.

Each residence hall is governed by a hall council composed of student representatives elected by the residents. The residence hall councils are concerned with educational, recreational, social, and governmental activities for the residents.

If residents should lose the key to their room, a $75 fee will be assessed for a replacement key. When the main doors are locked, residents will need to use the card-key door. Each resident will receive a card-key to open this door. Card-key holders will be assessed a $100 replacement fee for lost card-keys.

Food Service

All residential students at Iowa Wesleyan College eat in the College dining hall in the Student Union. Food service staff attempts to meet all dietary restrictions. Special dietary arrangements may be made with the general manager if prescribed by a physician.

Health Care

Iowa Wesleyan College and Family Medicine of Mt. Pleasant are working in cooperation for the student’s individual medical care. During business hours Monday through Friday, and also Saturday mornings, students may schedule appointments with a doctor or physician’s assistant for an established fee. Additional lab work, diagnostic testing and additional medical supplies will incur additional fees.

For emergencies or after-hour care, the Henry County Health Center emergency room is staffed at all times. The student must keep in mind the additional costs when electing to go to the emergency room.

All students must have medical history and proof of insurance on file in the Office of Student Life. This medical information must be presented at the time of service.

Insurance

For the academic year 2006-07, every full-time student who is a U.S. resident is covered by a health and accident policy through the Fairmont Speciality. Payment for this coverage is included as part of the student’s tuition. Conditions and procedures of the insurance plan are made available to every student during orientation. The student is responsible for initiating the insurance claim process. The student is also responsible for any costs incurred which are not covered by insurance. International students are also covered but additional fees apply.
Immunization

In accordance with the recommendation of the American College Health Association, all students (born after 1956) entering Iowa Wesleyan College must present written confirmation from their family physician that they have one of the following:

1. Proof and date of having had measles, mumps and rubella, or
2. Documentation of immunization for MMR after 1980, or
3. Written recommendation of their doctor that they should not receive MMR immunization at this time.

Students unable to comply with one of the above (and born after 1956) must be re-immunized at the student's expense.

The College further requires documentation of a tuberculosis skin test (Mantoux) within a year prior to arriving on campus and verification of follow-up treatment as necessary.

*Health forms/documentation/waivers should be received at Iowa Wesleyan College before registration.*

Student Conduct and Behavior

The College is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the College or with the rights of other members of the College community cannot be tolerated.

Students enrolling in the College assume an obligation to conduct themselves in a manner compatible with the College’s function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the College retains the power to maintain order within the College and to exclude those who are disruptive of the educational process.

College is an experience in community living. As with any community, certain rules are developed for the protection and comfort of all. Iowa Wesleyan has a minimal number of regulations and asks for cooperation in complying with them.

Specific regulations of the College, its customs, and its traditions are contained in the Community Guide distributed each fall. All students are responsible for reading and observing the rules and regulations contained in the Community Guide.

Iowa Wesleyan College is required to keep a log of substantive complaints for the North Central Association of Colleges and Schools in keeping with Federal regulations.

A complaint for purposes of this policy is defined as a written, dated, signed statement from a student submitted to the Chief Executive Officer, Vice President for Academic Affairs or the Dean of Student Life.

The log will include information about the disposition of the complaints and a summary log will be available for the North Central Association comprehensive evaluation team for review.

Counseling Services

Admissions Counseling

You will first benefit from this service when talking with your admission counselor as a prospective student. These representatives of the College can help you interpret the uniqueness of Iowa Wesleyan. They can assist you in understanding the College’s goals and more fully explain the numerous educational opportunities available here. From the start, our admission counselors will do all they can to help you make the best educational choices here at Iowa Wesleyan College.

Personal Counseling

Counseling assistance is available through the Student Life Office to assist you with a variety of issues that might hinder personal and academic success. These issues include help in adjusting from being away from home, financial difficulties, roommate conflicts, relationship problems, depression, or any number of other personal issues. The staff in the Student Life Office is dedicated to helping each student find appropriate assistance to deal with any problem. Life Skills assistance and counseling is provided by a number of trained staff in the Student Life Office, the Campus Minister and faculty.
Career Counseling

The Director of the Career Services Center will assist you in planning your career as soon as you are ready. You can receive individualized guidance from the day you enroll, through graduation and beyond.

Academic Advising

Each student is assigned a faculty advisor to help you design an individually tailored academic program. Be sure to consult your advisor before making changes in your class schedule. This advisor is also available to discuss any area of concern with you.

Career Services Center

The Career Services Center assists students at any point in their college years in appraising their interests and abilities, exploring careers of interest, making personal career decisions, and exploring graduate work or study.

A career resource library is maintained and information on graduate programs (including test information for entry into graduate school) is provided. Contacts and assistance for students seeking part-time off-campus or summer jobs, as well as full-time employment listings is available. The Career Services Center houses Dell Pentium IV computers for student/alumni use in accessing resources and services online.

The Center staff helps students prepare for the transition from college to career by assisting with resume writing, interviewing, portfolio development, writing effective cover letters, job seeking and networking, and use of the Internet in job searches. Additionally, the department schedules two comprehensive Senior Seminars (one each semester) for a day totally devoted to the “nuts and bolts” of job seeking.

Another important resource for seniors of Iowa Wesleyan College includes the institution’s membership in the Iowa Private College Career Consortium (IPCCC). The purpose of the consortium is:
1) to increase the number and range of employment opportunities for students at member institutions, and
2) to provide an efficient, cost-effective way for employers to recruit students from quality liberal arts, bachelor-degree granting institutions.

Information regarding the Iowa Private College Career Consortium can be found at: http://ipccc.gvc.edu.

Persons wishing more information about Career Services facilities or programs should visit our website at www.iwc.edu/, contact the Director at 319.385.6367, or visit Hershey Hall, room #231.

Athletics

Intercollegiate Athletics

Iowa Wesleyan’s program of intercollegiate athletics is organized and conducted as an integral part of the educational program. The College is a member of the Mid-States Football Conference and a member of the Midwest Classic Conference in all other sports. Under the rules and auspices of the National Association of Intercollegiate Athletics (NAIA), Iowa Wesleyan offers intercollegiate teams for women in basketball, golf, soccer, softball, track and field, and volleyball. Iowa Wesleyan offers intercollegiate teams for men in baseball, basketball, football, golf, soccer, and track and field. All students, regardless of major, who might be interested in participating in these sports are encouraged to become involved.

Intercollegiate athletics is essential to the program of physical education, providing an opportunity for more highly skilled students to participate with others of similar interests and abilities. First year students are eligible to participate on the varsity level. Every precaution is exercised to prevent injuries, but the College assumes no responsibility for injuries that may occur either while training for, or engaging in any athletic activity. An “in excess” (secondary) insurance is provided for accidents which occur during athletic practice or competition.

Intramural Activities

Activities of all kinds, from mild to strenuous, are offered to provide wholesome recreation possibilities. Activities are planned and developed with student involvement for all to have opportunity to participate. Intramural participation is encouraged as a valuable and healthy part of the overall college education experience.
Dance Team

Iowa Wesleyan students interested in the Dance Team are encouraged to try out in the fall of the academic year. The Dance Team and mascot participate in activities to promote campus and community spirit.

Fine Arts Activities

Students’ lives are enriched by their participation in and appreciation of fine arts at Iowa Wesleyan College. Opportunities include performances by college groups as well as programs by artists of national repute. Southeast Iowa Symphony Orchestra, Southeast Iowa Concert Band, and the Iowa Wesleyan College Forum series regularly bring nationally known guest artists to the campus. In addition, the P.E.O. Art Gallery provides continuous visual arts exhibits. All events are provided to full-time Wesleyan students without charge.

Students, regardless of major, also have numerous performing opportunities in vocal and instrumental groups. Choral groups include Concert Choir, Broad Street Connection and the touring choir which travels in the spring to various regions of the United States. Members of the concert choir are encouraged to audition for the Mt. Pleasant Chorale, a choral group of adult singers from the Mt. Pleasant area who perform several concerts a year. Students interested in instrumental music may participate in chamber ensembles or any of the four major instrumental ensembles: the IWC Jazz Band, IWC Wind Ensemble, Southeast Iowa Concert Band, and Southeast Iowa Symphony Orchestra. Auditions for membership in instrumental and choral music organizations are held during New Student Week.

Dramatics

Students have the opportunity to participate in drama productions of the Mt. Pleasant Community Theatre Association. The participation may be either through auditioning for an acting role or by working in some backstage capacity with lighting, sound, props, costumes, set construction, makeup or publicity. The productions are held on the campus and students are admitted free of charge.

Campus Religious Life

Iowa Wesleyan College has been related to the United Methodist Church since 1849. Our Christian and Wesleyan heritage calls us to promote spiritual growth as well as intellectual development. We encourage every student to join a nearby church or religious organization and take part in our campus life.

Campus religious and spiritual activities include Tuesday morning worship (11:00 AM, Chapel Auditorium), Thursday morning Forum (11:00 AM, Chapel Auditorium), the annual Clifford and Maxine Manning Lecture Series, the Fellowship of Christian Athletes, Habitat for Humanity, the United Methodist Ingathering and a host of community charities. More information is available from our Campus Minister at 319.385.6498 who employs a number of Student Chaplains.

Student Organizations

Membership Qualifications for Organizations

Membership in all campus organizations is open to all full-time Iowa Wesleyan students regardless of race, creed or national origin. Any organization found guilty of using discriminatory practices based on race, creed or national origin in the selection of their membership will be asked, at the discretion of the Board of Trustees, to leave the campus.

Registered students are eligible to participate in all of the student activities of the College. Persons in all other categories may participate in student activities as determined by consultation with the student’s faculty advisor. Individual organizations and/or activities may establish minimum standards for eligibility (for example, minimum grade point average).

BACCHUS

Boosting Alcohol Consciousness Concerning the Health of University Students is a national student organization. Through educational activities designed to increase awareness of changing alcohol issues, BACCHUS focuses on the development and promotion of positive life styles and decision making skills. The organization promotes respect for state laws and campus policies related to alcohol use, as well as respect for those who choose not to use alcohol.
Black Awareness Organization

The Black Awareness Organization (BAO) is a representative body under the auspices of the Student Government. In an effort to promote black awareness, the purpose of BAO is to sponsor activities including cultural, educational, and social events on campus that may be of interest to the entire student body.

Commuter Club

The Iowa Wesleyan College Commuter Club promotes improved communication between the commuters and the faculty, administration, and residential students. Membership is open to any residential student or commuter student at Iowa Wesleyan College.

Dance Team

The Dance Team was created to promote and support Iowa Wesleyan athletics and Mt. Pleasant community events. All Iowa Wesleyan College students are invited to audition and take dance classes taught by the Dance Team coach.

Drama Club

Students have the opportunity to participate in drama productions of the Mt. Pleasant Community Theatre Association. The participation may be either through auditioning for an acting role or by working backstage with lighting, sound, props, costumes, set construction, makeup or publicity. The productions are held on the campus and students are admitted free of charge.

Habitat for Humanity

The Iowa Wesleyan chapter of Habitat for Humanity is a partner in the nonprofit Christian housing ministry of Habitat for Humanity International, whose goal is to eliminate poverty housing from the world. All students, faculty and staff are welcome to join us as we: 1) BUILD or rehabilitate local houses with the Henry County Habitat for Humanity; 2) RAISE MONEY for materials and program support; 3) EDUCATE both college and community about affordable housing issues; 4) ADVOCATE for those who need affordable housing. For more information, please the Campus Minister, 319.385.6498.

International Club

This club is open to all interested students with the purpose of the club being to further international awareness on campus. Cultural, educational and social opportunities are explored.

IWC Radio Club

The IWC Radio Club is open to all students interested in pursuing broadcasting as a career or hobby. Apart from providing entertainment to students and faculty, the club provides a forum for students to develop their broadcasting skills and provides timely information about people and events on campus and the Mt. Pleasant community.

Men’s Residence Hall Association

The men of McKibbin have formed the Men’s Residence Hall Association (MRHA). All residents of McKibbin are members. A council is elected to conduct legislative business for the association. MRHA assesses annual dues of $10 and works to raise funds by other means. With these funds, it promotes educational, recreational, social and governmental activities for men in the hall. It is the goal of the council to promote participation and foster excellence in leadership, scholarship and self-governance.

Sheaffer-Trieschmann Hall Council

Residents of S-T Hall have formed a hall council to promote their governmental, educational, recreational and social interests. All residents of S-T are members. To support its programs and activities, the council assesses each member dues of $10 per year and has the authority to raise other funds. The association attempts to achieve its purpose through a constitutional government.
**Student Government**

Each full-time student is a member of the Iowa Wesleyan College Student Government. The purpose of the Student Government is to coordinate the interests and activities of the student body and share in the responsibilities of college governance as it directly affects student life. Students have the opportunity to significantly participate in the life of the campus by serving on various faculty, administrative and student government committees. For more information, contact the Office of Student Life.

**Student Union Board (SUB)**

SUB is a subcommittee of Student Government Association. It is charged with providing at least one activity per week for the campus community. Membership is open to any full-time student. SUB has five committees: The Joint, Special Events, Live Acts, Publicity, and The Den. There is a broad spectrum of weekly events, including $2 movies at the local theatre, dances, card and game tournaments, live entertainers, and contests. Most events are free to Iowa Wesleyan College students. Special events occur three to four times per school year, and include Winter Thing, a campus-wide Christmas party; and Spring Thing, the campus-wide end of the year celebration in April.

**Unidad**

The purpose of Unidad is to promote the understanding and respect for the variety of Latino cultures in our world. All students with a desire to learn more about Latino cultures is welcome to join.

**Women United**

Women United (W.U.) is an organization designed to unify the women of the Iowa Wesleyan College community. Through bringing in speakers and arranging campus activities, Women United seeks to explore differences; celebrate similarities; and create an awareness of life’s experiences as women culturally, educationally, and socially. W.U. is open to all interested individuals.

**Fraternities and Sororities**

One national fraternity, Phi Delta Theta, and one national sorority, Alpha Xi Delta, are represented with chapters at Iowa Wesleyan College. The sorority members live in Sheaffer–Trieschmann Hall. Fraternity members live in McKibbin Hall.

All Greek organizations are on campus by permission of the College. Each Greek letter organization has an advisor elected by the membership to assist the organization. For further information regarding the organizations, contact the Director of Student Activities.

**Honorary Societies**

Upon invitation, honorary societies are open to students with outstanding academic records. Each honorary society has its own academic requirements for membership. The following honor societies have chapters on the Iowa Wesleyan College campus:

- **Beta Beta Beta** is a national honorary fraternity for biology majors of high scholastic standing.
- **Blue Key** is a national fraternity for upperclass students who have achieved distinction for campus leadership and scholarship. Outstanding freshmen are chosen by this group.
- **Iota Phi** is the campus honorary fraternity based entirely on scholastic average. A limited number of students are selected from the junior and senior classes.
- **Sigma Beta Delta** is an international honor society in business management and administration. Membership to this society is open to those students of high academic standing majoring in the Business Division.
- **Sigma Tau Delta** is an international English fraternity encouraging creative writing and manuscript discussion.
- “**Who’s Who**” is the list of juniors and seniors with outstanding campus leadership who are selected by the faculty to appear in “Who’s Who Among Students in American Universities and Colleges.”
Professional Organizations

A wide variety of organizations make it possible for every student to find friends and activities to fit his/her own interest and aptitudes. These are:

- **American and Iowa Choral Directors Association**—For students interested in choral music.
- **Art Club**—Open to any student who is taking or has taken a course in the field of art.
- **Behavioral Science Club**—Psychology and sociology majors and others with an interest in society and its workings.
- **Computer Science Club**—Provides opportunities for individuals of the Iowa Wesleyan College community to exchange and share with each other the knowledge of computer science.
- **History Club**—Encourages students with an interest in history to coordinate their studies with other fields.
- **Lambda Alpha Epsilon**—A chapter of the American Criminal Justice Association open to criminal justice majors or criminal justice professionals.
- **MENC—Music Educators National Conference**—Open to any student interested in music education.
- **Phi Beta Lambda**—Open to anyone who is taking or who has taken a course in the field of business.
- **Pre-Professional Health Science Club**—Provides resources and information for those seeking a graduate level degree in Health Science fields.
- **Education Club (affiliated with NEA)**—Open to students who plan to teach.
- **Sport Management Club**—Devoted to educating the student about the sport business industry.
- **Student Nursing Association**—Open to students enrolled in the nursing program.

Student Publications and Communication

**Iowa Wesleyan Courier:** The campus newspaper is published by a student editorial staff drawn from journalism classes. The newspaper provides an excellent training opportunity for students interested in journalism, public relations or news photography. The office is located in Hershey Hall.

**The Croaker:** The Iowa Wesleyan College yearbook is planned and produced by students. It furnishes an annual record of campus events and provides an opportunity for any interested student to be involved.

**Iowa Wesleyan College Radio (IWCR):** A wide variety of programming opportunities are available for any interested student. Students may also earn academic credit in the communications area by working with the radio station.

Student Admission

The criteria for admission are used to identify those who are most likely to complete a college program of studies. The Office of Admission evaluates each candidate for admission on an individual basis and acceptance decisions are based on the student’s high school grade point average, class rank and the results of the ACT (American College Testing Program) or SAT I (Scholastic Assessment Test of the College Board). These criteria pertain to a first year applicant only—transfer student admissions criteria are located below.

A first year applicant is required to submit an OFFICIAL transcript from their high school, or a high school equivalency certificate based on the GED tests. The high school transcript should include four years of English, three years of mathematics, three years of social science and two years of science (both should be a laboratory science).

A first year applicant who has taken college courses for credit is required to provide Iowa Wesleyan with OFFICIAL transcripts from each college attended.

Iowa Wesleyan processes all applications on a rolling basis (including transfers). An application is considered complete when all academic credentials—including the high school and/or college transcript(s) and results of the ACT or SAT I—have been received. Notification is sent to each candidate for admission within two weeks after submitting the required academic information.
First Year Student Admission

Full Admission

A first year applicant must meet the following criteria to be considered for admission to Iowa Wesleyan College:

- have a composite score of 19 or above on the ACT or a score of 890 or above on the SAT,
- have a cumulative grade point average of 2.5 or above (on a 4.0 scale).

Conditional Admission

Applicants may be admitted on a conditional basis, subject to review of their performance after one semester at Iowa Wesleyan College, if they meet the following two requirements:

- have a composite score of 16-18 on the ACT or a score of 750-880 on the SAT,
- have a cumulative grade point average of 2.0 or above (on a 4.0 scale).

Committee Admission

Applicants not meeting the minimum criteria may petition the Admissions Advisory Committee for committee admission. Additional information, including teacher recommendations and a personal statement, may be required as part of this process. More information on this process is available from the Office of Admission.

First Year Application Procedure

A first year applicant to Iowa Wesleyan must submit the following materials to the Office of Admission in order to be considered for admission:

- a completed application form
- an official high school transcript—which must include both the student’s rank in class and cumulative grade point average—or GED certification,
- official results of either the ACT or SAT I (no student will be denied admission to Iowa Wesleyan solely on the basis of standardized test scores).

Transfer Admission

Candidates for transfer admission (having 10 or more semester hours of college) must meet the following guidelines to be considered for admission to Iowa Wesleyan:

- a cumulative grade point average of 2.0 (on a 4.0 scale) or better from all previous college work,
- be in good standing from the previous institution attended.

Also taken into consideration when determining if a transfer student is granted full admission, conditional admission or is required to go before the Admissions Advisory Committee for admission, is the student’s past performance in college core courses and major courses, as well as the overall difficulty of the courses previously taken.

A transfer who is not granted full or conditional admission may petition the Admissions Advisory Committee for committee admission. Additional information, including teacher recommendations and a personal statement, may be required as part of this process. More information on this process is available from the Office of Admission.

Transfer Application Procedure

1. Complete and submit the Application for Admission. Southeastern Community College students should submit the SCC-IWC Transfer Form. Indian Hills Community College students should submit the IHCC-IWC Transfer Form.
2. Request that official transcripts from ALL colleges attended be sent to the Office of Admission, even if all prior coursework is listed on the transcript of the college last attended.
3. An official copy of the student’s high school transcripts should also be sent to the Office of Admission, unless the student has 24 or more semester hours of previous college credit.
   - Transcripts that have been in the student’s possession will not be considered official documents, unless they remain sealed.
   - Iowa Wesleyan reserves the right to request an official copy of the student’s high school transcripts, even if they have the required 24 semester hours of previous college credit.
Transfer Credit

Generally, a course taken at a regionally accredited college or university, in which the content and depth is similar to a course taught at Iowa Wesleyan, will be accepted for transfer.

Grades earned in courses accepted for transfer will not be entered on the student’s Iowa Wesleyan transcript and will not be utilized in the computation of a student’s cumulative grade point average earned at Iowa Wesleyan College. The College will accept, within the first 64 semester hours, course credits in which the student has obtained “D” grades only if the student has a 2.0 grade point average from the previous college(s). However, courses with grades below “C–” will not satisfy all-College or major requirements.

Iowa Wesleyan College will accept up to 64 semester hours of college credit for students transferring from community colleges. The College will also accept up to 94 semester hours of college credit from four-year colleges or from a combination of community colleges and four-year colleges, respectively. Either way, the student must complete the final 30 semester hours (a minimum of 15 semester hours of this must be taken in the student’s major field of study) of the College’s 124 (nursing 128) semester-hour degree requirement at Iowa Wesleyan.

An Associate of Arts or Associate of Science degree will fulfill the Iowa Wesleyan College-wide first- and second-year Shared Experience (as long as the student has at least a grade of “C–” or higher in the second half of freshman English), as well as confer junior status upon the student. The Safety and Survival, Field Experience and Responsible Social Involvement requirements are not satisfied by an Associate of Arts or an Associate of Science degree. Generally, an Associate of Applied Science degree will also confer junior status upon the student, although credits from it may not satisfy Iowa Wesleyan Shared Experience requirements. Students who have successfully completed one-year programs at approved technical and business institutes will be accorded sophomore-level standing. Some particular courses, however, may not be accepted toward the major or satisfy all-college requirements.

The office of the Registrar is ultimately responsible for the evaluation of all transfer credit. Transfer students will receive a transcript evaluation upon their acceptance into Iowa Wesleyan. Transfer credit evaluations will not reflect courses in progress. Due to articulation agreements, nursing student credit transfer may be handled in a different manner. The credits of transfer students accepted from a nonaccredited institution will be evaluated by the Registrar following successful completion of the initial semester at Iowa Wesleyan College with a 2.0 grade point average.

PLEASE NOTE: Inaccurate or misleading information provided on the application form to the College constitutes grounds for dismissal. A recommendation from the high school counselor and/or principal may be requested.

Non-native English speakers may be required to demonstrate sufficient command of English through testing.

Enrollment Deposit

Upon being accepted into Iowa Wesleyan, each student is notified of the $100 enrollment deposit. This amount is applied toward the first semester’s tuition. The enrollment deposit must be paid when the student accepts an Iowa Wesleyan financial aid package. Deposits paid prior to the receipt of financial aid are refundable if the request for the deposit refund is made verbally to the Director of Admissions by the due date of the deposit holder’s financial aid award. A follow-up written request for the return of the deposit then needs to be sent to the Admissions Office in order for the refund request to be processed by the Iowa Wesleyan College Business Office.

Early Admission

An early admission program is available for outstanding high school students at the end of their junior year. All early admission candidates must request a letter of recommendation from the high school principal. Students interested in early admission should write to the Dean of Enrollment Management.

Dual Enrollment Program with Southeastern Community College

This program permits students at either College to enroll in limited course work through the other institution for a standard tuition fee. Under this agreement, a valid and current student identification card from either Wesleyan or Southeastern will be treated reciprocally as each institution’s own with regard to library use, computer labs, and attendance at institutionally-sponsored events on a space available basis.
College Credit for High School Students

Iowa Wesleyan College encourages above-average high school students to enroll in college courses. Work in this program is given full college credit at Iowa Wesleyan if the student later attends as a degree candidate. Acceptance into this program does not guarantee admission to the College as a degree candidate. Please refer to page 107 in this Catalog for special tuition rates accorded to qualifying high school students.

Readmission

Former students in good academic standing at the time of their departure from the College should write the Vice President for Academic Affairs of their desire for readmission. An official transcript of any additional work from another accredited college or university should be forwarded at least one month prior to the registration day for the next term.

Former Iowa Wesleyan College students who were not considered to be in good academic standing must petition for readmission from the Committee on Academic Standards. This request must be received by the Dean of Student Life.

International Application Procedures

Iowa Wesleyan College welcomes students from around the world. The College seeks to achieve a diverse student population that will provide a global education for both American and international students. International students must complete the International Application for Undergraduate Admission.

Each student should submit official high school or college transcripts and a TOEFL score report. An English-speaking student may submit an ACT or SAT in place of the TOEFL. In order to be considered for admission, an international student must show English proficiency with a minimum score of 500 on the TOEFL, or have completed level 112 from any English Language Service center.

Residents of the United States, its territories, dominions and possessions who are not native speakers of English are also required to demonstrate English proficiency through either the TOEFL Examination or the ELS Level 112.

Upon notification of acceptance, a student must complete a Certification of Finance form and return it to the Office of Admission. This form will enable the College to determine the amount of financial aid it can award. A $100 enrollment deposit is required before Iowa Wesleyan College will issue an I-20.

Servicemember’s Opportunity College

Iowa Wesleyan College is an active member of the Servicemember’s Opportunity College (SOC) program. The Concurrent Admissions Program (ConAP) is a joint program of the Army Recruiting Command and participating colleges.
Financial Information

Tuition and Other Charges ~ Academic Year 2006-2007
(all charges are subject to change)

I. AFTER ADMISSION
1. Advance tuition payment applies to first semester tuition and is payable when the financial aid award is accepted ....................................................... $100

II. TUITION
1. Full-Time
   a. Fall or Spring semester, including Extended Learning:
      10-18 hours ................................................................................................................... $8,900
   b. Extra hours above 18 during Fall and Spring ................................................................ $  439
2. Part-Time
   a. Fall and Spring semesters up through 9 hours for classes beginning before 5:00 PM:
      per credit hour ................................................................................................................ $439
   b. Sessions I, II, III through 9 hours for Extended Learning classes beginning after 5:00 PM or on Saturdays:
      per credit hour ................................................................................................................ $292
   c. Age 55+ and qualifying high school students, Sessions I, II, III through 9 hours for Extended Learning classes beginning after 5:00 PM or on Saturdays:
      per credit hour ................................................................................................................ $146
   d. Arranged short courses may be individually structured and charged
   e. Independent, Directed Study course work: per hour ....................................................... $439
3. Summer sessions: per credit hour (age 55+ = 1/2 tuition) ............................................. $292
4. Audit
   a. Full-time students during the Fall and Spring semesters: per listed hour ....................... $220
      (see Academic Program section for description of no-cost audit privilege for Dean’s List students)
   b. Part-time students during the Fall and Spring semesters for classes beginning before 5:00 PM:
      per credit hour ................................................................................................................ $220
   c. Part-time students during Sessions I, II, III–for classes beginning at 5:00 PM or later:
      per listed hour ................................................................................................................... $146
   d. Individuals aged 65 and older may enroll in up to two courses per term as an audit (pending space available) at no charge. No transcript record will be kept.
   e. Summer Audit ............................................................................................................... $146
   f. Summer Independent Study .......................................................................................... $439

III. SPECIAL FEES
1. Change of registration–after free change period ............................................................. $10
2. CLEP: per test .................................................................................................................. $38
3. College foreign language test .......................................................................................... $20
4. Credit by examination–with special permission: per hour ............................................. $30
5. Examination, extra or special, for reasons other than extreme emergency .................... $10
6. Graduation ..................................................................................................................... $45
7. Placement:
   a. Lifetime membership fee (6 free sets)
      Teaching—$10
      Nonteaching—$20
   b. Nonmembers, charge per copy of credentials requested ............................................ $  2
8. Returned Check Charge ................................................................................................. $20
9. Teacher Licensure—non degree students ........................................................................ $15
10. Transcript–after first: per copy .................................................................................... $  2
11. Parking fine .................................................................................................................... $20
12. Stop payment on a check ............................................................................................ $20
13. Replacement ID card .................................................................................................................... $15
15. Add/Drop fee ........................................................................................................................ $10

IV. RESIDENTIAL HALL CHARGES
1. Board - Fall or Spring Semester
   19 meal plan .......................................................................................................................... $1,705
   15 meal plan .......................................................................................................................... $1,625
   10 meal plan .......................................................................................................................... $1,375

2. Room: McKibbin and Sheaffer-Trieschmann Halls
   Fall or Spring semester
   Double room, per person ...................................................................................................... $1,140
   Large double, per person ..................................................................................................... $1,250
   Double room, single occupancy ......................................................................................... $1,600
   Single room .......................................................................................................................... $1,390

3. Honors House - Fall or Spring Semester ............................................................................. $1,800
   Note: $300 deposit per person required

4. Residential Suite - Fall or Spring Semester ....................................................................... $2,000
   Note: $300 deposit per person required

Summary of Typical Expenses (Per Semester)
Tuition ........................................................................................................................................ $8,900
Room (Double room, each person) .......................................................................................... $1,140
Board (15 meal plan) .............................................................................................................. $1,625

Total, per semester* ................................................................................................................. $11,665

*This does not include books, travel, casual expenses, etc., that will vary according to each student’s needs.

All charges and fees incurred by a student are the sole legal responsibility of that student and not that of parents, family or other third party.

Business Office

Payment in full must be turned in to the Business Office by the first day of the semester. We offer a payment alternative through Tuition Management Services (TMS). Sign up forms are available in the Business Office, the Financial Aid Office and were sent with the Award letter. Students may also sign up with TMS through the internet at www. afford.com. Using TMS allows you to make monthly payments without being charged interest. There is an enrollment fee of $55.00 that you pay TMS for their service.

The College adds a finance charge to unpaid accounts not on this plan at the rate of 1.5 percent per month or 18 percent per year.

In any event, unless payment in full is made by the first day of the semester, a student’s registration may be cancelled.

Students should be prepared to pay for their textbooks and supplies at the time of purchase. The College Bookstore accepts MasterCard, VISA, and Discover Card. Financial Aid will authorize book vouchers for those students who have adequate aid to cover these expenses.

Refunds will be given after the add/drop period of classes. Students need stop in the Business Office to pick up their refund if applicable or they will be mailed to the home address on file.

The refund dates for 2006-2007 are:

<table>
<thead>
<tr>
<th>Session</th>
<th>Refunds available</th>
<th>Refunds mailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>September 7 after 4:00 PM</td>
<td>September 12</td>
</tr>
<tr>
<td>II</td>
<td>November 22 after 4:00 PM</td>
<td>November 28</td>
</tr>
<tr>
<td>III</td>
<td>March 1 after 4:00 PM</td>
<td>March 6</td>
</tr>
<tr>
<td>Summer I</td>
<td>July 7 after 4:00 PM</td>
<td></td>
</tr>
</tbody>
</table>
Refunds mailed June 11
Summer II Refunds available July 19 after 4:00 PM
Refunds mailed July 23

**General**

A. All financial aid monies will be applied to the student’s account by the College to cover the student’s charges. Refunds will be available after the account is paid in full.

B. All financial obligations to the College must be paid in full or satisfactory payment arrangements made with the Business Office before a student may register for a new term.

C. Statements are normally sent to the student’s permanent address unless otherwise requested.

D. Services of the College, including but not restricted to grades, diploma, certificate, transcript, letter of honorable dismissal, or recommendation will be withheld from students who have an outstanding balance with the College.

E. Iowa Wesleyan College reserves the right to deny students the privilege of participating in commencement ceremonies whenever the student’s account is not paid in full.

**Refunds**

A. General Regulations Governing Refunds

1. Refunds will be made the week after the add/drop date. Students should bring enough cash to cover books and supplies prior to the release of any refund. Any refund associated with a payment that has been made by personal check will be delayed until the check used for payment has cleared the bank. Normally 10 business days will be allowed for such clearance.

2. Requests for refund of deposits are to be made to the Admissions Office.

B. Regulations governing refunds to students who officially withdraw from all courses in a given term at the College.

1. Tuition refunds are calculated by finding the percentage of used financial aid for a particular student. Following is how the formula is applied:

   \[
   \frac{\text{# of calendar days attended}}{\text{# of calendar days in term}} = \text{percent of earned financial aid}
   \]

   For example, if a student has earned 20 percent of their financial aid, then 80 percent must be returned. All parties (Federal and state government, institution) will receive 80 percent of their funds back and the student will be refunded 80 percent of tuition. Percentages are rounded to the nearest one tenth of one percent. Students are eligible for refunds through the 60 percent point of each term.

2. Room/Board Refunds: There is no refund for room fees. Board refunds are computed as of the end of the day on Sunday after the date of official withdrawal or the official drop date, whichever is later. In any event, such refunds will not exceed 75 percent of the board charges for the term.

3. After the 60 percent point in a given term, no refund of tuition or board will be made except in cases of protracted illness or other causes determined by the Student Life Office to be beyond the control of the student which compel withdrawal.

4. When a student withdraws, documentation of attendance for all courses will be required. If at that time it is discovered that a student attended fewer hours than awarded aid, the student’s aid and charges will be adjusted prior to the refund calculation.

5. The institution has 45 days to perform the refund calculation.

**Extended Learning**

See page 92.
Financial Aid

Iowa Wesleyan College provides financial assistance for talented students who, without such aid, would be unable to attend college. Scholarships, loans, and campus employment are available to help the student meet the cost of attending Iowa Wesleyan. Financial aid from the College and other sources is viewed only as supplementary to the effort of the family. Financial aid is awarded to students on the basis of need, academic achievement, character and promise.

Iowa Wesleyan uses the Department of Education’s Free Application for Federal Student Aid to help determine the amount of assistance each applicant needs. Aid awards are subject to review each academic year. Factors taken into account in this review are possible changes in financial need, the applicant’s grade point average, and the applicant’s contribution to the life of the College and filing date. Each aid recipient must be admitted as a degree candidate, and be enrolled as a full-time student with 12 or more credit hours. Federal and state financial assistance is available to students with need, who are enrolled less than full time.

How to Apply for Financial Aid

Students apply for almost all forms of financial assistance by merely completing the Free Application for Federal Student Aid (FAFSA). Iowa Wesleyan College has an institutional priority filing date of April 1.

1. Submit an application for admission to Iowa Wesleyan College. You must have applied and been accepted in order to receive any financial assistance.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application for transfers and list Iowa Wesleyan College (Title IV federal school code: 001871) to receive your information. Please file as soon as possible after January 1, the earliest date each year the FAFSA may be submitted to the Federal Student Aid Program. Allow two to three weeks for processing.
3. Thirty percent of students are selected for verification. If you are selected, we will notify you in writing requesting the necessary documents. If you are not selected, you will receive a financial aid award letter. The awarding process begins approximately mid-March.
4. When the financial aid award letter is sent to you, please either accept or decline it by the date stated and return it to the Financial Aid Office at Iowa Wesleyan College.

If you would like to complete the FAFSA online, you may do so at: www.fafsa.ed.gov.

Federal Aid

Pell Grant

For the academic year 2006-2007 awards range from $400-$4,050 and are awarded to those students who show the greatest need for assistance. Eligibility is determined from the information you submit on the Free Application for Federal Student Aid (FAFSA) form. Part-time students are also eligible for these funds on a prorated basis.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Additional gift assistance awarded to students who also qualify for the Pell Grant, FSEOG is available to students with exceptional need. Funds are limited to and awarded on “highest need” basis. These funds are also available to part-time students.

Academic Competitiveness Grant (ACG)

The ACG is awarded to students who are PELL eligible, U.S. citizens who completed a rigorous secondary school program of study, and attending full-time. First year awards are $750; second year awards are $1,300. Second year students must have a cumulative grade point average of 3.00.

Annual award amounts for an academic year may be ratably reduced by the Department of Education if sufficient funds are not available for all eligible students nationally in an award year.

National Science and Mathematics Acces to Retain Talent Grant (SMART)

The SMART Grant is awarded to students in the amount of $4,000 who are in their third and fourth years of study. To be eligible a student must be PELL eligible, a PELL recipient, enrolled full-time, majoring in a designated field of study, and have a cumulative grade point average of 3.00.
Designated majors for 2006-07 are physical, life or computer science, engineering, mathematics, technology, or a critical foreign language.

Annual awards for an academic year may be ratably reduced by the Department of Education if sufficient funds are not available for all eligible students nationally in an award year.

Work Study

On-campus jobs are awarded to students who show a high need for financial assistance. Average range is $1,000-$1,500 per academic year. A student is required to work 7.5 hours per week at the federal minimum wage of $5.15 per hour to earn this award.

Work study employment is through the Federal Work Study Program or the College’s own employment program, which is part of the Learning in Community. Employment opportunities are intended to help students learn new skills in a variety of work settings.

Work study can provide valuable experiences while enhancing student resumes.

Student Loans

Loans can be awarded to a student regardless of need. A student must be enrolled at least half-time to qualify for a loan under the Stafford Loan Program. Amounts are based on the student’s filing status and grade level. Repayment begins six months after the student is no longer enrolled at least half-time in any college or university. Interest rate is fixed at 6.8 percent on loans disbursed after July 1, 2006. Borrowers must provide a loan application to the Financial Aid Office indicating lender preference and the amount they desire to borrow.

Federal Subsidized Stafford Loan

This loan is need-based and eligibility is determined from the results of the Free Application for Student Aid. Interest payments are made by the federal government while the recipient is at least a half-time student. A student must be enrolled at least half-time to qualify for this loan.

Federal Unsubsidized Stafford Loan

This loan is not based on financial need, although a Free Application for Student Aid must be filed. The student is responsible for the interest. Interest starts when the first disbursement is made by the lender. The student can choose to pay the interest or have it capitalized with the principal. Students must be enrolled at least half-time to receive funds from this program.

Borrowing Limits for Federal Stafford Loans

<table>
<thead>
<tr>
<th></th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>$2,625</td>
<td>$6,625</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$3,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Junior</td>
<td>$5,500</td>
<td>$10,500</td>
</tr>
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<td>Senior</td>
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Perkins Loan

Up to $4,000 can be borrowed from Iowa Wesleyan College. A fixed interest rate of five percent with interest and principal payments beginning nine months after a student ceases to be enrolled at least half-time. The Perkins Loan is available to students enrolled less than half-time but repayment begins immediately. The number of Perkins Loans awarded is limited to the amount of money that is available, and is awarded based on “exceptional need” on a “first come” basis.

Federal Parent Loan for Undergraduate Students (PLUS)

This program provides loans to parents of undergraduate dependent students. Parents may borrow the difference between the student’s cost of education and all other financial assistance. Payment and interest charges begin within 30 to 60 days of receipt of funds. Interest is at a fixed rate of 8.5 percent for loans disbursed after July 1, 2006.
State Aid

Iowa Tuition Grant

Iowa Tuition Grants (ITG) are available for Iowa residents who file the Free Application for Federal Student Aid form on or before July 1 and have an estimated family contribution of $12,000 or less. The maximum individual grant award is $4,000 for the 2006-07 academic year.

In the event that available state funds will be insufficient to pay the full amount of each approved grant due to the state’s fiscal condition, the Iowa College Student Aid Commission will administratively reduce the maximum award to an amount less than the statutory maximum.

Iowa Grant

Limited funds are available to award up to $1,000 per academic year to students from Iowa who show high need for financial assistance. Cannot be combined with the Iowa Tuition Grant.

Institutional Aid

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Scholars and Grant Program

Louisa R. Jericho Scholars

Presidential Scholars

The Louisa R. Jericho Scholars and the Presidential Scholars awards are competitive awards for incoming freshman applicants. Two Jericho scholarships are awarded and include full tuition, fees, room and board. Three Presidential scholarships are awarded for full tuition. Criteria include (two out of three) 3.6 g.p.a., top five percent of their class, 30 ACT/1310 SAT; and demonstrate leadership in their school, church, or community. Candidates will be invited to campus for a formal interview. These awards cannot be combined with any other Iowa Wesleyan award. Awards are renewable dependent upon the recipient maintaining a 3.25 cumulative g.p.a.

Honor Scholarship – up to $12,000

Dean Scholarship – up to $8,000

Achievement Scholarship – up to $4,000

These are awarded to incoming freshmen. Applicant must have the required g.p.a. and ACT/SAT scores as indicated in the above Scholars and Grants Program grid. Awards are renewable dependent upon the recipient maintaining
the following g.p.a.

Honor scholarship = 3.00 cumulative g.p.a.
Dean scholarship = 3.00 cumulative g.p.a.
Achievement scholarship = 2.75 cumulative g.p.a.
Cannot be combined with the Leadership and Participation Awards.

**Leadership and Participation Awards**

Awards are based upon student’s involvement with his or her high school, college, community or church. Leadership and Participation Awards cannot be combined with Academic or Transfer Scholarships. Awards range from $2,000 to $4,000. Application required.

**Iowa Wesleyan College Faculty Grant**

A grant up to $2,000 for incoming freshmen who have earned a cumulative high school grade point average of 2.75 and above or achieved an ACT score of 20 and above. The Iowa Wesleyan College Faculty Grant cannot be combined with Academic Scholarships.

**Transfer Scholarship**

Transfer scholarships are as follows:

- $5,000  3.40 g.p.a. and higher
- $3,000  3.00-3.39 g.p.a.

The student’s g.p.a. is based on all work taken at other institutions. Transfer Scholarships cannot be combined with the Out-of-State grant or the Leadership and Participation Award.

**Iowa Wesleyan College Faculty Transfer Grant**

A $2,000 grant for incoming transfer students who have earned a cumulative college grade point average of 2.75-2.99. The Iowa Wesleyan College Faculty Transfer Grant cannot be combined with the Out-of-State Grant.

**Phi Theta Kappa Transfer Scholarship**

Iowa Wesleyan offers $5,500 per academic year to transfer students who are current members of Phi Theta Kappa and have a 3.5 cumulative g.p.a. Applicants for this scholarship are required to have a minimum of 45 transferable credit hours. Non-U.S. citizens, part-time students and students with previous bachelors degrees may not apply for this scholarship. Recipients of this award must enroll immediately following attending a two-year college. This scholarship is not awarded in conjunction with any other transfer academic scholarship.

**Out-of-State Grant**

The Out-of-State Grant is available for up to a $3,600 reduction in tuition to those incoming students who reside in the contiguous states surrounding Iowa: Nebraska, South Dakota, Minnesota, Wisconsin, Illinois, and Missouri. The Out-of-State Grant cannot be combined with the Transfer Scholarship. Non-contiguous states will be awarded up to $1,000.

**Alumni Grant**

A $1,500 reduction in tuition is offered to all incoming students who are children of Iowa Wesleyan College alumni. A self-certification form is required.

**United Methodist Grant**

A $1,500 reduction in tuition is offered to all incoming students who are members in good standing of a United Methodist Church at least one year prior to enrolling in college. An application from the student and a recommendation from the home church minister are required.
Additional Iowa Wesleyan Grants and Scholarships

Harlan Grant
Need-based assistance. A student applies for these awards by filing the FAFSA.

Wesleyan International Scholarship
Need-based assistance awarded to international students.

Athletic Scholarships
Awarded to some students who participate in a collegiate sport. Amount will be determined by head coach.

Music Performance Award
A participation award for non-music majors based on an audition.

Schramm Scholarship
Awarded to art majors based on the student’s portfolio.

Endowed and Annual Scholarships
The College has approximately 150 scholarships to award. A student applies for these awards by filing the FAFSA. Priority deadline applies.

Ministerial and Pre-Theological Grant
A $500 grant will be given to spouses or unmarried dependent sons and daughters of full-time or retired ministers or missionaries. This grant is for full-time students in the regular academic year and is not available in the summer or for evening classes.

Methodist Scholarship Program

United Methodist Loan and Scholarship Programs
Methodist student loans and scholarships are granted to students who hold membership in the United Methodist Church and meet the requirements specified by the General Board of Higher Education and Ministry. Applications and further information may be obtained at www.gbhem.org.

United Methodist Higher Education Foundation
Nashville, Tennessee
The Foundation’s vision is that it be economically possible for any qualified United Methodist student to be educated at a United Methodist-related institution of higher education. Applications and further information may be obtained at www.umhef.org/scholars.html

Iowa United Methodist Foundation
Des Moines, Iowa
The Foundation manages more than 100 named scholarship funds that make awards to students attending United Methodist colleges or universities—including seminary grants. Applications and further information may be obtained at www.iumf.org/scholarships.asp.
Endowed Scholarships

Created by donor contributions, these specific, endowed scholarships will perpetually provide assistance for Iowa Wesleyan students. The scholarships are created each year from the fund’s earnings and growth, with the principal remaining intact. An endowed fund becomes a named and active scholarship when the gifts contributed to it reach or exceed $25,000. Iowa Wesleyan’s endowed scholarships are listed below. (Some scholarships were formed with a specific designation, geographically or by field of study, and that preference is indicated.)

- Leroy Akerson Memorial Scholarship, awarded to an education major
- Anonymous
- Eleanor E. Bailey Scholarship for a student from Western Illinois
- Fred and Mary Jo Barrick Scholarship, awarded to a needy married student
- Donald and Marjorie Pixley Beane Endowed Music Education Scholarship, student pursuing a bachelor of music education and a teaching career in music
- Beck Brothers Scholarships
- Thomas F. Bell Scholarship, athlete from Southeast Iowa
- Janey R. Benedict Memorial Scholarship
- June Berry/Pi Beta Phi Scholarship
- Keith Bogle Memorial Scholarship, for a male student
- George and Edna Brissey Endowed Scholarship, Art/Art Education major
- Robert Charles Bruce Memorial Scholarship, preference to Van Buren County students
- Mary Ellen Buckman Endowed Education Scholarship
- Orange Van Calhoun Memorial Scholarship, awarded to a junior or senior premedical student
- Stella Winans Carver Music Scholarship, awarded to an upperclassman majoring in music
- Alma P. Spencer Chittum Scholarship
- John W. Chittum Scholarship, awarded to a chemistry major
- Miriam Siberts Chrissinger Music Scholarships, awarded to both a junior and a senior woman, majoring in music, with preference to Henry County and surrounding counties
- Miriam Siberts Chrissinger English Scholarship, awarded to either a junior or a senior woman majoring in English
- Class of 1946 Scholarship
- Frank V. Coles Scholarship, for a student preparing for dentistry or other health sciences
- Helen and Frank V. Coles Endowed Scholarship, for a graduate of the Mt. Pleasant High School interested in religion
- The Harvey and Alberta Condon Endowed Scholarships, preference to Jefferson County students
- Cottrell Scholarship Fund, granted to a graduate of Mt. Pleasant Community High School with a grade point average of “B” maintained to ensure renewability
- Jack H. and Frances I. Cowen Endowed Scholarship
- National Society of Daughters of the American Colonists Scholarship, awarded to a female student
- Nellie E. Davis Memorial Scholarships
- Patricia Hamlin Dodder Memorial Music Scholarship
- Doud-Loring Scholarship Fund, preference to students from Van Buren, Jefferson, and Henry Counties
- Christina Foster Edwards Memorial Scholarship
- John Wesley Espy Memorial Scholarship Fund, several scholarships awarded on the basis of need with preference in this order: residents of Centerville, Appanoose County, the state of Iowa, U.S.A., and others
- Raymond C. Fleck Scholarship
- Edwin and Louise Fern Scholarship
- Claris Fern Jamison Garrett Memorial Scholarship: awarded to an upper level nursing student
- Joan M. Gerling Endowed Scholarship
- Paul and Elaine Gerot Scholarship
- Rev. Jackson A. Giddens Scholarship
- Delbert and Bernice Hollander Foster Scholarships, provides awards to students from any of nine designated counties in southeast Iowa
- Goodyear Endowed Scholarship Fund
- Grain Processing Corporation/Kent Feeds, Inc. Scholarships
- Grau-Quick Endowed Scholarship Fund, awarded to a graduate of Bloomfield High School, in top 25% of class
- Dr. Frank W. Grube Memorial Scholarship, awarded to an upperclassman majoring in English
- Thomas H. and Gladys G. Haney Memorial Scholarship, awarded to a junior majoring in business administration or economics
- Louis A. Haselmayer English Scholarships, provides three awards to outstanding students majoring in English or communications
- Donald F. & Flavia M. Haviland Memorial Scholarship
- E. A. Hayes Memorial Scholarship Fund, awarded to Henry County area student interested in business and/or industrial development who plans to reside in Henry County after graduation from college
- William Randolph Hearst Endowed Scholarship for students with financial needs
- Hedlund Family Scholarship, science major from Ottumwa or Iowa City area
- Henry County Endowment Fund, provides assistance to Henry County students
- Darla Hermansfeld Memorial Scholarship
- Roy D. Hissong Science Scholarships, science majors
- Karen R. Hornaday Endowed Scholarship, for a student participating in musical activities
- Glen and Isabel James Scholarships, graduate of Ottumwa High School
- Harry E. Jaques Memorial Scholarships, two awards to junior or senior biology majors
- Beverly Kaighin Scholarships
- Anonymous
- Charles L. Kimball Memorial Scholarships
- Edd King Scholarship
- J. E. and Helen H. King Scholarship, preference to a Monroe County student
- Gerald Lane Memorial Nursing Scholarship, awarded to nursing students
• Kay Lange English/Communications Scholarship, to a junior or senior woman pursuing a major in English or communications.
• Beulah F. Larsen Scholarship Fund
• Edith Leopold Memorial Scholarship
• Deborah Mincks Lindeen Scholarship
• Florence Seeley Lodwick/Alpha Xi Delta Scholarship, awarded to a non-freshman Alpha Xi Delta member of academic proficiency
• William G. Lodwick Endowed Scholarship
• Grace Mayne Longnecker Memorial Scholarship
• Markley-Lute Endowed Scholarship, Elementary education major with 3.0 g.p.a. or higher
• Dr. Vincent D. Mahoney Scholarship, awarded to elementary education majors
• Clifford and Maxine Manning Scholarship for juniors or seniors of active protestant faith
• Winfield Scott Mayne Endowed Scholarship for Business, two junior and two senior business majors
• Leah Dell McCahan Memorial Fund
• Eugene and Roberta McCoid Scholarships
• John McGavic Phi Delt Scholarship
• Mediapolis Community High School Awards, graduate of Mediapolis High School
• Dr. William H. Megorden Memorial Music Scholarship, awarded to a music major
• Iris Hart Meinhard Outstanding Service Award, awarded to a senior with outstanding leadership in service to their community, church, or Iowa Wesleyan
• Jake Merrill Football Scholarship
• Dick D. Millspaugh Memorial Biology Scholarship, junior or senior biology student
• James R. Mincks Scholarship, for a full-time junior or senior from southeastern Iowa
• George L. and Nellie S. Minear Memorial Scholarship
• Harry E. and Beulah Mock Scholarship Trust
• Gladys Jane Moehle Memorial Scholarship, awarded to a nursing student from Henry or Des Moines County
• Mary Thomas Lammers and Irene Thomas Morrow Memorial Scholarship, awarded to a student or students who are residents of Iowa and are juniors or seniors
• Vincent A. Naccarato Scholarship, for a student from the Greater Chicago area
• Stanley B. Niles Scholarship
• Ollivier Family Endowed Scholarship, Elementary Education with emphasis in Science or majoring in Biology or Chemistry, with certification in Secondary Education
• Thomas C. and Gertrude M. Padley Endowed Scholarship
• Ray L. Patterson Scholarship
• Phi Delta Theta Scholarship
• Lillian Beck Pinegar Endowed Scholarships
• R. Wm. Poulter Endowed Scholarship, awarded to a biology major
• Charles R. Prewitt Scholarship
• Josephine E. Price Nursing Scholarship, awarded to a nursing student
• Josephine E. Price Sociology Scholarship, awarded to a Sociology major
• Rainbow Scholarship Fund
• Eleanor Stevens Reavely Memorial Scholarship, awarded to a female student
• Hal Renwick Awards, English writing award
• Russell and Elvessa Richards Memorial Scholarship
• Richard Riepe-Pepsico Scholarships, two awards for students majoring in business administration
• Olan G. Rube Memorial Scholarship, 12 awards for new or returning student-athletes recommended by each coach
• Frances Dana Crane Salzman Endowed Scholarship, to a junior or senior nursing major from Henry County, Iowa
• Saums Family Scholarship, for a senior in teacher education
• Shaw Family Scholarship
• Ralph W. and Margaret Shellabarger Memorial Scholarship, for a Henry County resident
• Dr. Edward J. Shook Endowed Scholarship, preference to students of Theology
• George and Ella Sidles Memorial Scholarships, Protestant students, need based
• Dan Throop Smith Memorial Scholarship
• R.S. Solinsky Scholarship, awarded to an outstanding business administration student
• Spencer-Chittum Scholarship
• Spina Family Scholarships
• A. Lloyd and Ethel Caris Spooner Scholarships, for juniors
• C. Maxwell Stanley Memorial Scholarship in International Studies
• Mary Swaney Stuntz Endowed Scholarship, for an international student
• C.B. Thomas Music Scholarship, music major or participating in music
• Marguerite Thomas Memorial Nursing Scholarship, awarded to a junior nursing major from Iowa with a 3.0 or above
• Glenwood F. and Aileen Tolson Endowed Music Scholarship
• Roland Trabue Endowed Scholarship
• Max and Helen Volkmann Scholarship Fund, for a student in the Division of Language and Literature
• Richard G. Voss Scholarship, for a student in the Division of Business
• E. J. Warren Trust, students preparing for ministerial
• Lois M. Eckley Webster Scholarship, students seeking ministerial service to the church
• Rev. Mark E. Weston and Murrell Stone Weston Endowed Scholarship
• Edith Whiting Scholarship, for a student majoring in history
• Larry and Virginia Williams Endowed Nursing Scholarship, junior or senior nursing student with 3.5 g.p.a. or less with financial need
• Harry A. and Stella Wishard Scholarship
• Mearl and Gladys Wood Scholarship
• Richard Riepe-Pepsico Scholarships, two awards for students

**Annually Funded Scholarships**
• Karin L. and Robert G. Bostrom Memorial Scholarship, given annually to outstanding art, economics and business majors, for students beginning senior year and planning a career in business or industry, preference to Chicago-area students.
• Max Burchard Sociology Award
• Burlington Fine Arts Scholarship
• Delta Kappa Gamma
• EAL Scholarships
• Iowa College Foundation
• Louisa R. Jericho Scholars, full tuition, fees, room and board (2 awards). Competitive awards for incoming freshmen applicants. Criteria include (2 of 3) 3.6 g.p.a., top 5% of class, 30 ACT/1310 SAT; and demonstrate leadership in one of the following; school, church, community. Formal interview. This award cannot be combined with any other Iowa Wesleyan award. Award is renewable dependent upon the recipient maintaining a 3.25 cumulative g.p.a.
• Selma and Joel Johnson Memorial Scholarships for Iowa incoming freshmen or transfer students
• Virginia Ann Reed Ross Memorial Scholarship to an incoming student intending to major in biology
• The Hawkeye-Clarence W. Moody Annual Scholarship, full-time student who resides in Des Moines County with primary consideration given to children of employees of The Hawk Eye
• Unkrich Family Annual Scholarship
• Willard Street United Methodist Church
• John Witte, Jr., Foundation scholarship assistance for students who are graduates of the Burlington and West Burlington school systems

Endowed Scholarships Under Development
• Anonymous
• Karin L. and Robert G. Bostrom Memorial Endowed Scholarship
• Richard E. and Elizabeth Davenport Garrels Endowed Scholarship
• Deborah and Terry Giannoni Endowed Scholarship
• Burt Mahle Music Scholarship Fund
• P.E.O. Founders Scholarship in honor of Susan S. Johnston
• Alma Smith Endowed Music Scholarship
• Sutton Family Restricted Fund and Endowment for Nursing
• Unkrich Family Endowed Scholarship

Trusts
• Diane Billingsley Anderson Trust Fund, awarded to a music major from Fairfield High School
• Goodell Scholarships and Awards, available to music students based on audition performance
• Clarence W. and Amelia Bess Moody Scholarship Trust, for graduates of Burlington High School, Burlington, Iowa
• John Scarborough Miller Memorial Trust Scholarship for graduates of Marion High School, Marion, Iowa (apply through the high school counselor at Marion High School)

Policy for Satisfactory Academic Progress for Financial Aid

Students attending full-time have a maximum of six academic years to complete a program of study at Iowa Wesleyan College. Any part-time student has proportionately 12 years to complete a program. A minimum grade point is required.

The following charts indicate the schedule that must be maintained in order to have financial aid disbursed.

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<th>2 yr</th>
<th>3 yr</th>
<th>4 yr</th>
<th>5 yr</th>
<th>6 yr</th>
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<td>1-10 hrs</td>
<td>1.50 gpa</td>
<td>1.50 gpa</td>
<td>1.75 gpa</td>
<td>1.90 gpa</td>
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<td>11-20 hrs</td>
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<td>31-41 hrs</td>
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<td>42-51 hrs</td>
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<tr>
<td>62-71 hrs</td>
<td>2.00 gpa</td>
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<td>72-82 hrs</td>
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<td>103-113 hrs</td>
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<td>114-124 hrs</td>
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</table>

Transfer students will enter the time frame at the point according to the number of credits earned and accepted by Iowa Wesleyan for prior education at other schools.

Any “A-D” grades or “S” for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed successfully. “F”, “W”, “I”, “Audit”, “U” will not be considered credits completed. Credits earned during Interim will be considered Spring semester credits completed.

If a student falls below the required standards, the Director of Financial Aid will give notification of placement on probation for financial aid. The student will continue to receive financial aid for the next two semesters or trimesters. If during that time the appropriate number of credits and the appropriate grade point average are not achieved, all financial aid will be terminated.
The student then has a right to appeal the suspension of financial aid by indicating in writing to the Director of Financial Aid:

a. the reasons regarding failure to achieve minimum academic standards, and
b. reasons why financial aid should not be terminated.

The Director of Financial Aid will present this letter to the Financial Aid Committee for decision. Any decision by the Committee will be final.
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LORI WRIGHT, Naperville, Illinois, President/General Manager, Triton Consumer Products, Inc.

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CHARLES C. EDWARDS, JR., Des Moines, Iowa; Dean, College of Business and Public Administration; Dean, School of Journalism and Mass Communication, Drake University
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  Jacqueline Szewczyk, Campus Visit Coordinator

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  Lynn Ellsworth, B.A., Archivist

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  Mike Hampton, B.A., Athletic Director and Head Softball Coach
  Alan Magnani, M.S., Assistant Athletic Director and Head Men’s Basketball Coach
  Gilbert “Matt” Cloud, M.S., Head Baseball Coach
  Ed Heberling, B.A., Head Women’s Soccer Coach
  Thomas Kearney, M.S., Head Men’s Track Coach/Assistant Track Coach
  Erika Leitzke, B.S., Head Volleyball Coach
  Lane Levine, M.A., Head Women’s Track Coach
  Matt Lindstrom, M.F.A., Varsity Dance Coach
  Ted Peetz, M.Ed., Head Men’s and Women’s Golf Coach
  Mike Sheerin, M.S., Head Men’s Soccer Coach
  Jason Smelser, M.S., Head Football Coach
  Steve Williamson, B.A., Head Women’s Basketball Coach

Business Affairs
  Donald A. Frey, C.M.A., Vice President for Business Affairs, Chief Financial Officer
  Bonny Davis, B.A., Business Office Manager/Human Resource Director
  Deb Morrissey, B.A., M.A., Bookstore Manager
  Susan Miles, A.A.S., Student Accounts Coordinator/Cashier
  Kristi Wohleber, Accounts Payable Coordinator
  Wanda Wynes, Staff Accountant
  Cora Arnold, Mailroom and Switchboard Supervisor
  Russ Benischek, Food Service Director, Sodexho Campus Services
  Michael Morrissey, Physical Plant Director, National Management Services

Church Relations
  Vacant, Campus Minister and Director of Church Relations
Experiential Learning

Preston Van Loon, Ed.D., Director of the Academic Resource Center
Arnette Hunger, B.A., Academic Resource Center Associate
Heidi Seegers, M.Ed., Director of Career Services Center
Jerard Naylor, M.A., Director of Responsible Social Involvement
Susie Snyder, Responsible Social Involvement Secretary
Dan Shull, M.S., Director of Field Experience
Laura Ward, Field Experience Program Assistant

Extended Learning

David File, M.A., Associate Vice President and Dean of Extended Learning
Jane Lauer, M.A., Assistant Dean of Extended Learning
Diane Schnicker, Staff Assistant
Jen Underberg, A.A.S., Staff Assistant

Faculty Support

Chris Morgan, B.A., Teacher Education Secretary
Beverly Wibben, Nursing Program Secretary

Financial Aid

Melissa Kilbride, B.S., Director of Financial Aid
Cheryl Berner, Financial Aid Assistant
Megan Rempe, Administrative Assistant

Information Technology Services

Kit Nip, Ph.D., Associate Vice President & Chief Information Officer
Patrice Caux, Ed.D., Manager of Network and PC Operations
Kathryn D. Ellison, A.A.S., Senior Database Administrator
Gary Hamilton, A.A.S., ITS Specialist

Institutional Relations

Dennis C. Story, B.S., Vice President for Institutional Relations
Diane Kaltefleiter, Administrative Assistant to the Vice President
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Erin Jewell, B.A., Development Officer
Dana St. Germain, B.A., Director of the Annual Fund and Alumni Relations
Donna J. Gardner, Administrative Assistant for Alumni Relations
Carol L. Brown, B.A., Director of Communications
Martha Wick, B.A., Director of Foundation and Public Relations
Vivian Donaldson, B.A., Database Manager

Library

Paula Kinney, M.L.S., Librarian
Sherril Gibbs, M.A., Associate Librarian
Paula Sanders, M.L.S., Associate Librarian
Nadine Kyle, Technical Services/Cataloging Supervisor
Shirley Farley, Acquisitions/Secretarial Services
Joy Conwell, Circulation Associate

Media Center

Robert Bensmiller, M.A., Media Center Director
Registrar
Ed Kropa, A.B., Registrar
Carol Butterbrodt, B.A., Secretary

Office of Student Life
Steve Dixon, M.A., Dean of Student Life
Kim Upton, M.S., Assistant Dean of Student Life and Director of Residence Life
Erica Geers, M.A., Director of Student Activities and Leadership Programs
Joni Benson, Secretary
Colleen Carlson, Secretary

Faculty 2006-2007
Timothy L. Adamson, Ph.D., Assistant Professor of Philosophy and Religion, B.A., University of Chicago; M.A., Wesley Theological Seminary; Ph.D., University of Oregon (2002)
• Coordinator for the Philosophy Program

Mildred H. Bensmiller, M.A., Associate Professor of English, B.A., Parsons College; M.A., University of Nebraska, Kearney; L.H.D., Iowa Wesleyan College; further study: University of Nebraska, Drake University, University of Massachusetts, University of Iowa (1961)

Robert L. Bensmiller, M.A., Associate Professor of Communications, B.A., Iowa Wesleyan College; M.A., University of Iowa (1973)

David A. Bishop, M.S., Associate Professor of Mathematics, B.S., M.S., Western Illinois University (1987)
• Coordinator for the Mathematics Program
• Coordinator for the Shared Experience Program

Mark Bishop, M.S., Assistant Professor of Mathematics. B.S., M.S., Western Illinois University (1992)

William D. Bland, Ph.D., Professor of Criminal Justice and Sociology, B.A., University of North Carolina at Wilmington; M.A., Appalachian State University; M.Soc., Ph.D., North Carolina University (2006)
• Coordinator for the Criminal Justice Program

Todd R. Brereton, Ph.D., Associate Professor of History, B.A., West Virginia Wesleyan; M.A., Southwest Texas State University; Ph.D., Texas A & M University (2002) (on leave fall 2006)
• Coordinator for the History Program

L. Joel Brown, D.Mus., Professor of Music, A.B., Lenoir Rhyne College; M.M., D.Mus., Indiana University (1972)
• Chair of the Division of Fine Arts

• Manager of Network and PC Operations

Dodds C. Charleston, Ph.D., Professor of Psychology, B.A., M.A., California State University-Northridge; Ph.D., University of Oklahoma (1990)
• Chair of the Division of Human Studies

Nancy E. Conrad, M.A., Associate Professor of Nursing, B.S.N., College of St. Rose; M.A., University of Iowa; further study: University of Iowa (1977)

John B. Crane, Ph.D., Professor Emeritus of Economics and Business Administration, A.B., Northwestern University; A.M., Ph.D., Harvard University; further study: Social Science Research Fellowship, resident at the London School of Economics, The University of London (1962)
Jason Edwards, D.M., *Associate Professor of Music*, B.S. in Education, Missouri Western State College; M.A., Truman State University; D.M., Indiana University School of Music (2005)

Nancy L. Erickson, Ph.D., *Professor of History*, B.S., Kent State University; A.M., University of Illinois, Champaign; Ph.D., University of North Carolina (1999)
  • Vice President for Academic Affairs and Dean of the College

Susan Erue, M.S., *Assistant Professor of Nursing*, A.A. Indian Hills Community College; B.S.N., Iowa Wesleyan College; M.S., Western Illinois University; additional coursework, University of Iowa; Ph.D., Madison University (2002)
  • Interim chair of Division of Nursing

David File, M.A., *Associate Professor of Theatre and Speech*, B.S.E., Eastern Illinois University; M.A. University of Minnesota (1974)
  • Associate Vice President and Dean of Extended Learning

Teresa Finken, Ph.D., *Associate Professor of Education*, B.S., Northern Illinois University; M.A., Ph.D., University of Iowa (2006)

Mike Foley, B.S., *Coordinator of the Design Center and Instructor in Art*, B.S., Northeast Missouri State University (1999)

Constance L. Gartin, M.P.H., *Associate Professor Emerita of Nursing*, B.S.N., University of Iowa; M.P.H., University of Minnesota (1972)

M. Arif Ghayur, Ph.D., *Associate Professor of Sociology and Criminal Justice*, B.A., Karachi University, Karachi, Pakistan; M.A., University of Massachusetts at Amherst; Ph.D., St. John’s University, Queens, NY (2006)
  • Coordinator of the Sociology Program

Ronald R. Grieb, M.A., *Assistant Professor of Business and Economics*, B.S., Southwestern Missouri State University; M.A.; additional coursework, University of Missouri-Kansas City (2002) *(on leave 2006-07)*

Julia Guttmann, Ph.D., *Associate Professor of Psychology*, B.A., University of California; M.A., M.B.A., Ph.D., Maharishi University of Management (1995)

Bitrus P. Gwamna, Ph.D., *Assistant Professor of Communications*, B.S., University of Lagos, Nigeria; M.A., Northern Illinois University; Ph.D., Ohio University (2001)

Olabisi Gwamna, Ph.D., *Associate Professor of English*, B.A., M.A., University of Ibadan, Nigeria; Ph.D., Ohio University (2001)

Judith A. Hausner, Ph.D., *Professor Emerita of Nursing*, B.S.N. Marycrest College; M.A., Ph.D., University of Iowa (1989)

Shawna Hudson, Ph.D., *Associate Professor of Education*, B.S., William Jewell College; M.S., Northwest Missouri State University; Ph.D., University of Missouri (2006)

David A. Johnson, Ed.D., *Associate Professor of Music*, B.A., Western Illinois University; M.A., Western Kentucky University; Ed.D., University of Louisville (2000)
  • Coordinator for the Music Program

Don R. Jones, M.F.A., *Professor of Art*, B.A., Central College; M.F.A., University of Guanajuato (1979)
  • Coordinator for the Art Program

Douglas A. Jorgensen, M.S., *Associate Professor Emeritus of Physics and Computer Science*, A.A.S., DeVry Technical Institute; B.S., Wisconsin State University; M.S., Iowa State University; further study: Iowa State University (1969)

Mary L. Kamm, M.A., *Associate Professor Emerita of Education*, B.A., M.A., Indiana University; M.A., University of Iowa; further study: St. Ambrose University, Northern Illinois University, University of Iowa, University of Northern Iowa (1986)
Ruth K. Keraus, Ph.D., *Professor Emerita of Music*, B.A., B.M.E., College of Emporia; M.M., University of Michigan; Ph.D., Eastman School of Music (1960)


Edward L. Kropa, A.B., *Registrar with Rank of Instructor*, A.B., Kenyon College; further study: Ohio State University (1967)
• Registrar

George E. LaMore, Jr., Th.D., *Professor Emeritus of Religion and Philosophy*, B.A., Williams College; M.Div., Th.D., Boston University School of Theology (1959)

Donita Langholdt, M.S.N., *Assistant Professor of Nursing*, L.P.N., Iowa Western Community College; A.S., Kirkwood Community College; B.S.N., Coe College; M.S.N., University of Iowa (2000)

Marilyn K. Leichty, Ph.D., *Professor Emerita of Sociology*, B.S.N., Goshen College; M.A. in Nursing, University of Iowa; M.A. in Sociology, University of Iowa; Ph.D. in Sociology, University of Iowa (1980)

Lane Levine, M.A., *Assistant Professor of Physical Education*, B.A., Iowa Wesleyan College; M.A., University of Nebraska (1998)

Matthew Lindstrom, M.F.A., *Assistant Professor of Dance and Theater*, B.S., State University of New York at Geneseo; M.F.A., University of Iowa (2005)

Burton P. Mahle, M.A., *Associate Professor Emeritus of Music*, B.A., Hamline University; M.A., University of Minnesota; further study: University of Minnesota, University of Iowa (1960)

Vincent D. Mahoney, Ph.D., *Professor Emeritus of Education*, B.A., University of Nevada-Reno; M.A.T., Michigan State University; Ph.D., University of California-Berkeley (1970)

Carl B. Moehlman, Jr., M.M., *Associate Professor Emeritus of Music*, B.M., M.M., North Texas State University; further study: North Texas State University, University of Iowa (1964)
• College Organist

Virginia Maurer McDonnell, Ph.D., *Associate Professor of Education*, B.S. in Education, M.S., Iowa State University; Ph.D., Texas A & M University (2005)
• Chair of the Division of Education

Jerard W. Naylor, M.A., *Associate Professor of German*, B.A., M.A., Florida State University, with studies at the Universities of Freiburg and Marburg, Federal Republic of Germany; further study, Northwestern University, University of Virginia (1971)
• Director of Responsible Social Involvement

Denise Nebel, M.S.N., *Assistant Professor of Nursing*, B.S.N., Iowa Wesleyan College; M.S.N., University of Phoenix (2005)

Carol J. Nemitz, M.A., *Assistant Professor of Psychology*, B.A., Iowa Wesleyan College; M.A., University of Iowa; further study: Iowa State Teachers College, University of Iowa (1963)
• Special Assistant to the President

Margaret Nielsen, Ph.D., *Professor of English*, B.A., M.S., Brigham Young University; Ph.D., University of Iowa (1994)
• Chair of the Faculty

Kit Nip, Ph.D., *Associate Professor of Mathematics and Computer Science*, Honors Diploma in Mathematics, Hong Kong Baptist College; M.S., Ph.D., University of Southwestern Louisiana (2002)
• Associate Vice President and Chief Information Officer
Ted B. Peetz, M.Ed., Assistant Professor of Sport Management, B.S., Kansas State University; M.Ed., Bowling Green State University (2002)

David Price, Ph.D., Associate Professor of Communication, B.A., M.A., Idaho State University; Ph.D. University of Utah (2004)

C. Clinton Rila, Ph.D., Professor Emeritus of Chemistry, B.A., College of Wooster; M.S.C.S., University of Evansville; Ph.D., Illinois Institute of Technology (1965)

Shirley Rockel, M.A., Associate Professor of Business and Accounting, B.S., M.A., Western Illinois University (1993)

Maydine M. Roslyn, M.A., Associate Professor Emerita of Home Economics, B.S., Iowa State University; M.A., University of Colorado; further study: Dietetic Internship, Lincoln General Hospital; Michael Reese Hospital; Iowa State University (1959)

Paul Sabelka, Ph.D., Professor Alumnus of Speech Communication, B.A. and M.A., University of Northern Iowa; M.A., University of Iowa; Ph.D., University of Missouri (1993)

Paula Sanders, M.L.S., Associate Librarian, Associate Professor, B.A., Iowa Wesleyan College; M.L.S. University of Iowa; M.B.A., Texas Wesleyan University (2002)

Herb Schmidt, M.B.A., Associate Professor of Business, A.S., Southeastern Community College; B.S., Iowa State University; M.B.A., Western Illinois University (1998)


Neil Smith, B.A., Assistant Professor of Business and Accounting, B.A., University of Northern Iowa; C.P.A. (1999)

Jamie Spillane, D.M.A., Assistant Professor of Music, B.M.E., Ithaca College; M.M.E., University of Connecticut; D.M.A., University of Arizona (2004)

Nancy J. Stevens, M.S., Associate Professor of Physical Education, B.A., Iowa Wesleyan College; M.S., Indiana University (1989)

Jean B. Thomson, Ph.D., Professor of English, B.A., Allegheny College; M.A., Ph.D., University of Iowa (1979)

Valerie Unkrich, M.S., Assistant Professor in Physical Education, B.A., Northwest Missouri State University; M.S., Emporia State University (1998)

Thomas M. Vallombroso, Ph.D., Associate Professor of Chemistry, B.S., Yale; Ph.D., Pennsylvania State University (2003)


Lori Vick, M.A.T., Assistant Professor of Nursing, B.S., B.S.N., Iowa Wesleyan College; M.S.N., Western Illinois University (2005)
William P. Weiershauser, Ed.S., Associate Professor of English, B.A., M.A., Ed.S., University of Iowa; further study: University of Iowa (1982)

Donald G. Wick, Ph.D., Associate Professor of Biology, B.S., M.S., University of Wisconsin-LaCrosse; M.S., Ph.D., University of Iowa (2003)
• Coordinator for the Life Science program
• Chair of the Division of Science, Mathematics and Computer Science

Linda C. Widmer, M.A., Associate Professor of Education, B.A., Grinnell College; M.A., University of Iowa (1991)
• Coordinator of Education Field Experience

Dolores P. Wilson, Ph.D., Professor of Biology, B.S., Iowa Wesleyan College; M.S., Ph.D., Iowa State University; further study: University of Colorado (1964)
• Coordinator for the Biology Program

O. Page Wilson, M.A., Associate Professor Emeritus of Accounting, B.S. and M.A., Northeast Missouri State University; further study, University of Missouri; Colorado State University; Western Illinois University (1973)

Tong Yi, Ph.D., Assistant Professor of Computer Science and Mathematics, B.S., M.S., Huazhong University of Science and Technology, Wuhan, Hubei, China; M.S., M.S., Ph.D., Louisiana State University (2006)
• Coordinator for the Computer Science program

Linden Youngquist, Ph.D., Associate Professor of Religion, B.A., Central Bible College; Diploma, Serbo-Croatian Language, University of Zagreb; M.A., Graduate Theological Union, Berkeley; Ph.D., Claremont Graduate School, Claremont, California (2004)
• Coordinator for the Religion Program
• Holder of the William C. and Maxine M. Manning Chair of Christian Religion

Part-time and Affiliated Faculty 2006-2007
Rebecca Ahern, M.A., Education
Wanda J. Barkema, B.A., Education
Amy Beavers, J.D., Criminal Justice
Joe Bonebrake, M.B.A., Business
Vicki Boss, M.A., Education
Mary Boyce, M.A., Education
Myra Bruegger, M.A., C.P.A., Business
Elizabeth Bruening, M.A., Education
Diane M. Campbell, M.A., Education
Brian Carter, M.A., History and Political Science
Meg Cavanaugh, M.S.W., Sociology and Social Work
Randy K. Cermak, M.S.W., Social Work
Jay F. Clover, M.A., Psychology/Business
Patricia A. Cody, B.A., Criminal Justice
Beth Cox, M.A., Education
Daniel Cox, M.F.A., Art
John A. Dabeet, M.A., Economics
Joseph A. DeMaria, B.L.S., B.S., Computer Science
James D. Elmer, M.B.A., Business
Kenneth Feldmann, M.B.A., Accounting
John Fletcher, M.A., Economics
Dennis Fox, M.A., M.Div. Religion
Louise Frakes, Ph.D., Music
Don Frey, M.B.A., C.M.A., Accounting
Jenny Gaul, M.A. equivalent, Spanish
Sherril Gibbs, M.A., Associate Librarian
Robert J. Glaser, J.D., Criminal Justice
Donna Godden, M.A.T., Education
Deb Gordon, M.S., Biblical Studies
Kristina Graham, M.A., Counseling
Robert A. Griffin, B.A., Sociology
Vicki Griffiths, M.A., Sociology
Andrew Guffey, M.Th., M. Div., Religion
Dan Henderson, M.S., Sociology
John Hendrickson, M.A., History
Stephanie Holliman, M.A., Mathematics
John Hunsaker, M.A., English
Terri Hutcheson, M.A., Mathematics
Dennis Imman, M.A., Mathematics
Karen Jensen, M.S., Math Education
Mark Johnson, M.S., C.P.A., Accounting
Ralph Kaufman, M.S., Biology
Duane Kline, M.A., Economics
Lisa Kongable, M.A., Nursing
Donald Kremer, M.F.A., Art
Susan Kropa, B.A., Education
Dustin Krueger, M.S.W., Sociology
Judith Kuisle, M.A., Sociology
Kent W. Lewis, J.D., Business
Linda McCabe, M.S., Nursing
Deborah McCandless, M.S., Education
Robert McConnell, B.M.A., Music
Marsha McGill, M.A., Education
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