Mission
The mission of Iowa Wesleyan College is to prepare students to succeed in a changing global environment. Iowa Wesleyan is a four year liberal arts college providing quality individualized learning experiences that combine the development of the intellect with adaptive life skills. The college is affiliated with the United Methodist Church with which it shares a commitment to spiritual values, social justice and human welfare.

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 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413. Telephone: 1.800.621.7440. Website: www.ncahlc.org.

Iowa Wesleyan is also accredited by the Iowa Department of Education and the University Senate of the United Methodist Church. 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; 515.281.3255) and has Candidacy with the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326; 404.975.5000. The College is approved by the government training program under the Veteran’s Bill (550 and 894).

Compliances
It is the policy of Iowa Wesleyan College not to discriminate on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation or gender identity in the provision of its educational programs and in its employment policies and practices. Questions, concerns or complaints should be addressed to the Office of Human Resources, 319.385.6209.

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 Dean of Admissions and the Vice President and Dean for Student Life.

The College reserves the right to make changes in the offerings and regulations contained in this Catalog without notice.
Learning in Community: An Academic Vision

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

Iowa Wesleyan
Uniting College Church Community
Life Skills 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
The historic founding of Iowa Wesleyan College is rooted in the religious, educational and cultural aspirations of early settlers in the frontier settlement of Mount 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 Mount Pleasant Literary Institute, later named the Mount 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 Mount 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. On July 1, 1912, Iowa Wesleyan University became Iowa Wesleyan College.

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, who attended 1890-91, was the first documented international
student. In 1958, Iowa Wesleyan graduate James Van Allen discovered the earth’s radiation belts. These radiation belts now bear his name. In 2007, alumna Peggy Whitson, NASA astronaut, became the first female commander of the International Space Station. She set the U.S. record with 377 days in space on two missions: 2002 and 2007-08.

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 Mount 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 and modern languages 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 Mount Pleasant to spend summers in the 1870s and 1880s. 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
In the central part of campus stands the College Chapel, erected in 1893. Originally known as the University Chapel, it included science labs in the basement, College offices and an auditorium on the main floor. The Chapel underwent a $5.6 million renovation in 2008-2009. It now houses the Admissions, Financial Aid and Business Offices and the Marketing and Communications department as well as a 720-seat auditorium for campus and community theatre, music, lectures and other cultural programs.
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 Center for Service-Learning and Civic Engagement and the Field Experience Office. The entire lower level, in addition to second floor studios, provides studio and office facilities for the art program, including the Design Center Mac lab.

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, 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, Alumni Relations, Adult and Graduate Studies, and the Registrar. In addition, the College’s Art Gallery is 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 approximately 240 residents. 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, campus nurse, and campus counselor. Located on the first floor are the Bookstore, the mailroom, Student Life Office, student lounge (the Tiger Den) 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 biology, business administration, Christian studies, psychology 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 access to information resources that support the College’s mission. The collection of over 110,000 print and media items as well as electronic access in over 30 databases supports the curriculum and research needs of students. Students have a variety of study options from individual to small or large groups. The most accessible computer lab on campus is located in the library. Additionally, Chadwick Library is home to the Teacher Education Program, the Academic Resource Center, and the College Archives. Details concerning hours, policies, and services are available on the Library’s website at www.iwc.edu/library

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 Mount Pleasant schools. The Complex includes a football field, baseball and softball diamonds, all-weather quarter-mile track and other track and field facilities.

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, 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 students in eight four-person suites. Each suite contains four bedrooms, two bathrooms, an efficiency kitchen and living room. The suites are available to residents who hold a high grade point average and are in good standing with college conduct policies.
The Mount Pleasant Community
Mount Pleasant, Iowa, with its 8,700 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.

Mount 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. Mount 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 Mount Pleasant accommodates private aircraft.

Mount 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.

Mount 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 Mount 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 all students professional experience and career-related skills before graduating, making them better prepared for career opportunities and community contributions.

Experiential learning provides an integrated approach to prepare students for graduate schools, careers and other facets of personal and professional life. This includes:

- a curriculum-wide emphasis on Life Skills
- service-learning
- 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.

**The Center for Service-Learning & Civic Engagement**

*Powerful learning...significant service*

The mission of the Iowa Wesleyan Center for Service-Learning and Civic Engagement is to prepare future graduates for global stewardship by fostering learning through service. For more than forty years, Iowa Wesleyan College’s students and alumni have been actively engaged in service in Southeast Iowa and around the world making our Center one of the oldest civic engagement programs in the country. In 1967, Iowa Wesleyan College developed the concept of *Responsible Social Involvement* (RSI) chiefly as the college’s response to the then-prevalent outburst of student-led social activism. Since this program’s inception, more than 7,600 students have served over 1.25 million hours. In the spring of 2009, RSI was renamed *The Center for Service-Learning & Civic Engagement* to more accurately reflect the evolution of our program across academic disciplines and community initiatives. The main objective of this program is to provide students an opportunity to express their values and ideals for social action within a context of guided co-curricular and course-based learning.

**What is Civic Engagement?**

Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in our communities in a manner consistent with our mission. Civic engagement can take many forms such as individual volunteerism, actively advocating democracy, and participating in organized service-learning course projects.

**Course-based, Academic Service-Learning, an Iowa Wesleyan College requirement**

For those who are familiar with this form of pedagogy (teaching and
learning), there are many definitions of service-learning being utilized across college campuses. Like many of today’s top institutions, Iowa Wesleyan College defines academic service-learning as a course-based, credit-bearing, experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Bringle & Hatcher, 1996, p. 2)

**Tiered System**

Students at IWC *are required* to be civically engaged but it is our hope that through their experience they are *inspired* to continue serving in and throughout our global communities.

*Traditional Day students* will complete academic service-learning courses as part of their graduation requirements. The number of SL courses students must complete varies, based on each student’s entrance to Iowa Wesleyan College as a degree seeking candidate.

1. Students who start as freshmen will complete 4 academic service-learning courses.
2. Students who start as sophomores (minimum of 24 hours earned) will complete 3 academic service-learning courses.
3. Students who start as juniors (minimum of 56 hours earned) will complete 2 academic service-learning courses.
4. Students who start as seniors (minimum of 88 hours earned) will complete 1 academic service-learning course.

*Academic service-learning courses are marked with an (SL) or (SL#) in the course schedule. SL# indicates that the course has an optional service-learning project. Students should be sure to work with their advisors to register for SL classes each academic year.*

*Adult and Graduate Studies* students will complete WS320, Leadership and Service. This service-learning course is AGS students’ only mandatory service requirement for their degree.

**Co-curricular volunteerism**

The Center for Service-Learning and Civic Engagement encourages students to get involved in other non-credit-bearing volunteer opportunities as well. Many organized clubs offer ways to serve others from awareness campaigns to local community clean up-projects. Additionally, the Center for Service-Learning and Civic Engagement is building more opportunities for students to get involved with alternative break offerings. Watch for emails and information about Fall, Spring, and Summer alternative break trips.
**Field Experience**

**Field Experience Mission Statement**
The Field Experience Office supports the mission of the College by combining the values of a liberal education with those of professional preparation. Field experiences are a key component of how our programs provide opportunities to acquire the necessary theoretical and applied knowledge which permit students to function effectively in professional life and in a changing global environment. Working with practicing professionals provides students the opportunity to integrate theory with practical learning. During their participation in the field experience process, each student is evaluated (in the workplace) regarding the Adaptive Life Skills of communication, reasoning and problem solving, valuing, and social effectiveness. While participating in experiential programs, students will face challenges and issues which they will continue to encounter throughout life.

**Rationale and Process**
Field Experience is an educational experience in a professional setting. Every degree (except education and nursing) at Iowa Wesleyan College requires at least six semester hours of field experience, which translates to 240 clock 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. It is essential that students make an appointment to see the Director of Career Development and Field Experience early in their junior year. During the initial meeting with the 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. It is important to know that preliminary paperwork is due early in the semester prior to the semester in which the student wishes to perform the field experience work. Approval of experiences must happen before the last scheduled class day of the semester prior to the field experience work. Note: the approval deadlines for summer and fall field experiences are the same (prior to the last scheduled class day of spring).

The first step in initiating a field experience is to come to the Career Development and Field Experience Office located on the second floor of the Student Union. The 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 actual on-site experience.
Faculty in the student’s major approves the field experience prior to the beginning of on-site participation or hours. The designated faculty member in the student’s division also assigns 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 experience 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**—Currently employed students may 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 members 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 the Director of Field Experience and 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 might satisfy the field experience requirement with a single placement if the placement 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.

Students with double majors can also opt to undertake more than one field experience. Some academic departments view a separate internship for each major to be professionally beneficial. Students should check with their academic advisor and the Director of Field Experience about their options.

**Field Experience & Adult and Graduate Studies**

**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 Adult and Graduate Studies 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 Adult and Graduate Studies 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 & Nontraditional Students
Non-traditional students (aged 25 or older at the time of submitting an official petition) with appropriate previous or current professional experience, may petition to pursue a coursework option. If the petition were approved, the student would complete a corresponding number of credit hours (customarily 6) in their major at the 300 level or above in lieu of the customary Field Experience requirement. These courses would not be drawn from courses previously taken. All petition materials should be obtained from, and inquiries directed to, the Director of Field Experience.

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:

- Business administration and accounting  
  (See the Division of Business)
- Law enforcement and corrections  
  (See criminal justice major in the Division of Science)
- Music teaching (school & studio), performance, music business & sales  
  (See Division of Humanities)
- Nursing  
  (See Division of Nursing)
- Human services and nonprofit work  
  (See psychology major in the Division of Science)
- Teaching—Preschool, elementary, and secondary levels  
  (See Division of Education)
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 or AGS students the preceding two terms combined to equal FT equivalent and who are 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.
REQUIRED COURSES OF INSTRUCTION
Requirements to be completed by all students entering Iowa Wesleyan College in the Fall of 2011 or after.

Wesleyan Studies
Wesleyan Studies is the general education curriculum. The College’s tradition of civic engagement and service-learning continues through Wesleyan Studies’ theme of stewardship, or the responsible management of natural, economic, and human capital within local and global communities. Wesleyan Studies encourages exploration of the liberal arts and sciences and their practical application. This education will enhance students’ abilities to achieve their potential and foster students’ capability to respond to the transitions most will encounter after graduation due to changes in careers, the re-shaping of daily life by new technologies, and in response to the call made to be responsible local and global citizens. The requirements and courses that comprise Wesleyan Studies are:

RHETORICAL FOUNDATIONS
13 credit hours

WS 100 Wesleyan Seminar (required - 3 hrs.) (Fall)

Grade of C or higher required in both:
ENG 105 College Composition & Research (required - 4 hrs.)
AND
ENG 201 Writing & Research about Literature (required - 3 hrs.)

3 credit hours selected from:
COMM 140 Human Communication (3 hrs.)
COMM 147 Introduction to Public Speaking (3 hrs.)

QUANTITATIVE AND SCIENTIFIC REASONING
4 credit hours from the Math pool AND 4 credit hours from the Science pool

MATH pool
MATH 162 College Algebra & Trigonometry (4 hrs.)
MATH 171 Elementary Statistics (4 hrs.)
MATH 231 Calculus I (4 hrs.) (Fall)

SCIENCE pool
BIO 201 General Botany (4 hrs.) (Fall)
BIO 211 General Zoology (4 hrs.) (Fall)
BIO 241 Human Anatomy & Physiology I (4 hrs.) (Fall)
BIO 260 Ecology & Conservation (4 hrs.)
CHEM 175 Principles of Chemistry I (4 hrs.) (Fall)
PHYS 210 General Physics I (4 hrs.) (Fall)

CREATIVITY
3 credit hours from the Theory pool AND 3 credit hours from the Performance pool

Theory pool
ART 203 Art Appreciation (3 hrs.)
ART 381 History of Art I (3 hrs.)
ART 382 History of Art II (3 hrs.)
ART 383 History of Art III (3 hrs.)
MUS 225 Survey of Music Literature (3 hrs.)

Performance pool
ART 109 Survey Visual Communication (3 hrs.)
ART 215 Painting I (3 hrs.)
ART 216 Ceramics I (3 hrs.)
ART 219 Drawing I (3 hrs.)
ENG 247 Imaginative Writing (3 hrs.)
PE 107 Dance & Movement (3 hrs.)
PE 108 Dance & Movement for Music Majors (2 hrs.)
MUS 101/2 * Ensembles (1 hr.)
MUS 103/4 Concert Choir (1 hr.)
MUS 105/6 * SE IA Community Band (1 hr.)
MUS 107/8 Jazz Big Band (1 hr.)
MUS 109/110 * SE Iowa Symphony (1 hr.)
MUS 120 Guitar (1 hr.)
MUS 121/2 Private Instruction (1 hr.)
MUS 131/2 Beginning Piano (1 hr.)
MUS 221/2 Private Instruction (1 hr.)
*=audition required

UNDERSTANDING SELF AND SOCIETY
15/14 hours required
Religion/Philosophy/History Pool: 6 credit hours, with no 2 courses from same group (each is 3 hrs.):

a. REL 101 Introduction to the Bible as Literature (3 hrs.)
   REL 150 Introduction to World Religions (3 hrs.)
   REL 265 War and Peace (3 hrs.)
   REL 300 Religion in West Civilization (3 hrs.)

b. PHIL 201 Introduction to Philosophy (3 hrs.)
   PHIL 210 The Human Condition (3 hrs.)
PHIL 215 Ethics for Life & Career (3 hrs.)
PHIL 230 Critical Reasoning (3 hrs.)

c. HIST 125 U.S. History Survey, 1607-1877 (3 hrs.)
HIST 126 U.S. History Survey, 1877-present (3 hrs.)
HIST 173 Western Civilization to 1350 (3 hrs.)
HIST 174 Western Civilization since 1350 (3 hrs.)

Individuals and Society/Groups Pool: 6 credit hours, with no 2 courses from same group (each is 3 hrs.):

a. SOC 100 Introduction to Sociology (3 hrs.)
SOC 243 Social Problems (3 hrs.)
SOC 305 Demography (3 hrs.)
SOC 310 Race and Ethnicity (3 hrs.)

b. PSYC 131 General Psychology (3 hrs.)
PSYC 205 The Family (3 hrs.)
PSYC 251 Developmental Psychology (3 hrs.)
EDUC 296 Educational Psychology (3 hrs.)
EDUC 301 Education of Exceptional Persons (3 hrs.)

Global Awareness Pool: Select one course from the following:

WS 300 Global Issues (3 hrs.)
WS 315 Social Justice and Service (3 hrs.)
COMM 333 Intercultural Communication (3 hrs.)
EDUC/WS 357 Human Relations with a Global Perspective for Educators (2 hrs., SL-3 hrs.)
ENG 341 Masters of World Literature (3 hrs.)

Descriptions of the courses that comprise Wesleyan Studies are located in the relevant Division’s section of this catalog.

**WRITING INTENSIVE COURSE REQUIREMENT**

The goals of Writing Intensive Courses (designated in course schedules by “WI”) are to aid students’ understanding of how to establish an effective writing process and to support student writing as it develops within courses and majors. Students are required to complete Writing Intensive Courses with a grade of C or higher to graduate.

Writing Intensive Courses will require a minimum of 10 pages of formal academic writing as defined by the relevant discipline. This writing may be
produced through one or more assignments. The WI designation must be listed in the course schedule prior to the course beginning for it to count as a WI course.

Some Writing Intensive Courses are included in the Wesleyan Studies requirements, including English 105, English 201, and Global Issues. Additional courses may be listed as WI as determined each semester by the academic divisions.

The Writing Intensive Course requirement is tiered as follows:

- Students who enter Iowa Wesleyan College as a freshman must complete a total of four (4) WI courses.
- Students who enter Iowa Wesleyan College as a sophomore (minimum of 24 credit hours completed) must complete a total of three (3) WI courses.
- Students who enter Iowa Wesleyan College as a junior (minimum of 56 credit hours completed) must complete a total of two (2) WI courses.
- Students who enter Iowa Wesleyan College as a senior (minimum of 88 credit hours completed) must complete a total of one (1) WI course.
OTHER COLLEGE-WIDE REQUIREMENTS

The Center for Service-Learning & Civic Engagement: Academic-Service Learning Graduation Requirement

Traditional Day students will complete academic service-learning courses as part of their graduation requirements. The number of SL courses students must complete varies, based on each student’s entrance to Iowa Wesleyan College as a degree seeking candidate.

1. Students who start as freshmen will complete 4 academic service-learning courses.
2. Students who start as sophomores will complete 3 academic service-learning courses.
3. Students who start as juniors will complete 2 academic service-learning courses.
4. Students who start as seniors will complete 1 academic service-learning course.

Adult and Graduate Studies students will complete WS320, Leadership and Service. This service-learning course is AGS students’ only mandatory service requirement for degree.

WS310 Through the course students will be paired with a non-profit organization in their local, regional, or global community to examine leadership issues within the organization and offer their assistance as a model of servant-leadership. Purposeful reflection exercises will explore connections between leadership theories and their experiential learning activities. Students completing this course will understand leadership theory, identify the impact of service upon diverse stakeholders, and analyze the connection between service and leadership. [Offered to traditional students.]

WS320 Through the 8-week, online course, students will be paired with a non-profit organization in their local, regional, or global community to examine leadership issues within the organization and offer their assistance as a model of servant-leadership. Purposeful reflection exercises will explore connections between leadership theories and their experiential service activities. Students completing this course will understand leadership theory, identify the impact of service upon diverse stakeholders, and analyze the connection between service and leadership. [Adult and Graduate Studies students only. Taught online.]

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:

a. CPR basic life support certification
b. Red Cross first aid certification
c. College first aid course
GRADUATION REQUIREMENTS COMPILATION

The student carries the primary responsibility of ensuring that all graduation requirements are met.

Completion of Wesleyan Studies (general education) requirements: refer to the appropriate section of the catalog above.

At least 124 semester credit hours earned

At least 33 credit hours earned at Iowa Wesleyan College numbered 300 or above

Last 30 credit hours of degree must be taken at Iowa Wesleyan College

A minimum grade point average of 2.00 or above in the major and final cumulative grade point average of 2.00 or above. Courses accepted for the major or minor requirements must carry a grade of “C-” or better. Certain majors have higher grade requirements: refer to the appropriate section for each major.

Completion of major or minor requirements: refer to the appropriate section for each major or minor.

Candidates for graduation must make formal application for degree one semester prior to expected graduation.

Graduation Requirements and the Academic Catalog

Typically, students meet the graduation requirements of the Academic Catalog in effect at the time of their matriculation. Under special circumstances, students may change to a newer catalog, but they must receive permission of their advisor and must report the intent to change catalogs to the Registrar. Students may use the requirements from only one catalog, e.g., they may not use the requirements for the general education curriculum from one catalog and the requirements for their major from another.
The following courses are offered through the Academic Resource Center.

**ARC 101 English Language Skills I** 3 hrs.
This course allows students who are not native English speakers to develop their reading, writing, speaking and listening skills. The course curriculum will include grammar, vocabulary, conversation strategies, pronunciation, listening, reading, writing, and free talk. Formal and informal activities will be used for best results. Pre-tests and post-tests will indicate student progress.

**ARC 102 English Language Skills II** 3 hrs.
Students who are not native English speakers can continue to develop their reading, writing, speaking and listening skills in this course. The course curriculum will include grammar, vocabulary, conversation strategies, pronunciation, listening, reading, writing, and free talk. Formal and informal activities will be used for best results. Pre-tests and post-test will indicate student progress.

**ARC 105 College Learning and Reading Efficiency** 3 hrs.
College Learning and Reading Efficiency is a course designed to help students develop the reading and study skills necessary to do college level reading and learning. Emphasis will be placed on vocabulary, comprehension, critical thinking, various learning techniques, reading strategies, note taking, test taking skills and other strategies to improve performance in other courses.

Open to any students who wish to improve their reading/study skills for college level work.

**ARC 200 Introduction to Peer Tutoring** 1 hr.
Introduction to Peer Tutoring develops basic tutoring skills, researching and writing a report on best practices in tutoring, and tutoring for the Academic Resource Center which can be used as service learning.

**ARC 201 Advanced Peer Tutoring** 1 hr.
Advanced Peer Tutoring develops tutoring skills, assisting in the training and mentoring of new tutors, writing a reflective paper on tutoring practices and tutoring for the Academic Resource Center which can be used as Service Learning.
DIVISION OF BUSINESS

Majors
Business Administration

Minors
Economics
Business Administration

Mission of the Division of Business
The Mission of the Division of Business at Iowa Wesleyan College is to help students, through the study of business, become more aware of global issues, and to become better communicators, critical thinkers, problem-solvers, and ethical decision-makers.

Business Administration Major
The Business Administration major provides students with an essential foundation in business and skills for either direct entry into the work place or entrance to graduate programs in business. The primary objective of this major is to provide a well-rounded, business-oriented program in which students may achieve skills consistent with the Iowa Wesleyan College philosophies of critical thinking, problem solving, communication skills, and civic engagement.

The Learning Outcomes of the Iowa Wesleyan College Business Division are:
1. Increase students’ written communication skills
2. Increase students’ oral communication skills
3. Increase students’ critical thinking skills
4. Increase students’ problem-solving skills
5. Increase students’ awareness of ethical decision-making
6. Prepare students for a changing global environment
7. Demonstrate integrated skills in the theory and practice of core business disciplines

Requirements for Business Administration Major:
1. Complete the Business Division core curriculum requirements (55 semester hours), AND
2. Complete three to five courses in one of the following concentration areas (9 – 15 semester hours). Please see a Business Division faculty member for specific concentration course options:
   a) Accounting
   b) Economics
c) General Business

d) Management

e) Marketing

Note: Business Administration majors who pursue a concentration in General Business may not pursue any additional concentrations.

The Division of Business requires that a grade of “C-” or above be earned in all required courses, required support courses, and in all required electives.

Business Division Core Requirements (45 hrs.)

Complete all of the following:

- BA 100 Survey of Business 3 hrs.
- ECN 101 Microeconomics 3 hrs.
- ECN 102 Macroeconomics 3 hrs.
- ACTG 210 Introduction to Financial Accounting 3 hrs.
- ACTG 211 Managerial Accounting 3 hrs.
- BA 310 Principles of Management 3 hrs.
- BA 320 Principles of Marketing 3 hrs.
- BA 330 Business Law 3 hrs.
- BA 340 Corporate Finance 3 hrs.
- BA 350 Business Information Systems 3 hrs.
- BA 370 Operations Management 3 hrs.
- BA 419 Business Strategy 3 hrs.
- BA 398/498 Field Experience - Internship 6 hrs.

Required Support Courses (10 hours)

Complete all of the following:

- COMM 147 Introduction to Public Speaking 3 hrs.
- MATH 171 Introduction to Statistics 4 hrs.
- PHIL 215 Ethics for Life and Career 3 hrs.

Professional Development Requirements

Students must successfully complete all of the following sessions in the professional development series in order to graduate from Iowa Wesleyan College with a Business Administration degree.

Microsoft Certified Application Specialist requirement

- BA 101A Microsoft Outlook certification 0 hrs.
- BA 101B Microsoft Word certification 0 hrs.
- BA 101C Microsoft Excel certification 0 hrs.
- BA 101D Microsoft PowerPoint certification 0 hrs.
- BA 101E Microsoft Access certification 0 hrs.

The Microsoft Application Specialist certifications are developed and offered by Microsoft ® Corporation and are administered through Iowa Wesleyan College. It
is recommended that students complete this program by the end of their sophomore year. At the latest, the program should be completed by the end of the fall semester of the senior year. There are no alternative mechanisms for students to complete their Business Administration degree without first becoming a Microsoft Certified Application Specialist.

**Employment Skills Seminars**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</table>
| BA 102A     | Resume/Cover Letter Writing| 0 hrs.
| BA 102B     | Job Search Success         | 0 hrs.
| BA 102C     | Interviewing Strategies    | 0 hrs.
| BA 102D     | Dress for Success          | 0 hrs.
| BA 102E     | Dining Etiquette           | 0 hrs.
| BA 102F     | Life after College         | 0 hrs.

The Employment Skills seminars are administered through the office of Career Services. It is recommended that students complete this program by the end of their junior year. At the latest, the program should be completed by the end of the fall semester of the senior year. There are no alternative mechanisms for students to complete their Business Administration degree without first completing all six seminars.

**Business Administration Minor for non-Business Division Majors (24 semester hours)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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| BA 100      | Survey of Business         | 3 hrs.
| ECN 101     | Microeconomics             | 3 hrs.
| ECN 102     | Macroeconomics             | 3 hrs.
| ACTG 210    | Introduction to Financial Accounting | 3 hrs.
| ACTG 211    | Managerial Accounting      | 3 hrs.
| BA 310      | Principles of Management   | 3 hrs.
| BA 320      | Principles of Marketing    | 3 hrs.
| BA 330      | Business Law               | 3 hrs.

*Note:* Students majoring in Business Administration may not pursue a minor in Business Administration

**Economics Minor for non-Business Division Majors (25 semester hours)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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| BA 100       | Survey of Business                                    | 3 hrs.
| ECN 101      | Microeconomics                                       | 3 hrs.
| ECN 102      | Macroeconomics                                       | 3 hrs.
| MATH 171     | Introduction to Statistics                           | 4 hrs.
| ECN 322      | Money and Banking                                    | 3 hrs.
| ECN 330      | History of Economic Thought                          | 3 hrs.
| ECN 350      | Economics of International Business                   | 3 hrs.

*Note:* Students majoring in Business Administration may not pursue a Minor in Economics.
Accounting (ACTG/ACCT)

ACTG 210 Introduction to Financial Accounting 3 hrs.
Introduction to reporting financial information regarding the operating, investing and financing activities of business enterprises to present and potential investors, creditors, and others. Prerequisite: Sophomore standing; BA 100.

ACTG 211 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. Successful completion of this course will enable students to prepare and explain detailed financial reports as required by management. Prerequisites: Sophomore Standing; BA 100; ACTG 210 or ACCT 228.

ACTG 320 Intermediate Accounting I 3 hrs.
Study of the theory and practice of preparation of external financial reports for the corporate form of business. Income statement and statement of comprehensive income are explored with special emphasis on revenue recognition. Special topics include financial statement analysis, time value of money and the conceptual framework. Additional topics include classification, valuation and presentation of current assets, fixed assets and intangible assets. Students successfully completing this course will be able to develop and explain advanced financial reports for management and/or outside authorities. It is recommended that students plan to complete ACTG 320/ACTG 321 in a semester 1/semester 2 immediate sequence to ensure all relevant concepts are covered. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211.

ACTG 321 Intermediate Accounting II 3 hrs.
Study of the theory and practice of preparation of external financial reports for the corporate form of business. Classification, valuation and presentation of investments, current liabilities, long-term liabilities, and shareholders’ equity will be explored. Special topics include derivatives, accounting changes and correction of errors, earnings per share calculations, preparation of statement of cash flows, and accounting for contingencies, bonds, leases, income taxes, pensions and other postretirement benefits. Students successfully completing this course will be able to develop and explain advanced financial reports for management and/or outside authorities. It is recommended that students complete the ACTG 320/ACTG 321 in a semester 1/semester 2 immediate sequence to ensure all relevant concepts are covered. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211; ACTG 320.

ACTG 322 Cost Accounting 3 hrs.
A study of the generation and use of cost data for cost measurement, cost control and managerial purposes. This is an advanced managerial accounting course. Students successfully completing this course will be able to prepare and explain advanced financial reports to management. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211.

ACTG 340 Introduction to Federal Tax 3 hrs.
Provides background in federal income tax law and the regulations of the Treasury Department. The course also deals primarily 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. Students successfully completing this course will be able to describe, identify, and report the types of income that are subject to federal tax. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211.

**ACTG 342 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. Students successfully completing this course will be able to prepare required tax reports and explain the federal tax environment faced by the modern business. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211; ACTG 340.

**ACTG 360 Accounting Information Systems** 3 hrs.
Hands-on analysis of computer-based accounting information systems including flowcharting of business processes and study of internal controls. Students will develop their skills with MS EXCEL, MS Access, and selected accounting software through the completion of accounting-specific computer projects. Prerequisites: Junior standing; BA 100; BA 350; ACTG 210 or ACCT 228; ACTG 211; ACTG 320; ACTG 321.

**ACTG 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.

**ACTG 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. Students successfully completing this course will be able to explain and describe the similarity/contrast of accounting theory and practice. Prerequisites: Junior standing and approval of program liaison.

**ACTG 430 Advanced Accounting** 3 hrs.
A study of accounting and procedures related to business combinations particularly as related to the preparation of consolidated financial statements. Students successfully completing this course will be able to describe and explain the financial complications that arise with business mergers and acquisitions. Prerequisites: Senior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211; ACTG 320; ACTG 321.

**ACTG 431 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. Students successfully completing this course will be able to explain and describe an outside audit of a firm. Prerequisites: Senior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211; ACTG 320; ACTG 321.
ACTG 440, 441, 442 Experiential Learning–Career Applications 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. *Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.*

ACTG 450 Government and Nonprofit Accounting 3 hrs.
Study of principles and procedures followed in accounting for the operation of governmental and nonprofit organizations. Successful students in this course will be able to explain and describe the accepted methods of accounting for government and nonprofit firms, as compared to for-profit firms. *Prerequisites: Senior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211; ACTG 320; ACTG 321.*

ACTG 490 Advanced Readings in Accounting 1-3 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. Students successfully completing this course will have a wide breadth of knowledge in the chosen topic area. *Prerequisites: Senior standing; 3.35 GPA; and consent of advisor and division chairperson.*

ACTG 498 Experiential Learning–Internship 6 hrs.
An employment/work experience which, as closely as possible, represents normal employment/work conditions. The student is enabled 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.*

ACCT 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. Successful completion of this course will enable the student to prepare and present the financial results of the firm’s operations. *Prerequisite: Sophomore standing.*

*NOTE: This course is only open to freshmen entering Iowa Wesleyan College prior to the Fall 2010 semester or those students transferring to Iowa Wesleyan College prior to the Fall 2012 semester.*

ACCT 228 Financial Accounting II 3 hrs.
A continuation of ACTG 217 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. Students completing this course successfully will be able to prepare and present internal financial reports to management. *Prerequisite: ACCT 227 with a grade of C- or higher.*

*NOTE: This course is only open to freshmen entering Iowa Wesleyan College prior to the Fall 2010 semester or those students transferring to Iowa Wesleyan College prior to the Fall 2012 semester.*
Business Administration (BA)

BA 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. Upon successful completion of the course, the student will be able to describe and explain the basic internal functional areas of a business, and their relationship to outside stakeholders. *This course is not open as an elective for sophomores or upper division business majors.*

Microsoft Application Specialist Certifications

Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is then transferred onto their Iowa Wesleyan College transcript.

BA 101A Microsoft Outlook Certification
Prerequisites: None; Open to all majors. 0 hrs.
BA 101B Microsoft Word Certification
Prerequisites: None; Open to all majors. 0 hrs.
BA 101C Microsoft Excel Certification
Prerequisites: None; Open to all majors. 0 hrs.
BA 101D Microsoft PowerPoint Certification
Prerequisites: None; Open to all majors. 0 hrs.
BA 101E Microsoft Access certification
Prerequisites: None; Open to all majors. 0 hrs.

Employment Skills Seminars

BA 102A Resume/Cover Letter Writing
This seminar reviews the development and effective use of a resume, cover letter, and on-line job application processes. *Prerequisites: None; Open to all majors.*

BA 102B Job Search Success
This seminar informs students on best and worst ways to search for internships and full-time positions in the workforce, steps to take during the job search process and how to build and maintain a professional and online network. *Prerequisites: None; Open to all majors.*

BA 102C Interviewing Strategies
This seminar helps students understand the ways to prepare for job interviews, tactics and strategies to employ during an interview, and the proper way to follow up with potential employers after a job interview. *Prerequisites: None; Open to all majors.*
BA 102D Dress for Success 0 hrs.
This seminar reviews the proper dress for various types of interviews, work-related functions, and social situations common in today’s workplace. Prerequisites: None; Open to all majors.

BA 102E Dining Etiquette 0 hrs.
This seminar helps students understand proper dining etiquette in business and social situations, including seating, introductions, toasts, utensils, plate, and glassware usage. Prerequisites: None; Open to all majors.

BA 102F Life after College 0 hrs.
This seminar is designed to help students understand and prepare for their financial responsibilities after college, learn about company culture and practice professional manners. Prerequisites: None; Open to all majors.

BA 103 Microsoft Office Skills I 3 hrs.
This course is one of two courses designed to prepare students to successfully complete certification for components of the Microsoft Office software suite. This course gives students the practical instruction required to allow them to pass the certification examinations.

BA 104 Microsoft Office Skills II 3 hrs.
This course is one of two courses designed to prepare students to successfully complete certification for components of the Microsoft Office software suite. This course gives students the practical instruction required to allow them to pass the certification examinations.

BA 242 Introduction to Value Investing 3 hrs.
Introduction to investment strategies and philosophy developed by Benjamin Graham and Warren Buffett. Development of analysis tools to select and monitor the single firm’s performance will be emphasized. The use of a stock market simulation game will be a requirement of the course. Upon successful completion of this course a student will be able to describe the investing strategy of Benjamin Graham and Warren Buffett; explain the career opportunities for those who work with investments; describe and perform accepted value-investing techniques in stock selection and explain and describe how stocks are bought and sold in an on-line environment. Prerequisites: None.

BA 310 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. Students completing this course successfully will be able to describe both the theoretical background and practical applications of popular business management principles and strategies. Prerequisites: Junior standing; BA 100; ECN 102.

BA 311 Small Business Management 3 hrs.
Focus is on 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. *Prerequisites: Junior standing; BA 100; BA 310; ECN 102.*

**BA 312 Analysis of Organizational Behavior**  
3 hrs.  
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: Junior standing; BA 100; BA 310; ECN 102.*

**BA 320 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. Successful completion of the course will enable the student to make sound product, price, distribution, and promotion decisions for a specific product or service offering. *Prerequisites: Junior standing; BA 100; ECN 101.*

**BA 321 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. Upon successful course completion, students will be able to describe the differences between niche markets that determine their different buying behaviors and preferences. *Prerequisites: Junior standing; BA 100; BA 320; ECN 101.*

**BA 322 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, and selection of appropriate media. Students successfully completing the course will be able to describe the foundations of advertising theory and their application to a modern advertising strategy. *Prerequisites: Junior standing; BA 100; BA 320; ECN 101.*

**BA 323 Marketing Research**  
3 hrs.  
An introduction to the methodology and analysis of marketing research. Explores the uses of marketing research in management decision making. Students will design, conduct, analyze and present the results of a marketing research project. Topics include research design, data acquisition and analysis, creation of research reports and research ethics. *Prerequisites: Junior standing; BA 100; BA 320; ECN 101; MATH 171; ECN 240.*

**BA 324 Marketing Management**  
3 hrs.  
Advanced study of marketing planning, strategy, and decision-making utilizing marketing principles covered in BA 320, Principles of Marketing. Emphasis is placed on analysis of real-life cases. *Prerequisites: Junior standing; BA 100; BA 320; ECN 101.*

**BA 330 Business Law**  
3 hrs.  
A study of traditional business law topics - contracts, sales, torts, agency, business organizations and other basic topics. Successful completion of this course will enable students to understand and use business law principles to guide sound business decisions. *Prerequisites: Junior standing; BA 100 or consent of instructor.*
BA 332 Administrative and Personnel Law 3 hrs.
This course studies the effects of administrative and personnel laws on the decision-making responsibilities of employers, employees and Human Resource Practitioners. It explores the impact of personnel policies and practices of organizations and addresses the development, intent and implications of protective legislation from the federal to the local level. Upon completing the course the student will be able to demonstrate understanding in legal and regulatory factors in personnel law; laws affecting employers, employees and contractors; identifying elements in a total compensation system/pay rules; job analysis, description and evaluation; union and management legal requirements; rules governing employee benefit and leave programs; and basic procedures to manage a compensation system. Prerequisites: Junior standing; BA 100; BA 330.

BA 340 Corporate Financial Management 3 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. Successful completion of this course will enable students to make sound, risk-sensitive financial decisions for their business. Emphasis will be placed upon financial decision making. Prerequisites: Junior standing; BA 100; ACTG 210; MATH 171.

BA 341 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. Successful completion of the course will enable students to make balanced, risk-measured asset selections for their portfolios. Prerequisites: Junior Standing; BA 100; BA 340; ECN 240; ACTG 210 or ACCT 228; ACTG 211; MATH 171.

BA 343 Advanced Value Investing 3 hrs.
An extension of BA 242, Introduction to Value Investing. Advanced analysis of investment portfolio risk management. The stock selection process pioneered and developed by Benjamin Graham and Warren Buffett will be extended to include the analysis of comprehensive portfolios. Competing theories will be introduced for comparative purposes. The extensive use of a stock market simulation game will be a requirement of the course. Upon successful completion of this course a student will be able to apply value investing strategy in portfolio construction; explain how risk is determined and managed in a collection/ portfolio of stocks; describe and perform modern value investing portfolio control (buy-sell) techniques and explain and describe how stocks are bought and sold in an on-line environment. Prerequisites: ACTG 210 or ACCT 228, BADM 340; junior standing; BADM 242 (introduction to value investing); or permission of the instructor.

BA 350 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. Students successfully completing this course will be able to critically analyze the efficiency and effectiveness of business information systems. Prerequisites: Junior standing; BA 100; ACTG 210 or ACCT 228; ACTG 211.
BA 360 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. Students successfully completing the course will be able to describe and apply a variety of practical, theory-based solutions to common human resource management problems and challenges. *Prerequisites: Junior standing; BA 100; ECN 102; BA 310.*

BA 361 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. At the conclusion of the course, successful students can demonstrate the ability to analyze (from a philosophical and practical viewpoint) how people and the workplace interact; how to maximize the positive relationship between employee and employer; techniques of job and employee assessment; and performance enhancements such as morale, health/safety, motivation technique and group behavior. *Prerequisites: Junior standing; BA 100; BA 310.*

BA 362 Compensation and Benefits 3 hrs.
Examines various rewards systems (including financial) in organizations and studies relevant theoretical and legal perspectives. At the conclusion of the course, the successful student will be able to: identify and describe the federal legislation impact on compensation and benefit plans; explain how an organization’s total compensation system promotes external competitiveness and internal effectiveness; articulate methods of analyzing jobs, evaluating the internal worth of jobs and redesigning positions; determine a cost-effective base pay and incentive pay structure; identify key features of a variety of benefit plans; and analyze strategic issues in designing pay structures, administering benefit plans, containing health-care costs and communicating the system to employees. *Prerequisites: Junior standing; BA 100; BA 310; BA 360; ECN 102.*

BA 370 Operations Management 3 hrs.
Operations management is the study of activities required for the efficient and effective selection of inputs to produce economical and profitable outputs for both manufacturing and service firms. Quantitative solutions derived with the use of a variety of analytical tools will be used. Upon completion of the course, the student will understand production and service systems inputs, processes, and outputs. The student will also gain a further understanding of quantitative solution development in the functional areas of management, marketing, accounting, finance, and human resources management. *Prerequisites: Junior standing; BA 100; BA 310; MATH 171; ECN 102; ECN 240.*

BA 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.*

BA 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 practical application of knowledge, skills and abilities imparted/developed in the classroom. Students successfully completing a practicum will have a
clear understanding of the connection between business training and the needs of the business. Prerequisites: Junior standing and approval of program liaison.

**BA 419 Business Strategy**  
3 hrs.  
This course focuses on the competitive strategy of the firm by examining issues central to the firm’s long- and short-term competitive position. The course develops a set of analytical frameworks that enable students to explain performance differences among firms and that, in turn, provide a structure for making strategic decisions to enhance the firm’s future competitive positions. This course functions as the capstone course for the Accounting and Business Administration majors. Prerequisites: Senior Standing; MATH 171; PHIL 215; COMM 255; ECN 101; ECN 102; ECN 240; ACTG 210 or ACCT 228; ACTG 211; BA 100; BA 310; BA 320; BA 330; BA 340; BA 350; BA 370.

**BA 440, 441, 442 Experiential Learning–Career Applications**  
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. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

**BA 490 Advanced Readings in Business Administration**  
1-3 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. Grades are based on the student’s 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 GPA; and consent of advisor and division chairperson.

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

**BA 498 Experiential Learning-Internship**  
6-15 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.

**Economics (ECN)**

**ECN 101 Microeconomics**  
3 hrs.  
Topics in this course include the behavior of individual households and firms, supply and demand analysis, and the various structures of a market economy. Students successfully completing this course will be able to identify and explain the major economic forces faced by a single firm in a capitalistic setting.

**ECN 102 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. Students successfully completing this course will be able to identify and explain the major economic forces faced by groups of firms in a capitalistic setting. Prerequisite: ECN 101.
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. Students successfully completing this course will be able to perform the statistical analysis portion of a college research project. Prerequisites: Sophomore standing; BA 100; MATH 171.

ECN 321 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. Successful completion of this course will enable students to identify and describe the major issues in labor and their relationship to overall economic conditions. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102.

ECN 322 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. Successful completion of this course will enable students to describe the major monetary strategies of government and business. Prerequisite: Junior standing; BA 100; ECN 101; ECN 102.

ECN 330 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 profession’s development. Students successfully completing this course will be able to compare and contrast the major theories of economics since 1776. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102.

ECN 341 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. Students successfully completing this course will be able to design and conduct a college-level research project. Prerequisites: Junior standing; BA 100; MATH 171.

ECN 350 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. Students successfully completing this course will be able to define and explain the major economic forces of the modern global business environment. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102.
ECN 351 International Economic Development  
An introduction to theories and approaches to development of the non-industrialized 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. Students successfully completing this course will be able to identify and describe the major forces shaping the development of less-developed countries. **Prerequisites:** Senior standing; BA 100; ECN 101; ECN 102; ECN 350.

ECN 380 Topics in Economics  
Selected topics in the economics area. **Prerequisites:** ECN 101; ECN 102 and consent of instructor.

ECN 398 Experiential Learning–Practicum  
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. Students successfully completing practicum will be able to compare and contrast economic theory with practical applications. **Prerequisites:** Junior standing and approval of program liaison.

ECN 440, 441, 442 Experiential Learning–Career Applications  
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.

ECN 498 Experiential Learning–Internship  
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. Students successfully completing an internship will be able to compare and contrast economic theory and practical applications. **Prerequisites:** Senior standing and approval of program liaison.

**Faculty in the Division of Business**

Herb Schmidt, D.B.A., *Professor of Business*  
- Chair of the Business Division
- Holder of the Schmidt Chair in Business

James David Siebert, D.B.A., *Associate Professor of Business and Economics*

Kathleen McCleary, M.Acc., M.O.L., C.P.A., *Assistant Professor of Business and Accounting*

Dennis Pedrick, Ph.D., *Professor of Business*
DIVISION OF EDUCATION

Majors
- Early Childhood Education
- Educational Foundations
- Elementary Education
- Exercise Science and Wellness
- Physical Education

Endorsements
- Early Childhood Education
- Reading
- Instructional Strategist I: Mild & Moderate
- Athletic Coaching
- K-8 English/Language Arts
- Health
- Music
- Physical Education
- K-8 Science
- K-8 Social Studies

General Information
- Education
- Mission Statement
- Accreditation
- Federal Title II Information

Education
Education programs are based on a solid liberal arts background that develops responsible critical thinkers. Education programs provide a respectful understanding of our pluralistic society and the differentiation of youth who will grow and live in that society. Our programs are designed for students who are service-minded, have a holistic commitment to young people, and want to learn the ethics of the science and art of teaching. The Teacher Education Program is centered on a theoretical knowledge base that combines with the Iowa Wesleyan College Life Skills, specialty content area expertise, and a professional core of education-related courses to develop reflective teachers. The IWC Life Skills are communication, problem-
solving, valuing, and social interaction. Evening students enrolled in the Teacher Education Program follow the same procedures for admissions transfers, and financial aid as do IWC day students. These criteria are described under Student Admissions, Transfer Admissions, and Financial Aid Information catalog sections.

**Mission Statement**

In conjunction with Iowa Wesleyan College’s academic vision, “Learning in Community,” the mission of the Teacher Education Program is the education of future teachers through a caring and knowledgeable “Community of Learners.” The “Community of Learners” conceptual framework provides basic knowledge, skills, and dispositions of teaching and learning while encouraging each candidate to develop his or her unique potential for effective, assessment driven teaching, respectful classroom management, and use of technological communication. We encourage the commitment to life-long learning through critical reflection and professional development. This “Community of Learners” includes members from Iowa Wesleyan College, the Teacher Education Program, the Professional Community, and the Student Body.

The Teacher Education Program prepares students for the many opportunities available in the teaching profession. Iowa Wesleyan College offers a comprehensive teacher education program in early childhood, elementary and secondary education, and special education. Majors for secondary school teaching are outlined in the various curricular sections of this catalog. Endorsements for pre- and in-service teachers are also provided and encouraged.

To accomplish the mission of the Teacher Education Program, pre-service teachers will demonstrate:

- Commitment to students and their learning;
- Knowledge of the content and how to teach the content, skills, and dispositions to students;
- Responsibility for motivating, managing, and monitoring student learning;
- Reflective thinking about their practice and their experiences; and
- Interest in lifelong learning and participating in learning communities.

The Teacher Education Program offers early and continuing field experiences. As early as the first year, prospective teachers may become involved in teaching activities. Throughout the program students are provided the opportunities to observe and/or participate in classroom practices. Methods courses emphasize instructional planning, various teaching strategies, and current uses of technology. Students will take 1-4 courses with Service Learning (SL) depending upon which catalog
students enter under. The culminating experience is student teaching and a professional portfolio presentation.

All Teacher Education Program classes are designed to provide quality teaching and learning opportunities to adequately display knowledge and performance in the Interstate Teacher Assessment and Support Consortium (INTASC) and IWC Teaching Standards:

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 students’ 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, & Relationships.** The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development.

J. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and the structure of the discipline(s) s/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 three types of students:

1. Prospective early childhood, elementary, and secondary teachers seeking licensure; and
2. Licensed teachers with professional needs for endorsements and personal enrichment.
3. Candidates pursuing a career related to education, not requiring licensure.
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 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604. Telephone: 1.800.621.7440. Website: www.ncahlc.org.

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: Iowa Wesleyan College reported the following data for the 2011-2012 academic year: a) total number of students enrolled in the Teacher Preparation Program (provisionally and fully admitted, and student teachers) = 102; b) number of student teachers = 31; c) total number of supervising faculty for student teachers = 69; d) total number of weeks of supervised student teaching during 2011-2012 = 32 (16 per semester); and e) average number of hours per week of student participation in supervised student teaching = 36.

Teacher Education Programs
Admission to Teacher Education
Provisional Admission to the Teacher Education Program
Basic Skills Testing / Accommodations
Full Admission to the Teacher Education Program
Approval for Endorsement / Non-Licensed or Licensed Teachers

Teacher education programs are offered in elementary teaching (grades K-6; content, grades K-8) and secondary teaching (grades 5-12). License for early childhood education (PreK-K) is also available. Programs in elementary education require a major in elementary education and one area of concentration; secondary programs require a teaching major in a subject area. IWC also offers popular endorsements in Early Childhood, Reading (K-8 and 5-12), and Special Education (K-8 and 5-12). A detailed list of all requirements for these and other endorsements is available in the catalog.

Admission to Teacher Education
Full Admission to the Teacher Education Program, including graduates (B.A., B.S. or higher) with no teaching license requires: 1) Provisional Admission to Teacher Education Program; 2) successful completion of EDUC 262: Participation & Analysis in Schools; 3) IWC minimum 2.75
grade point average; 4) successful completion of all modules of a basic skills test (CAAP, CBASE or PPST); and 5) submission of application for Full Admission to Teacher Education Office. More details regarding steps for the admission process are described below.

**Provisional Admission to the Teacher Preparation Program**

- Successful completion of EDUC 261: Early Experience in the Schools
- Minimum of a 2.50 cumulative grade point average earned at IWC (at least 6 credit hours earned at IWC)
- File Application for Provisional Admission to the program
- Begin portfolio process
- Approval from the Teacher Education Committee

**English Proficiency / International Students**

International students must show evidence of one of the following to be considered for provisional admission into the Teacher Education Program.

**A. Written and Reading Proficiency**

- TOEFL Internet Base Score: 61 or higher
- TOEFL Online Base Score: 173 or higher
- TOEFL Paper Base Score: 500 or higher
- ACT Base Score: 19 or higher
- SAT Base Score: 900 or higher
- Transfer Credit from U.S. College / English 105 & English 201 at IWC

**B. Oral Proficiency**

Students must pass an oral examination based on a pre-determined set of questions. The oral exam will be given by the Dean of Students.

**Basic Skills Testing**

The state of Iowa requires that teacher preparation programs administer a basic skills test to all teacher education candidates to obtain admission into the program. The Teacher Education Program at Iowa Wesleyan College requires that all students seeking licensure pass one of three tests: 1. Collegiate Assessment of Academic Proficiency (CAAP); 2. College Basic Academic Subjects Examination (CBASE); or 3. Pre-Professional Skills Test (PPST). All official scores must be received in the Teacher Education Office by the Drop/Add date of the semester of enrollment.

**CAAP** (*See below for accommodations.*)

- Administered at IWC / Students contact TEP to register
- $30.00 fee (each sitting)
- Minimum Scores: Math 56 / Reading 60 / Writing 62
- No individual score lower than 1 point less than minimum base score
- Composite Score: 178
- Students limited to 3 attempts at taking each test module
- There is a requirement of at least 30 days between sittings
**CBASE**

a) Students contact test site for test fees, times, and dates  
b) No individual score lower than 235 on writing, reading and math  
c) Scores sent to IWC from test site  
d) Students may take test unlimited times

**Praxis Core**

a) Students contact test site for test fees, times, and dates  
b) Minimum Scores: Math 150/ Reading 156/ Writing 162  
c) Scores sent to Iowa Wesleyan College from ETS/Praxis  
d) Students may take test unlimited times

*Accommodations for CAAP Basic Skills Exam*

1) Learning Disability: A student with a documented 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 only applies to the CAAP test and must be done by published registration deadline to take the test.

2) Limited English Proficiency (LEP): Teacher Education Program defines a Limited English Proficient student according to the guidelines in “The Improving America’s School Act.”

A LEP student is one who:

A. i) was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or ii) is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual’s level of English language proficiency; or iii) is migratory and whose native language is other than English and comes from an environment where language other than English is dominant: and

B. has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

3) TEP students will provide information from either A or B listed below:

A. Letter from an official source (i.e., school official, psychologist, Area Education Agency, or college) documenting student has received accommodations in the past; OR

B. Letter from an official source (i.e., school official, psychologist, Area Education Agency, or college) documenting specific learning challenges student faces

4) Accommodations will be determined by TEP on a case by case basis.
Full Admission to the Teacher Education Program

- Provisional Admission to TEP
- Successful completion of EDUC 262: Participation and Analysis
- File Application for Full Admission to the program
- Pass all sections of a basic skills test (see above)
- Minimum of a 2.75 cumulative grade point average earned at IWC
- Continue the portfolio process
- Disposition Evaluations: candidates must have two on file
- Approval from the Teacher Education Committee

Professional Semester

Conditions of Student Teaching

Approval for Licensure

Approval to Student Teach

Candidates wishing to student teach must complete the following:

- Full Admission to TEP;
- Successful completion of EDUC 263: Participation and Analysis;
- Review of portfolio for: 1) required INTASC Standards; 2) philosophy of education; 3) resume; and 4) letter of introduction;
- Minimum of a 2.75 cumulative grade point average one semester before the semester the candidate applies for approval to student teach. Candidates must maintain a 2.75 grade point average through graduation;
- All education courses must be satisfactorily completed;
- Approval from the Major Department documenting that all requirements have been met;
- Submit all paperwork by published deadlines (Fall Semester: February 1; Spring Semester: October 1);
- Approval from the Teacher Education Committee

More detailed information outlining requirements during the Professional Semester / Student Teaching are found in the following section.

Professional Semester

Conditions of Student Teaching

To participate in the Professional Semester (student teaching), candidates must report to their assigned schools at the beginning of the school semester (fall or spring, or as assigned); participate in the opening school workshops; and observe in their assigned classroom. A Student Teaching Orientation will be conducted during or near the time student teachers are to begin this experience. Attendance at the orientation is required of all candidates.
For elementary majors (K-6), approximately eight weeks of the assignment occurs at the K-3 level and approximately eight weeks at the 4-6 level. Regular secondary (5-12) education majors will student teach for approximately eight weeks at the high school level and approximately eight weeks at the middle school level. Candidates in K-12 art, music, or physical education will teach for approximately eight weeks at the elementary level and approximately eight weeks at the secondary level. Candidates seeking a Special Education Endorsement will complete half of their student 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 candidates are required to reflect on the teaching-learning process in depth and to further develop and implement a personal philosophy of teaching. Student teaching assignments required during the Student Teaching Seminar, accompanying the Professional Semester, are designed to facilitate such development, implementation, and reflection.

The following regulations govern preparation for the Professional Semester:

1. During the semester preceding the Professional Semester, candidates must have met all requirements and have required paperwork on file in the Office of Teacher Education by published deadlines. Deadlines: a) student teach in fall semester: February 1 and b) student teach in spring semester: October 1.

2. Adequate provision must be made by candidate to student teach full time. No other courses may be taken during this semester. It is strongly recommended that candidates do not work during student teaching.

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

4. Candidates must attend all student teaching workshops/seminars at IWC and at their assigned school district during this time. Candidates are encouraged to plan ahead to avoid possible time or travel conflicts.

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

Approval for Licensure
Candidates wishing to apply for licensure must complete the following:

- Successful completion of student teaching
- Minimum of a 2.75 cumulative grade point average
- Completion of B.S. or B.A. and state of Iowa licensure requirements
- Successful presentation of professional portfolio
- Successful completion of the PRAXIS II (content and pedagogy)
- Recommendation for licensure by TEP

Candidates may receive information about the formal application and testing process through their academic advisor, EDUC 261, 262, and 263: Participation and Analysis course sequence; Teacher Education Program Manual, and/or at semester Student Orientation Meetings.
Degree Program Information
Education Degree and Licensure
Early Childhood Education Major / Licensure
Elementary Education Major / Licensure
Secondary Educational Professional Core / Licensure
Education Foundations Major / Non-Licensure
Additional Information
   Ninth-Semester
   Alert Form

Education Degree and Licensure
1. All grades to be counted toward fulfillment of required courses, other than field experiences, offered by the Division of Education and courses in the major and minor teaching fields must be “C-” or better. Students can earn a “D” in one support course. Student teaching 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 Wesleyan Studies core courses as prescribed by the College. Each teacher candidate must meet the following distribution requirements:
   • 33 semester hours of 300-400 level courses earned at Iowa Wesleyan College
   • Final 30 semester hours of courses taken at IWC
3. Students who transfer into the program or fail to follow the sequence of courses should be aware that this may 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. Credit toward licensure may or may not be granted for such courses.
5. No courses may be repeated more than one time.
6. Licensure requirements are those in effect at the time of application for licensure.
7. Students applying for or enrolled in Teacher Preparation are subject to ongoing review which may result in retention, rejection, or probation at any point.
8. The procedure for academic appeals is found under Academic Policies in the IWC Catalog. Non-academic appeals are made directly to the Teacher Education Committee. All student appeals to the Teacher Education Committee should be addressed to the Chair of the Division and received in the Education Office 48 hours prior to the date of the meeting. The Committee meets once a month.
9. State of Iowa Department of Education’s requirements supersede all TEP policies, procedures, and requirements.
10. There are times when a student begins coursework in the TEP not wanting to earn certification. If, at a later date, the student decides to seek certification he/she must carefully review the requirements for certification and non-certification majors. In fact, a change in certification status may result in additional coursework and assignments.
11. If any IWC student not enrolled in the college for one academic year (two consecutive regular semesters, excluding summer, (Fall/Spring or Spring/Fall) chooses to re-enter the Teacher Education Program, the student must meet all requirements necessary at the time of re-entry. These requirements include, but are not limited to: CAAP scores, GPA, and course requirements.

**Early Childhood Education Major / Licensure**

Students seeking licensure in Early Childhood Education (preschool and kindergarten levels) must meet the following requirements for graduation.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 261</td>
<td>Early Experience in the Schools (field experience)</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 262</td>
<td>Participation &amp; Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 263</td>
<td>Participation &amp; Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 268</td>
<td>Care &amp; Development of the Preschool Child</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 279</td>
<td>Introduction to Early Childhood Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC *294</td>
<td>Foundations of Education</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC *296</td>
<td>Educational Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 324</td>
<td>Primary Literacy Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Children’s Literature</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 355</td>
<td>Methods &amp; Materials for Early Childhood Ed.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Human Relations</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Seminar for Elementary Education Teachers</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 421</td>
<td>Preschool Practicum</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>EDUC 422</td>
<td>Kindergarten Practicum</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>EDUC 224</td>
<td>Elementary School Music Methods</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Elementary School Art Methods</td>
<td>2 or 3 hrs.</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Elementary School P.E. Methods</td>
<td>2 or 3 hrs.</td>
</tr>
</tbody>
</table>

*EDUC 294 and 296 must be taken prior to methods courses

### 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</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 205</td>
<td>The Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HLTH 300</td>
<td>Health and Nutrition</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Course in Humanities (Fine Arts, Philosophy, Language, Literature)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Course in U.S. History</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Science Course with Laboratory</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Fundamentals of Mathematics and Problem Solving</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Early Childhood Education 12 hr. Concentration

In addition to the above courses, each candidate for an early childhood education major shall complete a concentration of 12 credit hours or more in a single academic field approved by the Chair of the Teacher Education Program.
Iowa Wesleyan College Required Courses

The Wesleyan Studies curriculum is described under “Required Courses of Instruction” in this catalog. The first two years of the Wesleyan Studies Curriculum are not required of transfer students holding the A.A. Degree with some exceptions. (See Transfer Credit under the Admissions section of this catalog.)

- Writing Intensive courses (Described under Wesleyan Studies.)
- Service Learning (Described under The Center for Service-Learning & Civic Engagement” in catalog.)
- Safety & Survival (CPR or first aid) non-credit
- Forum (Recommended, not required, each semester) .5 hr.
- Elective(s) based on remaining credits

Students must have 124 credits to graduate. Students must have 33 hours in courses over 300 and their 30 final hours must be taken at IWC.

Elementary Education Major / Licensure

Prospective teachers seeking elementary licensure should plan, at least, a four-year program of study leading to an initial Iowa license. Every candidate must meet the College requirements for graduation. The following courses are required for State licensure as an elementary teacher, and are mandatory for those graduating in 2015 and later:

Required Courses for the Elementary Education Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 215</td>
<td>Technological Applications in the Classroom</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 224</td>
<td>Elementary School Music Methods</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 261</td>
<td>Early Experience in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 262</td>
<td>Participation and Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 263</td>
<td>Participation and Analysis in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC *294</td>
<td>Foundations of Education</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC *295</td>
<td>Curriculum Development and Evaluation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC *296</td>
<td>Educational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Elementary School Art Methods</td>
<td>2 or 3 hrs</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>Elementary School Science Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 323</td>
<td>Elementary School Math Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 324</td>
<td>Primary Literacy Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 331</td>
<td>Elementary School Social Studies Methods</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Elementary School PE and Health Methods &amp; Curr.</td>
<td>2 or 3 hrs</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Children’s Literature</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Intermediate Literacy Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Human Relations</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 402</td>
<td>Seminar for Elementary Teachers</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 442</td>
<td>Practicum in Elementary Education</td>
<td>6 or 7 hrs</td>
</tr>
<tr>
<td>EDUC 443</td>
<td>Practicum in Elementary Education</td>
<td>6 or 7 hrs</td>
</tr>
</tbody>
</table>

*EDUC 294, 295, & 296 must be taken prior to methods courses
Required Support Courses

**Physical Science: BIO 260/PHYS 206/CHEM 105/CHEM 175 4 hrs.
**Earth/space science: BIO 260/PHYS 205 4 hrs.
**Life science: BIO 201/211/241/260 4 hrs.
COMM 140/147 Human Communication Or Intro to Public Speaking 3 hrs.
ENG 105 College Composition and Research 4 hrs.
ENG 201 Writing & Research about Literature 3 hrs.
HIST 125/126 US History Survey: 1603-1877 Or 1877-Present 3 hrs.
MATH 150 Fundamentals of Mathematics and Problem Solving 3 hrs.
MATH Math course numbered 171 or higher 3 hrs.
PSYC 251 Developmental Psychology 3 hrs.

**Students must complete a minimum of 6 hrs. in the sciences, which must include each of Physical science, earth/space science, and life science.

Elementary Education 12 hr. Concentration: In addition to the above 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 Chair of the Teacher Education Program.

Iowa Wesleyan College Required Courses

The Wesleyan Studies curriculum is described under “Required Courses of Instruction” in this catalog. The first two years of the Wesleyan Studies Curriculum are not required of transfer students holding the A.A. Degree with some exceptions. (See Transfer Credit under the Admissions section of this catalog.)

- Writing Intensive courses (Described under Wesleyan Studies.)
- Service Learning (Described under The Center for Service-Learning & Civic Engagement” in catalog.)
- Safety & Survival (CPR or first aid) non-credit
- Forum (Recommended, not required, each semester) .5 hr.
- Elective(s) based on remaining credits

Students must have 124 credits to graduate. Students must have 33 hours in courses over 300 and their 30 final hours must be taken at IWC.

Educational Foundations Major / Non-Licensure

Students seeking K-12 licensure complete the K-12 professional core and a teaching major. By completing the K-12 teacher professional core, students have met the State of Iowa’s requirements for licensure.

Student should refer to Catalog for major and minor subject course requirements.

Core Courses

- EDUC *110 Introduction to Teacher Education 1 hr.
- EDUC 215 Technological Applications in the Classroom 2 hrs.
- EDUC 261 Early Experience in the Schools 1 hr.
- EDUC 262 Participation and Analysis in the Schools 1 hr.
- EDUC 263 Participation and Analysis in the Schools 1 hr.
- EDUC *294 Foundations of Education 2 hrs.
- EDUC *295 Curriculum Development and Evaluation 3 hrs.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC *296</td>
<td>Educational Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 327</td>
<td>Reading in Secondary Content</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Human Relations: Global Perspectives for Educators</td>
<td>2-3 hrs.</td>
</tr>
<tr>
<td>EDUC 396</td>
<td>Secondary School Special Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 404</td>
<td>Seminar for Secondary Teachers</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 482 or 483</td>
<td>Practicum in K-12 Education</td>
<td>12-14 hrs.</td>
</tr>
<tr>
<td>Or EDUC 492 or 493</td>
<td>Practicum in Secondary Education (5-12)</td>
<td>12-14 hrs.</td>
</tr>
</tbody>
</table>

**Educational Foundations Major / Non-Licensure**

A student not seeking a teaching license may complete a program leading to a Bachelor of Science Degree with an Educational Foundations Major. Courses required for this major are outlined below. A field experience must be approved by the Director of Field Experience and completed for this major. The Educational Foundations Major is recommended for candidates pursuing a career related to education that may or may not require an advanced degree.

Some of the careers that are targeted by this major would be:

- School Counselor
- Student Affairs
- Rehabilitation Counseling
- School Psychologist
- School Social Worker
- Community College Professor
- College Professor
- Speech Pathologists
- Hearing Specialists
- Private Educational Agencies
- School Business Managers
- Educational Sales/Marketing
- Camp/Recreational Administration
- Religious Organization Youth
- Worker

Students seeking an Educational Foundations Major must meet the following requirements for graduation.

**Core Courses**

Students must complete all Core Courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 215</td>
<td>Technological Applications in the Classroom</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 261</td>
<td>Early Experience in the Schools</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 294</td>
<td>Foundations of Education</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 296</td>
<td>Educational Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Human Relations</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

**Support Courses**

Students must complete all Support Courses as described below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>COMM 147</td>
<td>Introduction to Public Speaking</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 207</td>
<td>Interpersonal Communications</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 243</td>
<td>Writing for the Modern Media</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Imaginative Writing: Poetry &amp; Prose</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*Plus choose six semester hours from the following:*
ENG 311 Expository Writing 3 hrs.
ENG 382 Modern English Grammars 3 hrs.
MDLG 105 Beginning Spanish I 3 hrs.
MDLG 106 Beginning Spanish II 3 hrs.

Selected Emphasis Courses
Students must complete 15 semester hours from among the following with 9 of the 15 being 300 level courses or above.

ART 201 Foundations of Design 3 hrs.
ART 203 Art Appreciation 3 hrs.
ART 215 Painting I 3 hrs.
ART 216 Ceramics I 3 hrs.
ART 219 Drawing I 3 hrs.
COMM 248 Legal & Ethical Issues in Media 3 hrs.
COMM 250 Public Relations Principles 3 hrs.
COMM 350 Organizational & Group Communications 3 hrs.
CJ 231 Intro to Criminal Justice 3 hrs.
CJ 308 Juvenile Delinquency 3 hrs.
CJ 316 Introduction to Correction 3 hrs.
CJ 322 Probation and Parole 3 hrs.
EDUC 338 Children’s Literature 2 hrs.
SPED 297 Career Development & Transition for Students w/ Disabilities 3 hrs.
SPED 305 Collaboration and the Family 3 hrs.
SPED 341 Characteristics of Special Education Students 3 hrs.
ENG 334 British Literature II 3 hrs.
ENG 341 Masters of World Literature 3 hrs.
ENG 348 Literature for Adolescents 3 hrs.
ENG 365 Masters of English Novel 3 hrs.
HLTH 234 Community Health 3 hrs.
HLTH 300 Health & Nutrition 3 hrs.
HLTH 334 Consumer Ed in Health 3 hrs.
PSYC 251 Developmental Psychology 3 hrs.
PSYC 326 Introduction to Counseling 3 hrs.
PSYC 336 Motivation & Emotion 3 hrs.
PSYC 361 Abnormal Psychology 3 hrs.
PSYC 367 Cognitive Psychology 3 hrs.
SOC 205 The Family 3 hrs.
SOC 243 Social Problems 3 hrs.
SOC 305 Demography 3 hrs.
SOC 320 Social Organization 3 hrs.
SSCI 347 Research Methods 3 hrs.

Iowa Wesleyan College Courses
The Wesleyan Studies curriculum is described under “Required Courses of Instruction” in this catalog. The first two years of the Wesleyan Studies Curriculum are not required of transfer students holding the A.A. Degree with some exceptions. (See Transfer Credit under the Admissions section of this catalog.)
Writing Intensive courses (Described under Wesleyan Studies.)
Service Learning (Described under The Center for Service-Learning & Civic Engagement” in catalog.)
Safety & Survival (CPR or first aid) non-credit
Forum (Recommended, not required, each semester) .5 hr.
Elective(s) based on remaining credits

Students must have 124 credits to graduate. Students must have 33 hours in courses over 300 and their 30 final hours must be taken at IWC.

**Summary of Credits**

- Education Courses 14 hrs.
- Support Courses 10 hrs.
- Selected Emphasis Courses 15 hrs.
- Field Experience 6 hrs.

Students must have 124 credits for graduation. Students must have 33 hours in courses over 300 and their 30 final hours must be taken at IWC.

**Additional Information**

**Ninth-Semester Program**

The Ninth-Semester Program is for all first-year, full-time students enrolled for eight or more consecutive semesters at IWC. The program allows students, pursuing an undergraduate degree in elementary or secondary education (including art, music, and physical education), to use their ninth semester to complete student teaching—for a minimal fee.

Students must progress through the education program—without interruption for eight semesters – full time. Students who qualify will graduate after the ninth-semester program. Students participating in the program will only be charged the direct costs covering student teaching, student services fee and, if applicable, room and board. IWC will use federal, state and institutional aid to cover your student teacher related tuition.

The Ninth-Semester Program encourages students to work toward not only their undergraduate degree and teaching license, but to earn one or more teaching endorsements.

**Alert Form**

The Alert Form is an informal assessment completed by IWC faculty wishing to bring to the attention of TEP certain behaviors that need addressing. These behaviors are not generally related to classroom academic performance but rather attitude, responsibility, and other dispositional behaviors. The form is submitted to the Chair of TEP after which the student receives an e-mail requesting that she/he contact the Teacher Education Office to set up a conference within three weeks. The form is a communication tool to inform students of the concern. At the meeting, strategies are discussed to change behavior. Expectations for change are identified and expected to occur. If change does not occur, further actions may be taken.
**Endorsements**

- Early Childhood Endorsement
- Reading Endorsement
- Special Education Endorsement
- Additional Endorsements

All endorsements must have at least 24 hours to meet Iowa Department of Education requirements. Field experiences will add an additional 3-14 hours depending upon the specific endorsements. Students are encouraged to work with an advisor to create a long range plan to ensure an accurate endorsement degree program and timely graduation date.

**Early Childhood Endorsement**

To complete the Early Childhood Endorsement, candidates must either have a teaching license or be completing the requirements toward it. The courses required for the Early Childhood Endorsement are listed below.

**Preschool-Kindergarten (Preschool-Kindergarten)**

- **EDUC 268 Care and Development of the Preschool Child** 3 hrs.
- **EDUC 279 Introduction to Early Childhood Education** 3 hrs.
- **EDUC 355 Methods and Materials for Early Childhood Education** 3 hrs.
- **EDUC 421 Preschool Practicum** 3 hrs.
- **EDUC 442 Kindergarten Practicum** 3 hrs.
- **PSYC 251 Developmental Psychology** 3 hrs.
- **SOC 100 Introduction to Sociology** 3 hrs.
- **SOC 205 The Family** 3 hrs.
- **HLTH 300 Health and Nutrition** 3 hrs.

*All coursework must be completed before taking practicum.*

**Reading Endorsement**

To complete the Reading Endorsement, candidates must either have a teaching license or be completing the requirements toward it. The Reading Endorsement may be for grades K-8 or grades 5-12. The required courses for each are listed below.

**Grades K-8**

- **COMM 333 Intercultural Communications** 3 hrs.
- **ENG 105 College Composition and Research** 4 hrs.
- **ENG 201 Writing & Research about Literature** 3 hrs.
- **EDUC 324 Primary Literacy Methods** 3 hrs.
- **EDUC 338 Children’s Literature** 2 hrs.
- **EDUC 342 Intermediate Literacy Methods** 3 hrs.
- **EDUC *451 Diagnostic and Assessment Reading Methods** 3 hrs.
- **EDUC *452 Remedial Reading Methods** 3 hrs.
- **EDUC 453 Reading Practicum** 3 hrs.

*Prerequisite EDUC 324: Primary Literacy Methods. COMM 333 may be taken with Reading Practicum. All other courses must be completed before practicum.*
Grades 5-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 333</td>
<td>Intercultural Communications</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 105</td>
<td>College Composition and Research</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Writing &amp; Research about Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 348</td>
<td>Literature for Adolescents Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Modern English Grammars</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 327</td>
<td>Reading in the Secondary Content</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC *451</td>
<td>Diagnostic and Assessment Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC *452</td>
<td>Remedial Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 454</td>
<td>Reading Practicum</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

*Prerequisite EDUC 324: Primary Literacy Methods. COMM 333 may be taken with Reading Practicum. All other courses must be completed before completing practicum.

Special Education Endorsement

Instructional Strategist I: Mild/Moderate

To complete the Instructional Strategist I Endorsement the candidate must either have a teaching license or be completing requirements toward it. The Instructional Strategist I Endorsement must have either a K-8 or 5-12 emphasis. The required courses for each are below:

Grades K-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC *451</td>
<td>Diagnostic and Assessment Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC *452</td>
<td>Remedial Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 305</td>
<td>Collaboration and the Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 341</td>
<td>Characteristics of Special Education Students</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 342</td>
<td>Diagnosis &amp; Assessment of Students with Disabilities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 344</td>
<td>Methods &amp; Teaching Strategies for Students w/ Disabilities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 442</td>
<td>Practicum in Special Education</td>
<td>3 or 7 hrs</td>
</tr>
</tbody>
</table>

*Prerequisite EDUC 324: Primary Literacy Methods. All coursework must be completed before taking practicum.

Instructional Strategist I

Grades 5-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 301</td>
<td>Education of Exceptional Persons</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC 327</td>
<td>Reading in the Secondary Content</td>
<td>2 hrs</td>
</tr>
<tr>
<td>EDUC *451</td>
<td>Diagnostic and Assessment Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC *452</td>
<td>Remedial Reading Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 297</td>
<td>Career Development &amp; Transition for Students w/ Disabilities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 341</td>
<td>Characteristics of Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SPED 342</td>
<td>Diagnosis and Assessment of Students with Disabilities</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
SPED 344 Methods & Teaching Strategies for Students w/ Disabilities 3 hrs.
SPED 492 Practicum in Special Education 3 or 7 hrs.

*Prerequisite EDUC 324: Primary Literacy Methods. All coursework must be completed before taking practicum.

Additional Endorsements
All endorsements must have at least 24 hours to meet Iowa Department of Education requirements. Field experiences will add an additional 3-14 hours depending upon the specific endorsements. Students are encouraged to work with an advisor to create a long range plan to ensure an accurate endorsement degree program and timely graduation date.

Please note that checklists do not include field experiences.

Athletic Coach
PE  270 Theory of Coaching 2 hrs.
PE  262-268 Athletic Coaching of Spec Sport 1-2 hrs.
PE  352 Kinesiology 3 hrs.
PE  482 Prevention, Care and Treatment of Athletic Injuries 3 hrs.
PSYC  251 Developmental Psychology 3 hrs.

English/Language Arts K-8
COMM  147 Introduction to Public Speaking 3 hrs.
EDUC  324 Primary Literacy Methods 3 hrs.
EDUC  338 Children’s Literature 2 hrs.
EDUC  342 Intermediate Literacy Methods 3 hrs.
ENG  311 Expository Writing 3 hrs.
ENG  350 Masters of American Lit II 3 hrs.
ENG  382 Modern English Grammars 3 hrs.
PSYC  251 Developmental Psychology 3 hrs.
PSYC  296 Educational Psychology 3 hrs.

Health K-8
BIO  241 Human Anatomy & Physiology I 4 hrs.
EDUC  332 Elementary School P.E. and Health Methods & Curric. 3 hrs.
HLTH  200 Substance Abuse 2 hrs.
HLTH  234 Community Health 3 hrs.
HLTH  300 Health and Nutrition 3 hrs.
HLTH  334 Consumer Ed in Health 3 hrs.
PE  231 First Aid 2 hrs.
PE  352 Kinesiology or PE 484 Physiology of Exercise 3 hrs.
PSYC  251 Developmental Psychology 3 hrs.
SPED  306 Collaboration and the Family OR SoC 205 The Family 3 hrs.

Health 5-12
BIO  241 Human Anatomy & Physiology I 4 hrs.
EDUC  396H Secondary School Special Methods: Health & Curric. 2-3 hrs.
HLTH  200 Substance Abuse 2 hrs.
HLTH  234 Community Health 3 hrs.
HLTH  300 Health and Nutrition 3 hrs.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 334</td>
<td>Consumer Education in Health</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 231</td>
<td>First Aid</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 352</td>
<td>Kinesiology or PE 484 Physiology of Exercise</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SPED 306</td>
<td>Collaboration and the Family OR SoC 205 The Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td><strong>Industrial Technology 5-12 (in cooperation with Southeastern Community College)</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 113</td>
<td>Architectural Drafting I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>AUT 106</td>
<td>Intro to Automotive Technology</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>AUT 126</td>
<td>Fundamentals of Automotive Servicing</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>CAD 172</td>
<td>Intro to CAD: Auto CAD</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>CAD 175</td>
<td>Advanced CAD: Auto CAD</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>CON 147</td>
<td>Carpentry I</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>CON 252</td>
<td>Construction Electricity</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CON 332</td>
<td>Construction Materials &amp; Resources</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>DRF 113</td>
<td>Fundamentals of Technical Drafting</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ELT 232</td>
<td>PLC Applications OR ELT 329 Digital Electronics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MFG 105</td>
<td>Machine Shop Measuring</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MFG 151</td>
<td>CNC Fundamentals</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MFG 258</td>
<td>Lathe Work</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>PHY 106</td>
<td>Survey of Physics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>WEL 331</td>
<td>Welding Fundamentals</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 396I</td>
<td>Secondary Special Methods: Industrial Technology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td><strong>Music K-8</strong></td>
<td></td>
</tr>
<tr>
<td>MUS 100</td>
<td>Music Lab</td>
<td>0-4 hrs.</td>
</tr>
<tr>
<td>MUS 113</td>
<td>115, 117, 118, 119, 120</td>
<td>4-6 hrs.</td>
</tr>
<tr>
<td>MUS 123</td>
<td>124 Diction for Singers</td>
<td>1-2 hrs.</td>
</tr>
<tr>
<td>MUS 141</td>
<td>Elementary Harmony</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 142</td>
<td>Elementary Harmony</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 143</td>
<td>Elementary Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 144</td>
<td>Elementary Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 241</td>
<td>Advanced Harmony: Part Writing and Keyboard</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 243</td>
<td>Advanced Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 328</td>
<td>Materials of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 353</td>
<td>History of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 354</td>
<td>History of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 355</td>
<td>Elementary Music Methods &amp; Curriculum</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 357</td>
<td>Instrumental Conducting</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Choral Conducting</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 481</td>
<td>Arranging for School Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Instrumental Instruction (vocal majors)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Piano (for non-piano majors)</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Private Instruction on Major Instrument</td>
<td>7 hrs.</td>
</tr>
<tr>
<td></td>
<td>Voice (for non voice majors)</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

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### Music 5-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Music Lab</td>
<td>0-4</td>
</tr>
<tr>
<td>MUS 113, 115, 117, 118, 119, 120</td>
<td>4 hrs.</td>
<td></td>
</tr>
<tr>
<td>MUS 123-124</td>
<td>Diction for Singers</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 141</td>
<td>Elementary Harmony</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 142</td>
<td>Elementary Harmony</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 143</td>
<td>Elementary Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 144</td>
<td>Elementary Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 241</td>
<td>Advanced Harmony: Part Writing and Keyboard</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 243</td>
<td>Advanced Sight Singing and Ear Training</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MUS 328</td>
<td>Materials of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 353</td>
<td>History of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 354</td>
<td>History of Music</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MUS 357</td>
<td>Instrumental Conducting</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Choral Conducting</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Instrumental Methods &amp; Curriculum</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 481</td>
<td>Arranging</td>
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<td>Instrumental Instruction (vocal majors)</td>
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<td>Piano (for non-piano majors)</td>
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</tr>
<tr>
<td></td>
<td>Private Instruction on Major Instrument</td>
<td>7 hrs.</td>
</tr>
<tr>
<td></td>
<td>Voice (for non-voice majors)</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Physical Education K-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 241</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Elementary School P.E. and Health Methods &amp; Curr.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 107</td>
<td>Dance and Movement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 109</td>
<td>Functional Fitness</td>
<td>1 hr.</td>
</tr>
<tr>
<td>PE 221</td>
<td>Team Sports</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 223</td>
<td>Individual Sports</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 225</td>
<td>Introduction to Physical Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 231</td>
<td>First Aid</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 250</td>
<td>Motor Learning</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 290</td>
<td>Strategy Design</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 341</td>
<td>Movement and Adaptive PE</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 356</td>
<td>Principles and Assessment of PE</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 484</td>
<td>Physiology of Exercise</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Physical Education 5-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 241</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>EDUC 396K</td>
<td>Secondary School Special Methods: PE &amp; Curr.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 107</td>
<td>Dance and Movement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 109</td>
<td>Functional Fitness</td>
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</tr>
<tr>
<td>PE 221</td>
<td>Team Sports</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 223</td>
<td>Individual Sports</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 225</td>
<td>Introduction to Physical Education</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

58
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 231</td>
<td>First Aid</td>
<td>2 hrs</td>
</tr>
<tr>
<td>PE 250</td>
<td>Motor Learning</td>
<td>2 hrs</td>
</tr>
<tr>
<td>PE 290</td>
<td>Physical Education Curriculum Instruction &amp; Design</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PE 341</td>
<td>Movement and Adaptive PE</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PE 352</td>
<td>Kinesiology – Body Mechanics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PE 356</td>
<td>Principles and Assessment of PE</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PE 484</td>
<td>Physiology of Exercise</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PE 493</td>
<td>Organization, Administration, Curricular Development of PE and Athletics</td>
<td>3 hrs</td>
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</tbody>
</table>

**Science K-8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>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>CHEM 175</td>
<td>Principles of Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CHEM 176</td>
<td>Principles of Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PSCI 206</td>
<td>Physical Science</td>
<td>4 hrs</td>
</tr>
<tr>
<td>SCI 342</td>
<td>Earth Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>Elementary School Science Methods</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Social Studies K-8**

24 hours in Social Studies to include coursework from at least 3 different areas.

Options below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ECN 101</td>
<td>Microeconomics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ECN 202</td>
<td>Macroeconomics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GOV 105</td>
<td>American Government</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GOV 110</td>
<td>State/Local Government</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HIST 125</td>
<td>U.S. Survey 1607-1877</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HIST 126</td>
<td>U.S. Survey 1877-present</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HIST 173</td>
<td>Western Civ to 1350</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HIST 174</td>
<td>Western Civ from 1350</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Theories of Personality</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>Abnormal 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>
<tr>
<td>SOC 205</td>
<td>The Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Social Organization</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 331</td>
<td>Elementary School Social Studies Methods</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
**Education**

**EDUC 110 Introduction to Teacher Education** 1 hr.

This course will help students understand various requirements of the Teacher Education Program (TEP) and the State of Iowa for teacher certification. Students will become familiar with the mission and conceptual framework of the TEP as it fits within the Iowa Wesleyan College philosophy. Student will also demonstrate the acquisition of knowledge about and skill in use of the InTASC Standards/Working Portfolio and electronic formats for instruction (Edmodo) and assessment (LiveText). This course is offered for 1 credit hour. Freshmen education students should take this course in their second semester on campus and transfer students should take this course during their first semester on campus.

**EDUC 215 Technological Applications in the Classroom K–12** 2 hrs.

Students plan and implement strategies for integrating technology into the school curriculum. Students develop lesson plans and sample projects which simulate elementary/secondary students’ use of technology to solve problems or present results, helping to prepare them for the adult work world.

**EDUC 261 Early Experience in the Schools** 1 hr.

A required 30 hours of supervised experiences within the PK-12 classroom prior to provisional admission to the teacher education program. Placement is done through the Education Division. Students explore teaching as a career. Students assist the classroom teacher with individual and small groups of students, and analyze how their observations address selected standards of the teacher education department goals. Prerequisite: Should be taken in freshman or sophomore year. Must have successful background check on file.

**EDUC 262 Participation and Analysis in the Schools** 1 hr.

An organized participation in the schools requiring 30 hours of supervised experiences within the PK-12 classroom. Placement is done through the Education Division. Students design and teach at least three short lessons, assist the classroom teacher with individual and small groups of students, and analyze how their observations address selected standards of the teacher education department goals. Must have successful background check on file. Prerequisites: EDUC 261; 2.5 GPA; and passed 2 modules of a basic skills test. Intended to be taken in conjunction with a methods course.

**EDUC 263 Participation and Analysis in the Schools** 1 hr.

An extension of EDUC 262, EDUC 263 requires 30 hours of supervised experiences in PK-12 classrooms. Placement is done through the Education Division. Students design and teach at least six lessons and assist the classroom teacher with individual tutoring and working with small groups. Students analyze how their observations address selected standards of the IWC Teacher Education Department goals. Must have successful background check on file. Prerequisites: EDUC 262; 2.75 GPA; and passed all modules of a basic skills test. Intended to be taken in conjunction with a methods course.

**EDUC 268 Care and Development of the Preschool Child** 3 hrs.

Students learn about the study of prenatal and postnatal development to age 8. Students gain knowledge about children’s physical and social needs and their place in the family.
EDUC 279 Introduction to Early Childhood Education 3 hrs.
Students examine the field of early Childhood education, emphasizing the philosophy, history, current trends and principles of guidance of the young child.

EDUC 294 Foundations of Education 2 hrs.
Students examine the history of education and the influence that politics, economics, social class, gender, ethnicity, religion, and race have on American public education (K-12). Students analyze the role that these and other socio-cultural issues have on education at the federal, state, and local levels. Prerequisite to all methods courses.

EDUC 295 Curriculum Development and Evaluation 3 hrs.
Students will gain information about the development of elementary and secondary curriculum; definitions, learning theories, implementation and assessment strategies, and classroom management. Students will apply the information learned in the development of a curriculum project. Prerequisite to all methods courses.

EDUC 296 Educational Psychology 3 hrs.
Students examine the principles and theories of psychology as they relate to human learning and assessment in education. Students acquire background information about multiple theories of human development; different approaches to cognition and educational research; and various teaching strategies and assessment for traditional and exceptional, handicapped, and gifted and talented students. Students design and score a variety of test formats including multiple choice, essay and portfolio assessment. Students comprehend the processes of instructional design, motivation, classroom management, discipline, measurement and evaluation and understand strategies to meet the unique needs of the “at risk” and special needs student. Prerequisite: a general psychology course is recommended. Prerequisite to all methods courses. Writing Intensive.

EDUC 301 Education of Exceptional Persons 3 hrs.
A basic study of exceptionality in children and youth, including the emotionally disturbed, disadvantaged, mentally retarded, gifted, physically handicapped and those with learning disabilities including characteristics, methods of identification, curriculum development, research and current educational structures and practices. Students will observe special education students in a variety of appropriate settings and will learn to make modifications and accommodations appropriate to their area of certification.

EDUC 302 Classroom Management 2 hrs.
This course covers classroom management techniques on how to create a well-organized, structured but flexible, warm and caring environment in which students will grow intellectually and socially. In this course, students learn how to analyze behavior problems, study various theoretically-based management models, and create a final project that is a synthesis of the information learned as it relates to their area of certification. It is recommended that this course be taken the semester prior to student teaching.

EDUC 305 Elementary School Science Methods 3 hrs.
The purpose of this required course is to provide students with foundations in science education using meaningful and practical learning experiences in order to prepare them to create an effective science learning environment for elementary students. The three areas of strength for science programs, 1) science content, 2) science process skills, and 3) positive attitude toward science, will be addressed experientially in this course. Students will be immersed in learner-centered methods to help students understand
appropriate instructional strategies for elementary school science experiences.  
*Prerequisites: EDUC 294, 295, & 296.*

**EDUC 306 Collaboration and the Family**  
3 hrs.  
This course will focus on the early childhood educator and special educator’s role in the collaboration process and how it relates to: relationships with families of young children and students with disabilities, the general education process of schools, and with community agencies. Students will present an in-service for general educators demonstrating their understanding for the need for collaboration. This course is for students seeking early childhood education endorsement or elementary special education endorsement only.

**EDUC 323 Elementary School Math Methods**  
3 hrs.  
During this required course students will engage in five overreaching arenas of study: mathematics, problem solving, classroom climate, assessment, and professional development. These arenas will be integrated through activities and projects, readings and discussions, and lesson planning. The course is designed to assist students in gaining experience with mathematics, and experience research based methods that may be carried further into their practice *Prerequisites: Math 150, EDUC 294, 295, & 296.*

**EDUC 324 Primary Literacy Methods**  
3 hrs.  
The purpose of this course is for students to discern and discuss theories relating to language development from birth through the primary years of school and the teacher’s role in that development. Students will examine methodology, language processes, and learning strategies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing. Students will demonstrate an understanding of the components to a comprehensive literacy program. This is the first course in the sequence of courses needed for the reading endorsement. *Prerequisite to EDUC 342, EDUC 294, 295, & 296.*

**EDUC 327 Reading in the Secondary Content Areas Methods**  
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. *This course is required for Secondary Education Majors. Prerequisites: EDUC 294, 295, & 296.*

**EDUC 331 Elementary School Social Studies Methods**  
2 hrs.  
Presents methods and materials for teaching the content of the social studies in the elementary school. *Prerequisites: EDUC 294, 295, & 296.*

**EDUC 332 Elementary School P.E. and Health Methods & Curriculum**  
2 or 3 hrs.  
Students examine 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 PE major. Prerequisites EDUC 294, 296, & PE 290.*

**EDUC 338 Children’s Literature**  
2 hrs.  
Students explore the various genres of children’s literature appropriate for children from kindergarten to grade 6. Students increase their understanding of how language
develops through use of literature. Students examine literary elements and analyze the quality of a book. Students learn to embed good literature into content areas of learning in addition to practicing teaching methods to story comprehension and appreciation. Students experience storytelling, story reading and poetry recitation.

EDUC 342 Intermediate Literacy Methods 3 hrs.
Students will learn methodology relating to language processes and strategies for intermediate students’ acquisition and fluent expression of language. Students will gain knowledge in the intellectual, social, emotional, and physical developmental needs that impact intermediate age students’ literacy skills. Students not only increase their knowledge about the language skills learned in the primary grades, but improve their understanding on vocabulary development, comprehension, and critical thinking skills. Students will be able to conduct authentic assessment and implement reading in the content areas. Prerequisites: EDUC 294, 295, & 296 & 324.

EDUC 348 Readings in Literature for Adolescents 3 hrs.
(See English 348)

EDUC 355 Methods and Materials for Early Childhood Education 3 hrs.
Students will learn methods and principles of development and operation of programs for young children, including involvement with parents. Students gain experience in activities for the care and development of the young child including education for the physical, mental and social development of the preschool child. Prerequisites: EDUC 268, 279, 294, and 296.

EDUC 357 Human Relations: Global Perspective for Educators 2-3 hrs.
Students will understand the values, life styles, history, and contributions of various identifiable subgroups in our society. Students will recognize dehumanizing biases such as sexism, racism, prejudice, and discrimination, in instructional materials and in daily interactions of members of society. They will become aware of the impact that such biases have on interpersonal relations and learning. Students will translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students. Students will learn to respect human diversity and the rights of each individual. This course satisfies the Global Awareness course for Wesleyan Studies. An optional 1 hour credit for those students who want to complete a Service Learning component.

EDUC 390 Elementary Specials Methods: Art, Music, and Physical Education/Health/Wellness 3 hrs.
The purpose of this course is to instruct general education students in areas of art, music, and physical education/health/wellness to integrate into their subject areas. It will also be of value in preparing future teachers for a job opportunity in a district without specials in one or all of these areas. Learning Outcomes: Students will become familiar with philosophy, national standards, objectives, principles, and activities relating to the teaching of art, music, and physical education/health/wellness activities to enrich social studies, science, math, and language arts content

EDUC 396H, I and K Secondary School Methods
A special methods course designed for each of the areas of secondary education. The student will examine methods of organization, presentation of materials, evaluation techniques and classroom management.
EDUC 396H Secondary School Special Methods,  
Major: Health & Curr.  
Prerequisites EDUC 294, 296 & PE 290  
3 hrs.

EDUC 396I Secondary School Special Methods,  
Major: Indus. Technology  
Prerequisites EDUC 294, 295, & 296  
3 hrs.

EDUC 396K Secondary Special Methods,  
Prerequisites EDUC 294, 296 & PE 290  
3 hrs.

EDUC 402-404 Senior Seminar for Student Teachers  
1 hr.  
An integral part of the student teaching experience, this required course provides students the opportunity to review classroom organization and management, job seeking strategies and an ongoing series of exercises encouraging reflection on the student teaching experience. Prerequisites: Full Admission into Teacher Education and Approval for Student Teaching.

EDUC 421 Practicum in Early Childhood Education  
(Preschool)  
3 or 6 hrs.  
Students learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They gain understanding of how prior learning and cultural background impacts children’s learning. Students also understand the importance of creating a warm, caring, structured learning environment emphasizing quality communication with students, parents, colleagues and various community sources. Students also understand the importance of professional development. Prerequisites: All coursework listed on the Early Childhood Education Checklist and Full Admission to Teacher Education Program.

EDUC 422 Practicum in Early Childhood Education  
(Kindergarten)  
3 or 6 hrs.  
Students learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They understand how prior learning and cultural background impacts learning. Students gain an appreciation about the importance of creating a warm, caring, and structured learning environment as well as effective methods to communication with students, parents, colleagues and various community sources. Students will also understand the importance of professional development. Prerequisites: All coursework listed on the Early Childhood Education Checklist and Full Admission to Teacher Education Program.

EDUC 442-443 Practicum in Elementary Education  
6-14 hrs.  
A full-time program of experience in one or more elementary schools at two grade levels. Students learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They understand how students learn and how prior learning and cultural background impacts learning. Students gain knowledge about the importance of creating a warm, caring, structured learning environment through effective communication with students, parents, colleagues and various community sources. Students gain experience through professional development opportunities. Prerequisites: All coursework listed on the Elementary Education Checklist and Full Admission to Teacher Education Program.
EDUC 451 Diagnostic and Assessment Reading Methods 3 hrs.
Students will gain information about standardized, formal assessment methods in the area of reading; general principles of assessment and diagnosis, including basic statistics. Students will consider how disabilities impact acquisition of reading skills and reading instruction and learn techniques for using reading assessment to guide classroom instruction. Prerequisite: EDUC 324.

EDUC 452 Remedial Reading Methods 3 hrs.
Students will gain information about the informal assessment of students with reading difficulties and explore effective reading strategies and methods in major areas of reading including phonemic awareness, phonics, word identification, vocabulary, comprehension, writing, spelling, fluency, the attitudes of readers and writers and meeting individual student needs. Prerequisite: EDUC 324.

EDUC 453-454 Remedial Reading Practicum at K-8 or 5-12 level 3 hrs.
A field experience in a Title 1 classroom with a certified Title 1 teacher. Students completing this experience will be able to successfully implement all components to a remedial reading classroom including assessment, diagnosis, prescription, and remediation. Prerequisites: All coursework listed on the Reading Endorsement Checklist and Full Admission to Teacher Education Program.

EDUC 455 Multi-tiered Systems of Support 3 hrs.
This course examines the three-tiered system of prevention and intervention currently mandated for public school districts. Upon completion of this course, students will have a thorough understanding of the historical and research-based foundation for a multi-tiered system approach, as well as how to implement the three levels in their schools with appropriate levels of intensity. Specific areas of concentration include curriculum and instruction, assessment and progress monitoring, and social-behavioral support while ensuring fidelity of implementation school- or district-wide. Prerequisite: Junior or Senior standing or approval of Instructor

EDUC 482-483 Practicum K-12 Education 6-14 hrs.
An individually planned program of experience in one elementary school and one secondary school for K-12 Art, Music, and Physical Education Majors. (See EDUC 442-443 or 492-493) Students will learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They will gain knowledge and experience about how students learn and how prior learning and cultural backgrounds impact learning. Students will gain knowledge and experience about the importance of creating a warm, caring, and structured learning environment through effective communication with students, parents, colleagues and various community sources. Students gain experience through professional development opportunities. Prerequisites: All coursework listed on the K-12 Checklist and Full Admission to Teacher Education Program.

EDUC 498 Field Experience 6 hrs.
The field experience allows for a substantive field experience in an area of interest to the student. The field experience will be tailored to the student’s particular interest and skill. The field experience is required of students who are pursuing an undergraduate degree in education without licensure. Planning and project research must take place with the instructor of the field experience. The field experience normally takes place during the
senior year. Specific qualifications, guidelines, and project placement information may be obtained from the program advisor. All plans and decisions will be made in consultation with both the student’s academic advisor and the Director of Field Experience.

**EDUC 555 Multi-tiered Systems of Support**  
3 hrs.
This course examines the three-tiered system of prevention and intervention currently mandated for public school districts. Upon completion of this course, students will have a thorough understanding of the historical and research-based foundation for a multi-tiered system approach, as well as how to implement the three levels in their schools with appropriate levels of intensity. Specific areas of concentration include curriculum and instruction, assessment and progress monitoring, and social-behavioral support while ensuring fidelity of implementation school- or district-wide. Prerequisite: completion of Bachelor’s degree.

**Special Education**

**SPED 297 Career Development & Transition for Students with Disabilities**  
3 hrs.
Legal requirements, career education models and interagency agreements for transition are discussed. Students will identify critical areas related to transition planning, community resources, and components of the IEP related to transition. Students will create an individual transition plan for a real or fictitious student that illustrates the concepts learned. This course is for students seeking secondary special education endorsement only.

**SPED 306 Collaboration and the Family**  
3 hrs.
This course will 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. Students will present an in-service for general educators demonstrating their understanding for the need for collaboration. This course is for students seeking elementary special education endorsement only.

**SPED 341 Characteristics of Special Education Students**  
3 hrs.
This course 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. Students will demonstrate their skill at developing appropriate individualized and classroom instructional strategies to address these differences.  
*Prerequisite: EDUC 301.*

**SPED 342 Diagnosis and Assessment of Students with Disabilities**  
3 hrs.
This 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. Students will administer and interpret various assessments.  
*Prerequisite: EDUC 301, SPED 341, 344.*
SPED 344 Methods and Teaching Strategies for Students with Disabilities  
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. Students will demonstrate the use of various research-based approaches to instruction. Prerequisite: EDUC 301.

SPED 442 Practicum in Elementary Special Education (K-8)  
A full-time program of experience in elementary school special education. Students will present artifacts at the end of their practicum that demonstrate their ability to apply information learned in their coursework. Prerequisites: All coursework listed on the Special Education Checklist and Full Admission to Teacher Education Program.

SPED 492 Practicum in Secondary Special Education (5-12)  
A full-time program of experience in secondary special education. Students will present artifacts at the end of their practicum that demonstrate their ability to apply information learned in their coursework. Prerequisites: All coursework listed on the Special Education Checklist and Full Admission to Teacher Education Program.

**PHYSICAL EDUCATION**  
**EXERCISE SCIENCE AND WELLNESS**

The Physical Education and Exercise Science and Wellness faculty administers service courses for any student who wishes to participate 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 in 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.

Some majors require their students to participate in some type of activity (individual, service, recreational, intramural or intercollegiate) and this department welcomes these individuals into the activity courses that are taught throughout the year. Students should check the requirements of their major.

Students majoring in Physical Education will learn and understand the National Standards for Physical Education.
National Standards for Physical Education
National Standards and Grade-Level Outcomes for K-12 Physical Education: The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Those majoring in Exercise Science and Wellness will learn and understand the National Standards for Exercise Science:

I. Foundational Core – Competencies describe foundational knowledge and skill expected in the areas of human anatomy, human physiology, exercise physiology, biomechanics and care and prevention of injuries.

II. Exercise Prescription for Normal and Special Population – Competencies in physiological testing, exercise prescription, exercise leadership, and exercise and aging.

III. Health Promotion – Competencies in nutrition and weight control, stress management and substance abuse.

IV. Administrative Tasks – Competencies in programming, facilities and equipment, marketing and legal liability.

V. Human Relations – Competencies of communication and motivation.

VI. Professional Development – Competencies in orientation and professional growth.

VII. Practical Experience – Competencies in orientation and internship.
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 8th grade
3. A preparatory teaching major with licensure to teach physical education in grades 5 – 12
4. Physical education – secondary teaching endorsement must have licensure in another secondary area
5. Physical education – elementary teaching endorsement must have licensure in elementary education
6. Health endorsement – must have licensure in a secondary area
7. A preparatory coaching program with licensure to coach an interscholastic sport in public/private schools in Iowa
8. A Coaching Authorization class with licensure to coach an interscholastic sport in public/private schools in Iowa

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 non-athletic 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.

Exercise Science and Wellness Major
The required courses for this major and non-teaching licensure are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 107</td>
<td>Dance and Movement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 225</td>
<td>Introduction to Physical Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 231</td>
<td>First Aid</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 250</td>
<td>Motor Learning</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 260</td>
<td>Scientific Aspects of Strength Development</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>PE 352</td>
<td>Kinesiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 356</td>
<td>Principles and Assessment of Physical Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 381</td>
<td>Fitness Evaluation and Training</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 398</td>
<td>Practicum in Physical Education</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 482</td>
<td>Prevention, Care, and Treatment of Injuries</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 484</td>
<td>Physiology of Exercise and Health</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PE 498</td>
<td>Internship in Exercise Science</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>


HLTH 200 Substance Abuse 2 hrs.
HLTH 234 Community Health 3 hrs.
HLTH 300 Health and Nutrition 3 hrs.

Required Support Course:
BIO 241 Anatomy and Physiology I 4 hrs.

**Physical Education Major (K-8 Licensure)**
The required courses for this teaching major are:

- PE 107 Dance and Movement 3 hrs.
- PE 109 Functional Fitness 1 hr.
- PE 221 Team Sports 3 hrs.
- PE 223 Individual Sports 3 hrs.
- PE 225 Introduction to Physical Education 3 hrs.
- PE 231 First Aid 2 hrs.
- PE 250 Motor Learning 2 hrs.
- PE 290 Strategy Design – PE K-12 3 hrs.
- PE 341 Movement Exploration and Adapted Physical Education 3 hrs.
- PE 356 Principles and Assessment of Physical Education 3 hrs.
- PE 484 Physiology of Exercise and Health 3 hrs.
- EDUC 332 Elementary School PE and Health Methods & Curriculum 3 hrs.

Required Support Courses:
- BIO 241 Human Anatomy and Physiology 4 hrs.
- PSYC 251 Developmental Psychology 3 hrs.

PLUS the Teacher Licensure Requirements as described in the Education Division section of this catalog.

**Physical Education Major (5–12 Licensure)**
The required courses for this teaching major are:

- PE 107 Dance and Movement 3 hrs.
- PE 109 Functional Fitness 1 hr.
- PE 221 Team Sports 3 hrs.
- PE 223 Individual Sports 3 hrs.
- PE 225 Introduction to Physical Education 3 hrs.
- PE 231 First Aid 2 hrs.
- PE 250 Motor Learning 2 hrs.
- PE 290 Strategy Design PE K-12 3 hrs.
- PE 341 Movement Exploration and Adapted Physical Education 3 hrs.
- PE 352 Kinesiology 3 hrs.
- PE 356 Principles and Assessment of Physical Education 3 hrs.
- PE 484 Physiology of Exercise 3 hrs.
- PE 493 Organization, Administration, and Curriculum Development for PE and Athletics 3 hrs.
- BIO 241 Anatomy and Physiology I 4 hrs.

PLUS the Teacher Licensure Requirements as described in the Education Division section of this catalog.
**Health Endorsement**
The Health teaching minor requires the following courses:

- **HLTH 200 Substance Abuse** 2 hrs.
- **HLTH 234 Community Health** 3 hrs.
- **HLTH 300 Health and Nutrition** 3 hrs.
- **HLTH 334 Consumer Education in Health** 3 hrs.
- **SPED 306 Collaboration & the Family** OR **SOC 205 The Family** 3 hrs.
- **BIO 241 Anatomy and Physiology I** 4 hrs.
- **PE 231 First Aid** 2 hrs.
- **PE 352 Kinesiology OR 484 Physiology of Exercise** 3 hrs.
- **PSYC 251 Developmental Psychology** 3 hrs.

Must have licensure in secondary area.

**Physical Education – Elementary Teaching Endorsement**
The endorsement for elementary school physical education licensure requires the following courses:

- **PE 225 Introduction to Physical Education** 3 hrs.
- **PE 231 First Aid** 2 hrs.
- **PE 250 Motor Learning** 2 hrs.
- **PE 341 Movement Exploration and Adapted Physical Education** 3 hrs.
- **PE 356 Principles and Assessment of Physical Education** 3 hrs.
- **PE 484 Physiology of Exercise and Health** 3 hrs.
- **BIO 241 Anatomy and Physiology I** 4 hrs.
- **EDUC 332 Elementary School PE and Health Methods & curriculum** 3 hrs.

Must have licensure in elementary education.

**Physical Education – Secondary Teaching Endorsement**
The minor for secondary school physical education licensure requires the following courses:

- **PE 225 Introduction to Physical Education** 3 hrs.
- **PE 231 First Aid** 2 hrs.
- **PE 250 Motor Learning** 2 hrs.
- **PE 341 Movement Exploration and Adapted Physical Education** 3 hrs.
- **PE 352 Kinesiology** 3 hrs.
- **PE 356 Principles and Assessment of Physical Education** 3 hrs.
- **PE 484 Physiology of Exercise and Health** 3 hrs.
- **PE 493 Organization, Administration & Curriculum Development** 3 hrs.
- **BIO 241 Anatomy and Physiology I** 4 hrs.
- **EDUC 396 K Secondary School Special Methods: PE & curriculum** 3 hrs.

Must have licensure in secondary area.
Iowa requires either an endorsement or authorization to coach any interscholastic sport.

1. Coaching Endorsement (must have Education Licensure)
   Iowa Wesleyan requires the following courses for the endorsement:
   
   **PE 270 Theory of Coaching** 2 hrs.
   **PE 352 Kinesiology** 3 hrs.
   **PE 262 or 264 or 266 or 267 or 268 or 269 Athletic Coaching** 1-2 hrs.
   **PE 482 Prevention, Care, and Treatment of Injuries** 3 hrs.
   **PSYC 251 Developmental Psychology** 3 hrs.

2. OR Coaching Authorization
   (for teaching and non-teaching majors)
   Iowa Wesleyan offers the following course to meet this requirement:
   
   **PE 212 Coaching Authorization Class** 4 hrs.

**Physical Education**

**PE 100-131 Physical Activities** 0-3 hrs.
These courses give each student the opportunity to pursue skills in some form of physical activity, to develop physical fitness, and to meet minimum physical activity requirements. Students with physical handicaps will be given special assignments suited to their needs and abilities. Offered annually, activities include (V – Varsity):

**PE 100 Varsity Athletics** 0 hr.

**PE 107 Dance and Movement** 3 hrs.
Survey of dance and dance history with emphasis on the relationship of dance and dance forms to the societies in which they developed. Development of knowledge and skill in folk and square dances, American country dances and ballroom dancing, cultural influences of folk arts. Participation in a variety of dances for school and adult recreation and lecture.

**PE 108 Dance and Movement for Music Majors** 2 hrs.
Survey of dance and dance history with emphasis on the relationship of dance and dance forms to the societies in which they developed. Development of knowledge and skill in folk, American country dances and ballroom dancing, cultural influences of folk arts. Participation in a variety of dances for school and adult recreation. Students who are not music majors may petition instructor for approval to take the course.

**PE 109 Functional Fitness** 0/1 hr.
The purpose of this class is to integrate principles of Personal Wellness into the Functional Movement Screen system (FMS) on an introductory level. Individuals will gain understanding of how concepts of Personal Wellness and the FMS system work together to promote overall health, injury prevention strategies, corrective
exercise strategies and balanced wellness practices to help enhance personal fitness and health for a lifetime. This class is designed to provide basic knowledge, experience, practice and application of the FMS through in-class and experiential learning projects. The course will provide students with workplace-ready skills and resources in physical education, exercise science, sports medicine and personal health and wellness.

PE 111 Fundamental Fitness 0/1 hr.
PE 116 Weight Training 0/1 hr.

PE 212 Coaching Authorization 4 hrs.
This course meets the State of Iowa’s criteria to receive one’s coaching authorization. In this course the students will complete 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 completion of this class.

PE 221 Team Sports 3 hrs.
The students will learn the skills, rules and teaching techniques involved in Team Sports. They will understand how individuals learn and be able to communicate these skills as they teach each other and outside groups from the community.

PE 223 Individual Sports 3 hrs.
The students will learn the skills, rules and teaching techniques involved in activities considered to be of an individual nature. They will understand how individuals learn and be able to communicate these skills as they teach each other and outside groups from the community.

PE 225 Introduction to Physical Education - Fall 3 hrs.
The student will learn the history of Physical Education. They will understand what is involved in techniques of teaching PE, modern trends, and job market possibilities.

PE 231 First Aid 2 hrs.
This is a basic first aid course. The students will learn how to treat various health problems including wound care through this course.

PE 250 Motor Learning 2 hrs.
This course is designed to introduce the student to activities that are developmentally appropriate. Students will learn to teach movement building blocks of loco motor skills.

PE 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 provides 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 provides students with practical experience at program design for a variety of populations.
PE 262 Athletic Coaching: Baseball and Softball  
2 hrs.

PE 264 Athletic Coaching: Track and Field  
1 hr.

PE 266 Athletic Coaching: Volleyball  
1 hr.

PE 267 Athletic Coaching: Football  
2 hrs.

PE 268 Athletic Coaching: Basketball (Coed)  
2 hrs.

PE 269 Athletic Coaching: Soccer (Coed)  
1 hr.

In each of these courses, the student will learn coaching techniques, theory, fundamentals, conditioning, strategies, practice setup, event preparation and rules according to their associations.

PE 270 Theory of Coaching  
2 hrs.

An orientation to coaching. Students will learn a broad philosophic treatment of sports, principles and practices that are common to all coaching areas. They will learn about ethics involved in coaching. This is a coed class.

PE 290 Strategy Design – PE K-12  
3 hrs.

Students will be introduced to and learn basic movement through intermediate theory and practical application of school-based physical fitness methods and materials with emphasis on group instruction, body mechanics and fitness-based motor skills using body weight and selected hand-held training equipment. Emphasis is on skill acquisition, teaching methods and assessment skills

PE 341 Movement Exploration and Adapted Physical Education  
3 hrs.

The students will look at and discuss the topics of developmental, remedial, and corrective programs for physical education. Students will also learn and understand the subject of motor learning or achievement exploration as related to children and youth.

PE 351 Explorations in Health and Physical Education  
2-4 hrs.

This allows the student to explore deeply into a specific field of interest within the area. They will develop their findings into a final departmental paper for permanent files and presentation by or to the department.

PE 352 Kinesiology (WI)  
3 hrs.

The students will learn, through a detailed study, about the muscle and articulations of the human body. They will learn and understand the movements and actions of the muscles and articulations in relation to good posture and proper application of skills.  
Prerequisite BIO 241. Writing Intensive Course: Successful completion of English 105 & 201 required.

PE 356 Principles and Assessment of Physical Education  
3 hrs.

Students will be able to define physical education and its philosophy and the criteria of related sciences in dictating guiding principles for a program of physical education. They will also learn and discuss techniques of evaluation related to achievement of students from grades 7 – 12.

PE 369 Officiating Major Sports  
2 hrs.

Students will learn the mechanics and application of rules to officiating the major sports. There will be emphasis placed on practical experience in class, intramural and
reserve contests. The student will be able to apply for and take the state exams for officials. *On demand.*

**PE 381 Fitness Evaluation and Training** 3 hrs.
This class will give the students an opportunity to review and study in depth, the theories and research that have been learned in other classes. Students will be able to put their knowledge to use as they will apply assessments to various individuals and then set up a program for them to follow. The students will supervise their programs and re-assess them at the end of a set period of time. *Prerequisite: Junior or higher standing.*

**PE 398 Practicum in Exercise Science** 3 hrs.
Students will apply what they have learned in various classes to making plans and leading others in exercise programs. This allows the student in Exercise Science to have some practical experience.

**PE 440, 441, 442 Career Applications in Exercise Science** 2-4 hrs.
A field experience option designed to meet the needs of non-traditional students who are employed full-time and who are working career enhancement experiences rather than career initiation skills. These courses permit practical work experience for students who are unable to complete 6 credit 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 “field experience” 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.*

**PE 482 Prevention, Care and Treatment of Athletic Injuries** 3 hrs.
Students will learn about the basics of prevention of injuries, the type of injuries and how to care for and treat them. Students will learn basic anatomy as it applies to athletic injuries. They will understand the knowledge of learning anatomy and how it applies to understanding injury and injury prevention.

**PE 484 Physiology of Exercise** 3 hrs.
The student will learn, understand and apply the knowledge how exercise affects the physiology of the human body. They will learn how nutrition, exercise and rest affects the human body before, during and after exercise. This will lead to an understanding of physical conditioning and weight control during exercise.

**PE 492 Advanced Techniques of Athletic Training** 3 hrs.
Students will learn about the prevention, recognition and treatment of injuries that are not of a common occurrence. Students will learn about professional ethics, legal aspects, certification methods and profession courtesy. Practical work on designing and developing training rooms, budgets and policies will be done as major projects. *Prerequisite: PE 482 or permission of instructor.*

**PE 493 Organization, Administration and Curriculum Development of Secondary Physical Education and Administration of Athletics** 3 hrs.
The students will learn and discuss the philosophy, aim and national standards of physical education in developing programs in curricula in secondary physical education. This course is designed so the students will become familiar with and be able to use the standards and policies involved in organization, management, curriculum and supervision of the secondary physical education program (5-12) and athletics.
PE 497 Independent Study in Physical Education 1-3 hrs.
This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in physical education. Advanced standing, a written project proposal, and permission of instructor.

PE 498 Internship in Exercise Science and Wellness 6 hrs.
This is where the students get to use the knowledge and skills they have learned and developed through the course work of their major. It is used as practical experience in the “real world.” It is also used to discover potential career opportunities for the student in Exercise Science and Wellness.

Health
HLTH 200 Substance Abuse 2 hrs.
The student will learn and understand about the uses and abuses of drugs. They will learn about the physiological and psychological processes involved with drug use and abuse, as well as legal implications.

HLTH 234 Community Health 3 hrs.
In this class the students will learn about the various facets of community health and what their involvement is. General topics discussed will include (but not be limited to) the following: History; Women, Infants and Children; Adolescents; Adults, Elderly, Insurance; Health Care; Economic; School Health; Emergency Management; and Environment.

HLTH 300 Health and Nutrition 3 hrs.
During class, students will learn the basics of nutrition. They will learn about chemical processes involved in nutrition, weight control, balanced diet and illness caused by poor nutrition. Through projects, they will be able to evaluate their own nutritional habits.

HLTH 334 Consumer Education in Health 3 hrs.
This course is designed so the student can learn 1) factual, scientifically based information about health goods and services and 2) how to become a better consumer by developing or sharpening their skills such as decision-making, values clarification, assertiveness, bargaining, and data collection and analysis.

HLTH 351 Explorations in Health and/or Physical Education 2-4 hrs.
This allows the student to explore deeply into a specific field of interest within the area. They will develop their findings into a final departmental paper for permanent files and presentation by or to the department.

Education
EDUC 332 Elementary School Physical Education & Health Methods and Curriculum 2-3 hrs.
The students will learn the philosophy, national standards, objectives, principles and activities related to the teaching of health and physical education in the elementary school. The students will teach their peers and elementary students during this class.
Prerequisites: EDUC 294, 296 and PE 290.
Students will learn techniques to use in teaching health in the secondary school. They will write lesson plans and teach in the secondary setting and be evaluated by the instructor. Prerequisites: EDUC 294, 296 and PE 290.

Students will learn techniques to use in teaching secondary physical education. Students will also write lesson plans and teach them to secondary students and be evaluated by classmates and the instructor. Prerequisites: EDUC 294, 296 and PE 290.

Faculty in the Division of Education
Rebecca Beckner, Ph.D., Associate Professor of Education
• Chair of the Education Division
Ricardo Dow y Anaya, Ph.D., Associate Professor of Physical Education & Exercise Science and Wellness
Shawna Hudson, Ph.D., Professor of Education
Lane Levine, M.A., Associate Professor of Physical Education
Cheyrl Newland, Ph.D., Assistant Professor of Education
Michael Richtman, M.A., Instructor of Education
Valerie Unkrich, M.S., Associate Professor of Physical Education
Martha Wiley, M.s., Lecturer in Education

Teacher Education Program Staff
Lorie Hauenstein, Teacher Education Program Associate
Jane Lauer, M.A., Teacher Education Program Services Administrator
DIVISION OF HUMANITIES

Majors
  Christian Studies
  English
  Music
  Visual Communication and Design

Minors
  English
  Music
  Religion
  Visual Communication and Design

Mission of the Division of Humanities
Students in courses offered by the Humanities Division will examine varied types of creativity, expression, interpretation, and interactions by which human life is given meaning. Valuing, problem-solving, social effectiveness and communication (the IWC Life Skills) are promoted through the academic programs in the Division, with curriculum crafted to foster students’ success during their IWC experience and after graduation.

Religion and Philosophy
The goal of the Department of Religion and Philosophy is to prepare students to succeed in our changing global environment through the study of philosophy or religion. 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.

Students completing the program of study in Religion and Philosophy will:
• identify their basic values as they make decisions about vocation, civic and personal life (valuing)
• demonstrate an ability to think analytically and multiculturally (critical thinking)
• practice the self-critical exchange of ideas through effective communication (communicating)
• evaluate the role of ideas, philosophies of life and religions in the human story in order to interact effectively in multicultural/multireligious contexts (effective social interaction)
• pursue 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.

**Required Support Courses**

Two semesters of foreign language are required. This requirement may be met by taking two semesters of modern languages or two semesters of ancient languages. Language courses may be taken at IWC, transferred from an accredited college or university, or a student may test out of the requirement.

**Recommended Divisional Support Courses**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Expository Writing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COMM 147</td>
<td>Introduction to Public Speaking</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Recommended Departmental Support Courses**

Two courses from the Science Division - Human Studies Courses 6 hrs.

**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

REL 102 Intro to Religion 3 hrs.
REL 201 Intro to Hebrew Bible 3 hrs.
REL 202 Intro to New Testament 3 hrs.
REL 302 Church History 3 hrs.
REL 305 History of Christian Thought 3 hrs.

Philosophy A - Choose 1
PHIL 215 Ethics for Life and Career 3 hrs.
PHIL 230 Critical Reasoning 3 hrs.

Philosophy B – Choose 1
PHIL 201 Introduction to Philosophy 3 hrs.
PHIL 210 Human Condition 3 hrs.
PHIL 306 Philosophy of Religion 3 hrs.
PHIL 310 Beauty and Mind 3 hrs.
PHIL 320 Knowledge 3 hrs.
PHIL 330 The Enlightenment and its Critics 3 hrs.

World Religions/Contemporary Issues – Choose 3
REL 150 Introduction to World Religions 3 hrs.
REL 211 Eastern Religion and Philosophy 3 hrs.
REL 265 War and Peace 3 hrs.
REL 300 Religion in Western Civilization 3 hrs.
REL 303 World Religions: Confronting Evil 3 hrs.
REL 380 Topics 3 hrs.

Field Experience (required) 6 hrs.
Total 36 hrs.

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
REL 102 Introduction to Religion 3 hrs.
REL World religion course 3 hrs.
REL Bible courses or Christian studies courses 6 hrs.
Philosophy courses 6 hrs.
Total 18 hrs.

Religion
REL 101 Introduction to the Bible as Literature 3 hrs.
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 genres 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). Students who successfully complete this course will be able to: summarize the storyline of the Bible, identify the main characters, explain the important developments in the biblical portrayal of God and salvation, compare the biblical literature with corresponding works from ancient history, and summarize and critique the way the Bible is used in the modern world.

**REL 102 Introduction to 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. As a result of this course students will be able to: describe the various theories of the origin of the belief in God, explain why religion has persisted in spite of modern science, evaluate the benefits and liabilities of organized religion in the modern world, and offer a personal theory of the nature of religion.

**REL 150 Introduction to World Religions**
3 hrs.
An overview of the world’s major religious traditions, including the Eastern traditions of Hinduism, Jainism, Buddhism, Taoism, Confucianism, and the Western traditions of Judaism, Christianity, and Islam. Students will think empathetically and critically about religious claims, compare and critique major beliefs and practices of the religions studied, and reflect on the significance of religion in contemporary life.

**REL 201 Introduction to the Hebrew Bible**
3 hrs.
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. Completion of this course will enable students to describe the content of the Old Testament literature and especially the changes in the conception of God as the Old Testament story progresses. They will also be able to explain the significance of the major events and non-biblical religions of the period for biblical religion, as well as demonstrate proficiency in the use of some of the critical tools used to place the Old Testament into its literary, cultural, historical and religious context. Offered every other year.

**REL 202 Introduction to the New Testament**
3 hrs.
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. Completion of this course will enable students to describe the content and forms of New Testament Literature, outline the history of the Greco-Roman world during the 1st and 2nd Centuries CE, identify the main features of Greco-Roman religion and Judaism during this period, use some of the critical tools available to place the New Testament writings in their historical context, and clarify some of the main ways the New Testament influences modern life. Offered every other year.

**REL 211 Eastern Religion and Philosophy**
3 hrs.
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. Students will: sympathetically and critically examine a broad range of religious texts; relate historical issues and ideas to the contemporary world; employ a variety of methods in their treatments of religious thought; and examine many of the values that have shaped Asian history and the ways that faith communities have reshaped these values to be relevant to contemporary life.

**REL 265 War and Peace**  
This course examines philosophical questions of war and peace, including the role of religions in making war and peace. It will consider the potential for both violence and peacemaking within several religious traditions, as well as secular and philosophical ideologies. Students will be able to reflect on the question of just and unjust wars, evaluate the ideas of pacifism and its alternatives, and consider how religion might be a resource for peacemaking.

**REL 300 Religion in Western Civilization**  
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. As a result of this course, students will be able to identify the characteristics that all world religions share, explain the impact of social and scientific developments on the study of religion, compare and critique the major practices and beliefs of the Judaism, Christianity and Islam, and trace the historical development of each.

**REL 302 Church History**  
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 is on the major events, people and ideas that shaped Christianity’s past and provide models for its future. As a result of this course, students will be able to identify some of the most important events and personalities in Church History, explain their significance for modern Christianity and offer an evaluation of modern church experience and practice in light of this history.

**REL 303 World Religions: Confronting Evil**  
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. Students will: examine several religious traditions both sympathetically and critically; demonstrate the ability to engage in reasoned discussion of issues/topics with respect for other points of view; address vital contemporary writings, issues, and problems; examine, assess, and test a variety of values, both their own and those embedded in the traditions they examine.

**REL 305 History of Christian Thought**  
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. As a result of this course, students will be able to describe the beliefs of some of the most important Christian thinkers, identify the various historical
and modern trends in Christian thought, explain the implications of the history of
diversity of Christian thought for modern Christian experience, and propose their own
Christian view that embraces both the diversity and unity of Christian faith.

**REL 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 will: explore a wide range of views, assessing
their various strengths and weaknesses; demonstrate development of general critical
thinking/reading skills; examine the roles that religious values play in human life;
examine the ways religious ideas address the concerns of human life and; and develop
skills for communicating their basic values and views to others.

**REL 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.

**REL 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 Science Division.*

**REL 497 Independent Study in Religion**  
1-3 hrs.
This course is designed for advanced students who wish to research and write a paper
on a specific topic or do a special project in religion. Advanced standing, a written
project proposal, and permission of instructor.

**REL 498 Internship in Religion**  
6 hrs.
The internship allows for practical work experience in religion.  
This course is required for all religion majors.
English

General Requirements for Graduation

All students must earn a grade of at least C, not C-, in ENG 105 to pass into ENG 201, and a grade of at least C, not C-, must be earned for ENG 201 for a student to complete the composition sequence successfully.

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 105 and/or 201 credit in lieu of elective credit by submitting a writing portfolio; contact the English faculty for guidelines. Interested students should also note that Wesleyan gives credit for ENG 105 and/or 201 to entering students who have the requisite scores in the College Level Examination Program (CLEP) Subject Examination.

English majors will:

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

In addition to courses, the English Program offers opportunities for learning and creative activity outside the classroom through membership in Sigma Tau Delta, the International English Honor Society and contributing to Design, the annual literary arts magazine.

A grade of at least C- is necessary to earn credit for the English major and minor requirements, with the exception of the College requirement that students earn at least a C, and not C- in ENG 105 and ENG 201.

Students who earn a B.A. in English must complete ENG 201 Writing and Research about Literature. Students who transfer into the English Program with an A.A. or other degree will be required to complete ENG 201 with a grade of at least C or higher unless competency in the learning outcomes for ENG 201 can be demonstrated through a portfolio of written work that has been graded.

English Major, B.A.: (39 hours)

The English major requires

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 201</td>
<td>Writing and Research about Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Modern Poetry</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Expository Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Masters of British Literature I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Masters of British Literature II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 349</td>
<td>Masters of American Literature I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Masters of American Literature II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 352</td>
<td>Shakespeare</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship in English</td>
<td>6-12 hrs.</td>
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<tr>
<td>ENG 499</td>
<td>Seminar in English</td>
<td>3 hrs.</td>
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</table>

and six additional credit hours in English to be elected by the student. 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 major requires COMM 147 as a support course. The English major normally completes an internship of at least six credit hours but may substitute an approved career applications sequence.

**English Minor: (18 hours)**
The English minor requires ENG 201, 206, 311, and nine (9) additional credit hours to be selected from ENG 326, 327, 328, 334, 341, 344, 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 Composition**

**ENG 100 Fundamentals of English**
4 hrs.
Instruction in composition to prepare students for ENG 105. Students completing the course will write clear sentences and paragraphs, and they will demonstrate basic competence in thesis and idea development, organization, style, and proofreading skills. Students must pass English 100 with a grade of C or higher, not C-, in order to advance to the ENG 105-ENG 201 sequence.

**ENG 105 College Composition and Research (WI)**
4 hrs.
Instruction in academic writing at the college entry level. Assignments progress from essays that review and enhance rhetorical foundations to an introduction of scholarly research. Team-based activities and an on-line lab advance co-operative learning in a dynamic environment. The course promotes as learning outcomes an understanding of rhetorical foundations, such as grammar, audience, and voice; development of an effective writing process that includes peer review and team work; demonstration of research skills and accurate citation of sources; and participation in academic discussions that produce polished, final writings in an e-portfolio. A grade of C or higher, not C-, is required to fulfill graduation requirements. *Writing intensive course.*

**ENG 201 Writing and Research about Literature (WI)**
3 hrs.
In this course, students will be introduced to the study of short fiction, drama, and poetry. Learning outcomes include an understanding of these genres as distinct types of literature, an ability to analyze literary texts through students’ own writing and other forms of presentation, and the ability to perform research related to such analysis. A grade of C or higher, not C-, is required to fulfill graduation requirement. *Writing intensive course.*

**ENG 247 Imaginative Writing: Poetry and Prose (WI)**
3 hrs.
Work in forms such as short story, lyric poem, and creative nonfiction. Students will demonstrate originality and craft in at least one creative genre through a portfolio of writing. *Writing intensive course.*

**ENG 311 Expository Writing (WI)**
3 hrs.
Advanced writing course emphasizing clarity and coherence in expository expression. Students will submit writing portfolios demonstrating ability to fulfill a variety of writing tasks at a level of competence beyond the first year exit level. *Writing intensive course.*
English Literature

ENG 206 Modern Poetry 3 hrs.
Exploration of the uses of language in poetry; examination of representative 20th century poems. Students will read modern poems, identifying structural patterns and specific uses of language and discerning meaning, and will recognize poetic language used in headlines and advertising. Alternate years.

ENG 326 Environmental Literature 3 hrs.
This course studies diverse genres that address environmental topics to enable students to develop the ability to assess the rhetorical implications of genre, to identify values within the readings, to articulate their own values, and to understand the tradition and practice of American environmental writing in comparison with other literary and storytelling traditions.

ENG 327 Reading Film as Literature 3 hrs.
This course focuses on narrative film and aspects of narrative that apply to fiction and drama: character, story, and spectacle. It offers the opportunity to understand the evolution of film over the past 100 years, and it will reflect on the ideological underpinnings of film. Students will debate film issues, read selected criticism, and share their critical writing. Students will demonstrate their understanding of critical and theoretical issues in several short papers exploring and analyzing film narrative. They also will heighten their awareness of audience and reflect on their developing sense of film values through a variety of other activities, such as posting to blogs and doing workshops.

ENG 328 Sports in Literature 3 hrs.
This themed course requires personal reflection as it introduces various literary genres such as memoir, creative non-fiction, essay, novel, and short story. Skill in literary analysis, expressed verbally and in writing that uses MLA style, will be developed. Students will learn research skills to create the final project of the course.

ENG 333 Masters of British Literature I 3 hrs.
This historical survey course, which also includes an introduction to critical theory, begins with Beowulf and ends with the sensibility movement in England, with major focus on Chaucer, Donne, Milton, and Swift. Students will recognize literary characteristics and historical context of major writers and apply a specific critical approach. Alternate years.

ENG 334 Masters of British Literature II 3 hrs.
This course succeeds English 333 and continues the study of English literature from the Romantic period through the Victorian era to the present. Students will recognize major literary figures and describe intellectual and historical emphases of each period. Alternate years.

ENG 341 Masters of World Literature (WI) 3 hrs.
Selected readings from various periods and world literatures, all in English translation. Students will discuss works comparatively and discern values, patterns of behavior, and uses of language in various texts. Writing intensive course.

ENG 344 Media Ecology and the Humanities 3 hrs.
The course introduces students to the critical study of media as environment, with a
special emphasis on how culture, religion, the arts, and education systems are affected by media and media change. Course work includes readings from an interdisciplinary text, the critical use and creation of web-based multimedia resources, reflection upon the communication process and engagement in the skillful and informed interpretation of literary, expository, and filmic texts. Students will work both individually and in groups to consider how changes in technology can redefine these aspects of culture and to apply their insights to the contemporary realities of their personal, professional, and civic lives.

ENG 348 Readings in Literature for Adolescents 3 hrs.
(See Methods in Teaching English in following section for the restriction on registration for this course.)

ENG 349 Masters of American Literature I 3 hrs.
Surveys major American writers through mid-19th century, with emphasis on Emerson, Thoreau, Hawthorne, Melville, and Douglass. Students will identify major historical periods and implications for literary genres and ideas and will discern meaning in major texts. Alternate years.

ENG 350 Masters of American Literature II 3 hrs.
Surveys American literature from Whitman, Dickinson, and Twain through the present. Students will show awareness of cultural diversity in American literature, discern meaning in major texts, and explain accurately the characteristics of genres and literary periods. Alternate years.

ENG 352 Shakespeare 3 hrs.
Detailed study of several plays. Students will explain historical context, discern meaning in individual plays, and recognize particular uses of language and literary devices. Alternate years.

ENG 365 Masters of English Novel 3 hrs.
Detailed reading of several major novels from the 18th century to the present. Students will explain historical contexts and discern meaning in individual novels.

ENG 380 Topics in Literature 1-3 hrs.
An opportunity for upper division students to study selected topics in literature not offered on a regular basis.

ENG 382 Modern English Grammars 3 hrs.
(See Methods in Teaching English, following section.) Alternate years

ENG 440, 441, 442 Career Applications in English 2-6 hrs.
Offers field experience options such as research, case studies, commercial/professional problem-solving, and, for the student employed full-time, the 2-3 credit hour options of site-based analytical projects. Students will meet professional expectations in the workplace.

ENG 497 Independent Study in English 1-3 hrs.
For advanced students with adequate preparation. Written consent of the head of the division required. Student will develop a plan of study in conjunction with a faculty member and fulfill the expectations established in that plan (e.g., producing a well-research critical study or presenting a portfolio of well-crafted creative writing).
ENG 498 Internship in English 6-12 hrs.
A substantive field experience with emphasis on writing. Students will plan a single field experience that generates the number of credit hours desired (typically six). All planning must be done in consultation with the academic advisor and the Director of Field Experience. Students will meet professional expectations as determined by the site supervisor and will present a portfolio of work samples and reflections upon the learning experience, demonstrating at a minimum competence in writing, social interaction, and self-understanding.

ENG 499 Seminar in English 3 hrs.
The capstone course for English majors, the senior seminar will offer intensive study of a designated literary period, author, or genre and will provide instruction and practice in writing at an advanced level. Students will lead class sessions, apply specific critical approaches, conduct research, and prepare and defend a scholarly final project.

Methods in Teaching English

Note: The only students eligible to take these courses are those who declared before the SU 2014 term for the Registrar’s records that English Secondary Teaching is the student’s major and/or confirmed with the Education Program that he or she is earning an English/language arts endorsement.

ENG 348 Readings in Literature for Adolescents 3 hrs.
Provides opportunity for extensive reading in literature for adolescents and introduces students to individualized reading programs as they are conducted in public schools. Students will read and annotate more than 30 books, noting literary qualities and developmental tasks and gauging appropriate grade-level. Fall.

ENG 382 Modern English Grammars 3 hrs.
Explores structure of modern English. Students will analyze English sentences, determine the constituents of a well-made sentence, and identify the form and function of words and phrases. Students will also apply grammatical concepts to classroom situations. Spring Alternate years.

EDUC 396B Special Methods and Materials for Teaching English in Secondary School 3 hrs.
Examination of methods of organization, presentation of materials, evaluation techniques, and classroom management for language arts teachers. Pre-service teachers will prepare lessons taking students to higher levels of understanding. Lessons will incorporate student-centered activities allowing adolescent learners to progress from reading intently to interpreting. (See EDUC 396.) Spring.

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 Community Concert Band, the Iowa Wesleyan College Chamber Band and Jazz Big Band are open, by audition, to all students who play woodwind, brass and percussion instruments. Additional chamber ensembles include woodwind choir, drumline and brass and percussion ensembles.

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.

### B.A. in Music

The Bachelor of Arts degree with a major in music required courses are:

**Instrument classes:** (MUS 113, 115, 117, 118, 119, 120) **(4-6 hrs.)**

- MUS 113 String Class 0-1 hr.
- MUS 115: Brass Class 0-1 hr.
- MUS 117, 118 Woodwind Class 0-2 hrs.
- MUS 119 Percussion Class 0-1 hr.
- MUS 120 Guitar Class 0-1 hr.
Diction: (1-2 hrs)
MUS 123 Diction for Singers (I) 0-1 hr.
MUS 124 Diction for Singers (II) 0-1 hr.

Music Theory:
MUS 141 Elementary Harmony 2 hrs.
MUS 142 Elementary Harmony 2 hrs.
MUS 143 Elementary Sight Singing and Ear Training 1 hr.
MUS 144 Elementary Sight Singing and Ear Training 1 hr.
MUS 241 Advanced Harmony 2 hrs.
MUS 243 Advanced Sight Singing and Ear Training 1 hr.
MUS 328 Materials of Music 3 hrs.
MUS 481 Arranging 2 hrs.

Music Literature and History:
MUS 353 History of Music 3 hrs.
MUS 354 History of Music 3 hrs.

Conducting:
MUS 357 Instrumental Conducting 2 hrs.
MUS 358 Choral Conducting 2 hrs.

Six hours of field experience
MUS 398, 440, 441, 442, or 498 6 hrs.

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 major music ensemble(s)-required for every semester the student is in residence, and four credit hours of instrument classes (MUS 113-120). Applied voice majors must complete two credits in Diction for Singers. Required support courses include two credit hours of physical education.

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.
MUS 100 Music Lab required every semester in residence.
MUS 121-2, 231-2, 331-2, 421-2 A-H
Private Instruction Voice and Instrumental
MUS 131-2, 231-2 Piano (a minimum of 2 hrs.)

The Bachelor of Arts, major in music degree with Iowa K-12 teaching licensure prepares students to teach music at both elementary and secondary levels. Four hours of science (including a science lab course) and three hours of American Government or U.S. History (HIST 125, HIST 126, or GOV 105) are required. PE 108 is recommended in addition to the following professional education and music courses.
Required Courses

Professional Education

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 110</td>
<td>Introduction to Teacher Education</td>
<td>1 hr.</td>
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<tr>
<td>EDUC 261, 262, 263</td>
<td>Participation and Analysis in the School</td>
<td>3 hrs.</td>
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<tr>
<td>EDUC 294</td>
<td>Foundations of Education</td>
<td>3 hrs.</td>
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<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Education for Exceptional Persons</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Classroom Management</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 357</td>
<td>Human Relations for the Teachers</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 327</td>
<td>Reading in the Secondary Content Areas</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EDUC 296</td>
<td>Educational Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EDUC 404</td>
<td>Senior Lab for Secondary Students</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EDUC 482 or 483</td>
<td>Practicum in Elementary School Education</td>
<td>2-14 hrs.</td>
</tr>
<tr>
<td>EDUC 492 or 493</td>
<td>Practicum in Secondary School Education</td>
<td>12-14 hrs.</td>
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</tbody>
</table>

Music Methods:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 355</td>
<td>Elementary Music Methods and Curriculum</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 356</td>
<td>Secondary Music Methods and Curriculum</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Instrumental Methods and Curriculum</td>
<td>2 hrs.</td>
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</tbody>
</table>

Proficiencies

All candidates for the 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 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 Minor
The minor in music requires MUS 141, 142, 143, 144, 225, 251, 353 or 354, 357 or 358, four credit hours of applied lessons, two credit hours of instrument classes (MUS 113-120) and participation in at least one major music ensemble each semester. Piano class is required if the candidate shows insufficient keyboard background in piano.

Music Theory
MUS 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. Students successfully completing this course will be able to demonstrate (in notation and, when applicable, at the keyboard) understanding of the elements of pitch (notation, intervals, scales, key signatures) and rhythm (symbols, meter signature, proper notation), diatonic triads, principles of voice leading and part writing, cadences, and selected non-harmonic tones. They will begin to develop the ability to apply the material in practical ways in the performance and teaching of music. They will also become familiar with music technology applications, particularly the music notation software FINALÉ.

MUS 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. Students successfully completing this course will be able to demonstrate (in notation and, when applicable, at the keyboard) understanding of C clefs, diatonic triads, seventh chords, non-harmonic tones, the medieval modes, secondary dominants and common chord modulation. They will continue to develop the ability to apply the material in practical ways in the performance and teaching of music. They will also become increasingly familiar with music technology applications, particularly FINALÉ.

Prerequisite: MUS 141.

MUS 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. Students successfully completing this course will be able to identify and sing major, natural and melodic minor scales in solfège (“movable do”), major and minor triads, and
all intervals (ascending) within one octave. They will be able to sing, at sight and in solfège, major and minor diatonic melodies in various keys both stepwise and triadic (outlining tonic and dominant triads) in treble and bass clefs, and read rhythms including the division of the beat in simple and compound meters. They will also be able to notate (from aural examples) such melodies and rhythmic patterns (separately). In addition they will be able to identify root position tonic and dominant triads in chorale settings.

**MUS 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. Students successfully completing this course will be able to identify and sing (in solfège, “movable do”) the harmonic minor scale, inverted major and minor triads, root position diminished and augmented triads, and all descending intervals within one octave. They will be able to sing, at sight, major and minor diatonic melodies (in treble, bass, alto, or tenor clefs) containing larger and more numerous leaps than those in MUS 143, as well as notate such melodies from aural examples. They will also be able to read rhythms in simple and compound meters including the subdivision of the beat. In addition, they will be able to notate (from aural examples) harmonic progressions containing the principal diatonic harmonies, including inversions.  
*Prerequisite: MUS 143.*

**MUS 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. Students who successfully complete this course will be able to demonstrate (in notation and, when applicable, at the keyboard) understanding of the principles of harmonic sequence, secondary dominant and leading tone chords, modulation, use of seventh (and larger) chords, chromatic harmony (including mode mixture, Neapolitan sixth and augmented sixth chords), and the basic principles of formal structure. They will also continue to develop their abilities to apply music theory in practical ways, including using analysis as an aid in preparing to perform and teach music, and they will become increasingly fluent with music technology applications, in particular, FINALÈ. *Prerequisite: MUS 142.*

**MUS 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. Students successfully completing this course will be able to identify and sing modal scales (in solfège, “movable do”), seventh chords (major, minor, diminished and half diminished). They will be able to sing (in solfège), at sight, melodies that modulate, and modal and chromatic melodies, as well as notate such melodies from aural examples. They will also be able to read complex rhythms in simple and compound meters. In addition, they will be able to notate harmonic progressions employing both diatonic and chromatic harmonies. *Prerequisite: MUS 144.*

**MUS 304 Jazz Theory and Improvisation**  
2 hrs.  
A historical study of twentieth century jazz music in America via scales, chords, and harmonic progressions with an emphasis on performance applications to traditional
jazz band instrumentation: sax, trumpet, trombone and rhythm section. Including a study of jazz band chart reading and a basic understanding of keyboard voicings and scoring for combos and big bands. Pre-requisites: Music 141-2, 241, (Music theory).

MUS 328 Materials of Music 3 hrs.
A study of counterpoint, form and analysis, contemporary styles and composition. Students who successfully complete this course will be able to demonstrate an understanding of the components and procedures of musical structural design, and their significance as tools in enhancing musical understanding. They will be able to analyze compositions with respect to micro- and macro-formal structure, as well as identify contrapuntal techniques when applicable. In addition, the student will be able to analyze structural elements in contemporary works, including tonal and non-tonal systems. They will also continue to develop their abilities to apply music theory in practical ways, including using analysis as an aid in preparing to perform and teach music, and they will become increasingly fluent with music technology applications, in particular, FINALÉ. Prerequisite: MUS 241 or consent of instructor.

MUS 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. Students will develop practical music arranging skills by learning to adapt and create musical scores for specific instrumental and vocal ensembles. Students will become proficient using the music notation program FINALÉ including developing the following skills: arranging pieces with melodies, chords and lyrics for use in an elementary school classroom setting; arranging small ensemble works for intermediate grades band instrumentation, and understand ranges, transpositions, timbre qualities and characteristics of woodwind, brass and percussion instruments; arrange works for high school marching or pep band full instrumentation in appropriate styles; develop practical applications of music theory and harmony through mastering a 4-part contemporary voicing method applicable to small groups, jazz bands and/or vocal jazz ensembles; develop advanced music computer skills, importing, exporting, adapting and transcribing MIDI files into FINALÉ notation. Prerequisite 328.

Music Literature and History
MUS 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.

MUS 353 History of Music (WI) 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. Students will develop skill in discerning various musical styles from the written score and from listening to recordings. Students will develop skill in discussing the elements of musical style based on their experiences with the scores and the recordings. They will develop their vocabulary to describe the various components of music—melody, rhythm, harmony, texture, instrumentation, orchestration, form, etc.) Students will synthesize an array of skills that have been acquired in their introductory music courses. In this course
students will make connections between assigned reading, class discussion of style and the assigned listening. Through their study of the music from the early Christian era to 1750, students will learn standard interpretive skills appropriate to the various periods of music history and begin to have an understanding of the aesthetics of western music. Students will develop skill in discerning various musical styles from the written score and from listening to recordings. Writing Intensive Course: Successful Completion of English 105 and 201 required. Prerequisite: MUS 142 or permission of instructor.

**MUS 354 History of Music (WI)**

A study of the history of music from 1750 to the present, based on stylistic and formal analysis, as well as performance practices. Students will develop skill in discerning various musical styles from the written score and from listening to recordings. Students will develop skill in discussing the elements of musical style based on their experiences with the scores and the recordings. They will develop their vocabulary to describe the various components of music—melody, rhythm, harmony, texture, instrumentation, orchestration, form, etc.) Students will synthesize an array of skills that have been acquired in their introductory music courses. In this course students will make connections between assigned reading, class discussion of style and the assigned listening. Through their study of the music from 1750 to the present, students will learn standard interpretive skills appropriate to the various periods of music history and begin to have an understanding of the aesthetics of western music. Students will develop skill in discerning various musical styles from the written score and from listening to recordings. Writing Intensive Course: Successful Completion of English 105 and 201 required. Prerequisite: MUS 142 or permission of instructor.

**Music Methods**

**MUS 224 Elementary School Music Methods & Curriculum**

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. Students will develop musical skills and gain knowledge of basic music elements and terminology used in the elementary music classroom; explore and practicing common methods of elementary music instruction; understand ways to incorporate rhythm, melody, harmony and movement in musical activities in the elementary school classroom via: developing basic rhythmic musicianship through the practice and study of rhythm instruments; demonstrate and develop basic harmonic understanding via performing (I-IV-V chord progressions) on the autoharp and/or ukulele; demonstrate proficiency in basic tonal musicianship through singing and the study of melodic instruments including the song flute (recorder) by reading and performing short songs in the key of G and C major, (with whole, half, quarter, and eighth notes from middle C to high G including F# and Bb); practice and demonstrate movement, rhythm, via folk dances; demonstrate effective lesson plan writing that blends music with other subject areas.

**MUS 355 Elementary Music Methods and Curriculum**

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. Students will develop musical skills and gain knowledge of basic music elements and terminology used in the elementary music classroom; explore and practicing common methods of elementary music instruction (Orff, Kodaly, Dalcroze, Gordon); incorporate rhythm, melody, harmony and movement activities in the elementary school classroom via: developing rhythmic musicianship through the practice and study of rhythm instruments; demonstrate and develop basic harmonic understanding via performing on piano, the autoharp, guitar and/or ukulele; demonstrate proficiency in basic tonal musicianship through singing and the study of melodic instruments including the song flute (recorder) by reading and performing short songs in a variety of keys; practice and demonstrate movement and rhythm via folk dances; demonstrate effective lesson plan writing. Includes thirty (30) hours observation in the schools. **Prerequisite: MUS 142 or permission of instructor.**

**MUS 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. In Secondary Music Methods students will study and learn skills that will prepare them to be choral music educators primarily at the middle school and high school levels. Concepts and skills covered will include creating a philosophy of choral music education, learning techniques for recruiting and motivating singers, planning and building a choral music program, processing information and managing a choral program, working with adolescent singers, discipline in rehearsal, choosing quality literature, rehearsal and vocal techniques. **Prerequisite: MUS 142.**

**MUS 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. Students will demonstrate adequate proficiency conducting instrumental music ensembles through in-class exercises, recorded musical excerpts, leading small ensembles in music lab presentations. Students will demonstrate proficiency conducting music in common and uncommon meter signatures; use gestures to indicate fermatas, rubato phrasing, cuing, dynamics and expression; demonstrate music theory proficiency by analyzing works through score study and preparation; reinforce and demonstrate adequate piano skills (i.e. condensed score reading from the piano, and on-the-spot transpositions). **Prerequisite: MUS 251.**

**MUS 358 Choral Conducting** 2 hrs.
Organization and conducting of choral groups. This course is designed to follow Basic Conducting and provide each student with a higher level of ability in all facets of the conducting art. Throughout the semester, students will more thoroughly study gesture, a system of score study (including preparation of scores and written assignments), terms, transpositions, complex meters, communication, and disciplines that will help them prepare to conduct and direct a choral ensemble of his/her own. Students will be evaluated on ability to read and analyze a choral score, research music styles, lead rehearsal, conduct with appropriate gesture, phrasing, musical style and confidence. **Prerequisite: MUS 251 or consent of instructor.**
MUS 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).

MUS 386 Instrumental Methods 2 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. In conjunction with EDUC 263 Participation and Analysis in the Schools. Students will acquire skills inherent to the art of successful instrumental music teaching in elementary and secondary schools including but not limited to: techniques and methods for teaching woodwind, brass, percussion, and string instruments for beginning through advanced students; demonstrate effective concert band, jazz band, marching band rehearsal techniques; demonstrate proficiency in marching band drill writing using the PYWARE© computer program; demonstrate strategies for recognizing and correcting student performance problems including developing the embouchure, breathing and phrasing, and tone production. Prerequisites: MUS 113, 115, 117, 118, and 119.

MUS 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.

MUS 440, 441, 442 Career Applications 2-6 hrs.
Field experience projects that do not fit a six-credit hour internship.

MUS 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.

MUS 498 Internship 6-14 hrs.
The internship allows for a substantive field experience for music students not seeking teaching licensure. 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 Education

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

(Voice, piano, organ, woodwind, brass and percussion 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. Individual, specialized instruction in the specified instrument. Topics may include fundamentals of playing, artistic interpretation, study and performance of appropriate literature, pedagogy, and other subjects specific to each area. Students successfully completing four years of such study will be able to demonstrate technical and musical proficiency, namely, good tone quality and intonation, fluid technique and articulation, rhythmic accuracy, musical phrasing and artistic interpretation. They will be able to demonstrate such abilities in a public recital of appropriate literature. They will also know the significant works in the literature for their performing medium as well as appropriate pedagogical techniques and materials. Short term outcomes (i.e., for each semester) will be based upon the instructor’s determination of each individual student’s needs.

**MUS 100 Music Lab** 0-.5 hrs.
A variety of activities are planned for music lab – activities that extend and supplement courses normally offered including repertoire class - opportunities for students to perform regularly in front of an audience, student conducting, guest speakers, student, faculty, and guest artist performances, error detection, and sight-singing are some of the possible activities.

**MUS 123 Diction I** 1 hr.
This course is designed to help students master the basic rules of English, Latin, and Italian lyric diction. A great singer depends heavily on his or her power of expression. Expressive singing brings the full meaning and emotion of the words and thoughts to a performance in addition to singing beautifully and accurately. Serious vocalists seek to find ways to bring words into a more intimate union with the notes.

**MUS 124 Diction II** 1 hr.
This course is designed to help students master the basic rules of German and French lyric diction. A great singer depends heavily on his or her power of expression. Expressive singing brings the full meaning and emotion of the words and thoughts to a performance in addition to singing beautifully and accurately. Serious vocalists seek to find ways to bring words into a more intimate union with the notes.

**Ensembles**

MUS 101, 102 Chamber Ensembles
*(Broad St. Connection, Chamber Band, Drumline-Percussion Ens.)* 0-1 hr.
MUS 103, 104 Concert Choir 0-1 hr.
MUS 105, 106 Southeast Iowa Community Band 0-1 hr.
MUS 107, 108 Jazz Big Band 0-1 hr.
MUS 109, 110 Southeast Iowa Symphony 0-1 hr.
Visual Communication and Design

The Visual Communications and Design major focuses course work on print and e-publication design, digital imaging, web, multimedia authoring, and illustration. Communication 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.

Visual Communications and Design major:

- promotes 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
- exposes students to current application and theory in visual design

The Visual Communications and Design major covers digital imaging, web, multimedia authoring and illustration. Communication 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.

Visual Communications and Design Major

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 109</td>
<td>Survey of Visual Communication (can test out with department approval)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 201</td>
<td>Basic Studio &amp; Design 2-D</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 204</td>
<td>Graphic Layout and Design</td>
<td>3 hrs.</td>
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<tr>
<td>ART 207</td>
<td>Photography I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 209</td>
<td>Multimedia Development</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 215</td>
<td>Painting I</td>
<td>3 hrs.</td>
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<tr>
<td>ART 219</td>
<td>Drawing I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 269</td>
<td>Interactive Media</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 304</td>
<td>Graphic Layout and Design II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 379</td>
<td>Advanced Visual Communication and Design</td>
<td>3 hrs.</td>
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Three additional hours in studio art selected from the following:

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<thead>
<tr>
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<tbody>
<tr>
<td>ART 381</td>
<td>History of Art I</td>
<td>3 hrs.</td>
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<tr>
<td>ART 382</td>
<td>History of Art II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ART 383</td>
<td>History of Art III</td>
<td>3 hrs.</td>
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*and* ART 499A Senior Seminar 1 hr.
ART 499B Senior Seminar 1 hr.

Professional preparation:
ART 398 practicum and ART 498 internship 6-14 hrs.

Support courses:
BA 320 Marketing 3 hrs.
BA 322 Advertising 3 hrs.
COMM 147 Public Speaking 3 hrs.
COMM 248 Legal and Ethical Issues in Media 3 hrs.
or PHIL 215 Ethics for Life and Career 3 hrs.
COMM 260 Video Production 2 hrs.

Visual Communications and Design Minor
Art 109, 201, 204, 207, 269, 304, 379
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.

Art

ART 109 Survey of Visual Communications 3 hrs.
Survey of Visual Communications is an introduction to the broad field of visual communications. The students will explore through sample projects four main areas: The Design Process; Business Concepts as they relate to the major; Technological aspects such as hardware, software and peripherals and The Media (print, electronic, broadcast). Students will learn problem solving skills and design principles using the tools and resources implemented by designers in the Visual Communications field.

ART 201 Basic Studio and Design 2-D 3 hrs.
Foundations of Design introduces students to two and three-dimensional design utilizing an integrated approach of visual organization. Students will discuss using design vocabulary projects that they produced. Areas that will be emphasized are image composition, color theory, elements of organization and principles of 3-D physical structure. These projects will be accomplished using a broad variety of studio approaches: drawing, painting, photography, ceramics, craft medium, sculpture and architectural concepts.

ART 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. Students will gain a vocabulary of design and art terms. Application of this knowledge will then be applied to visual elements of art and architecture as they related to world culture.

ART 204 Graphic Layout and Design 3 hrs.
Provides an introduction to the methods, materials, industry standard computer programs and techniques used in the development of various types of publications and advertising layout. Students will explore the fundamental elements of design, compose documents electronically, analyze design based on principles of perception, understand
pre-press, and present completed projects while developing an understanding and critical awareness of contemporary practices.

**ART 207 Photography I (WI)** 3 hrs.
An introduction to black and white photography and basic digital photography. Students will understand traditional black and white cameras and digital photography. Specifically these areas are camera functions, image composition, lighting, film processing and digital input, and presentation of images. Recommended for students with little or no experience. Students must supply their own 35mm camera with manual exposure override. *Lecture/demonstration/lab. Writing Intensive Course: Successful Completion of English 105 & 201 required.*

**ART 209 Multimedia Development** 3 hrs.
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. Students will learn to use graphic images, photography, typed word, and animation, video and sound to communicate with targeted audiences. Utilizing computer tutorials and design oriented assignments the students will develop an understanding and critical awareness of contemporary practices in this electronic medium.

**ART 215 Painting I** 3 hrs.
This introduction to the medium of painting serves both majors and non-majors with an exploration of composition, materials and techniques. Studies will include landscape, figure and still life painting. Application of design principles and color theory will be tested through a series of assignments that challenge students to translate theory into product. Works by major painters will be examined utilizing library research, investigation of contemporary artists and museum visits as part of the evaluation process. A final group critique and portfolio presentation is required.

**ART 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.

**ART 219 Drawing I** 3 hrs.
This is a beginning class and provides an opportunity for students learn the basic skills of drawing. Students will use a variety of materials, incorporate elements of design, explore composition, work with the figure and proportion and develop a sense of personal aesthetic by looking at the work of other artists. The student will also be required to participate with others in informal and formal critiques. Evaluation will be based on daily work, longer projects and the final portfolio. No experience necessary.

**ART 225 Painting II** 3 hrs.
Painting II focuses on the exploration and development of style and technique. Emphasis will be on individual development and competence in approach to medium, exploration of new materials and an expanded sense of aesthetic decision making. Students will be required to complete a variety of assignments that demonstrate successful application of skills acquired in the introductory class. Interaction with peers, art faculty, and participation in group critique and field trips will be part of the
evaluation process. Each student must participate in the final critique and provide a
final portfolio. *Prerequisite: ART 215 Painting I.*

**ART 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. Application of skills acquired in Ceramics I will be expected. Each student
will share in the responsibility of mixing and preparing the appropriate clay body,
mixing glazes and participate in the kiln firings. Emphasis is placed on craftsmanship
and personal creativity. *Prerequisite: ART 216 Ceramics I.*

**ART 229 Drawing II**  
3 hrs.
This course is a follow-up opportunity for students expand their knowledge and skill
in drawing in particular the human figure and anatomy. Students will create a portfolio
based on daily drawing and longer assignments that documents a use a variety of
new materials, study of anatomy and a further development of a personal aesthetic by
looking at the work of other artists. The student will also be required to participate with
others in informal and formal critiques. *Prerequisite: ART 219 Drawing I.*

**ART 269 Interactive Media**  
3 hrs.
An introduction to the methods, materials, computer programs and techniques used in
development of interactive media. Students will create electronic assignments that will
allow the viewer to make choices in the projects’ content. The format may be a web
site with many pages, CD or DVD presentations containing branching menus allowing
the viewer’s interaction. Using computer software with design oriented assignments,
the students will interview a client to define the product, identify the audience and type
of communication that will meet project goals. This course will be available only to
students who have a demonstrated ability to work on their own. Student will meet with
art faculty for critiques and progress reports. *Prerequisite: Permission of art faculty.*

**ART 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 is on students gaining an understanding of visual
learning and its communication applications, the importance of creativity, flexibility
and imagination. When finished the students will have gained hands on experiential
learning in the creative process. Additionally they will understand the importance of
visuality as part of the integrated learning process.

**ART 304 Graphic Layout and Design II**  
3 hrs.
In this continuation of ART 204, students will work with advanced software
applications, typography, and logo creation. Utilizing computer tutorials and design
oriented assignments the students will develop an understanding and critical awareness
of contemporary practices.

**ART 310 Digital Illustration**  
3 hrs.
This is an advanced course that further explores and utilizes the concepts, computer
skills and design experience developed from other courses: Photography, Drawing,
Painting, Graphic Layout and Design. The student will work with digital input of hand
drawings, paintings or other medium and translate them into digital illustrations using
primarily Illustrator and Photoshop. The course will also introduce illustrators and their
roles in Graphic Design. Perquisites: Art 207, 204, 216 offered on alternate years
ART 335 Painting III 3 hrs.
Painting III provides an opportunity for students to expand and develop their painting skills and techniques while developing an individual sense of style. Although students are expected to attend during scheduled class hours 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.

ART 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.

ART 339 Drawing III 3 hrs.
Drawing III provides student with a structured approach to advanced study. With input and consultation with the instructor, the student will design their own goals and objectives for the course. A final portfolio work is required. Students will select from 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.

ART 345 Painting IV 3 hrs.
Painting IV provides additional growth in painting skills, techniques and personal style. This class will serve the serious studio major with opportunity to complete a body of work capable of completing a strong portfolio for exhibit submissions and graduate schools applications. Although students are expected to attend during scheduled class hours 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.

ART 346 Ceramics IV 3 hrs.
Ceramics IV provides advanced students with time for investigating areas of ceramics including: materials, advanced hand building, wheel throwing techniques, larger scale. 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. Establishment of professional goals, portfolio preparation for exhibitions and graduate applications will be a valuable end product of this course. Students will establish individual project roadmaps while interacting with art faculty and fellow students during studio and critiques.

ART 349 Drawing IV 3 hrs.
Drawing IV provides students with a structured approach to advanced study. The student with the instructor and choose one area or theme. A final portfolio is required. 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.
ART 359 Printmaking 3 hrs.
An introductory course designed to acquaint the student with various processes in the printmaking field. Students will learn the basic principles of monotype, relief and intaglio printmaking: historical context, tools, safety, and processes. A background in drawing and 2-D design is recommended.

ART 368 Advanced Studio Studies 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 instructor.

ART 379 Advanced Visual Communications and Design 3 hrs.
Advanced students will improve their professional skills and portfolio in one of six specific areas of Visual Communications: 1) Print Media, 2) Interactive Media, 3) Multimedia, 4) Internet Design, 5) Animation, or 6) Digital Photography. The students and the instructor will determine areas requiring more concentration. The students will develop professional projects to strengthen their portfolios, thus enhancing their portfolios, thus enhancing their employment opportunities in the Visual Communications field. Prerequisites: ART 204 Graphic Layout and Design, ART 304 Graphic Layout and Design II, and ART 309 Multimedia Development.

ART 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.

ART 381 History of Art I (WI) 3 hrs.
A study of major artistic achievements in the western world from prehistoric times to the late Middle Ages. Students will become familiar with the emergence of visual imagery and the development of style. Students will learn to recognize cultural differences and be able to identify distinct characteristics of each, while acknowledging their interconnectedness and contributions to other societies. Through readings, image examinations and class discussions students will develop an appreciation of visual imagery and its impact on culture and the advancement of society. A topical research paper and four exams are required and attendance of field trips and Iowa Wesleyan College art openings are mandatory. Writing Intensive Course: Successful Completion of English 105 and 201 required. Alternate years.

ART 382 History of Art II (WI) 3 hrs.
This course opens with an investigation of major artistic achievements of the Renaissance and continues to the mid 1800s. A continuation of ART 381, but all art history need not be taken in sequence. The age of discovery, shifting of political models, the fortification of the church and eventual move of artists from established academic styles to individual expression will be discussed. Students will gain an understanding of the immense power artists of this time held and how their images helped shape opinion during this time period. A topical research paper and four exams are required. Attendance on field trips and Iowa Wesleyan College art openings is mandatory. Writing Intensive Course: Successful Completion of English 105 and 201 required. Alternate years.
ART 383 History of Art III (WI)  
A study of contemporary issues in art from 1850 to the present. Stylistic evolution, historical context and the effect of popular culture on the visual arts will be our focus for the semester. Class lectures, group experimentation with contemporary trends visiting artists and field trips and will serve as a springboard for discussion, thought and analysis. Students will be required to produce a 20 minute oral presentation with visual images as a research project. All students must participate in scheduled field trip activities and attend Iowa Wesleyan College art openings. **Writing Intensive Course:** Successful Completion of English 105 and 201 required.

ART 398 Practicum in Graphic Design  
An opportunity to work in a professionally supervised setting in fields such as publications, design and display. Practica may be arranged with the Midwest Old Threshers Association, the Mt. Pleasant News, the Iowa Wesleyan College Office of Publications and elsewhere. Guidelines are available from the art faculty. **Proposals must be approved before registration.**

ART 440, 441, 442 Career Applications  
Field experience projects that do not fit a six credit hour internship.

ART 497 Independent Studies  
A course for advanced students who wish to work on special problems in art. Periodic conferences and reports on progress will be required. **Prerequisites:** advanced standing, a written project proposal, consent of instructor.

ART 498 Internship  
The internship allows for a substantive field experience in art. The internship will be tailored to the student’s particular interest and developed skill. The number of hours involved with a particular internship will determine the number of credit hours to be earned. Planning and project research must take place with the instructor during the junior year. The internship normally takes place during the senior year. Specific qualifications, guidelines and project placement information may be obtained from the program advisor. All plans and decisions will be made in consultation with both the student’s academic advisor and the Director of Field Experience.

ART 499A Senior Seminar  
Senior Seminar (A) will focus on the preparation of credential materials and the portfolio and electronic portfolio. A written philosophy of art, a cover letter and photographing art work will also be included. Individuals are expected to check in with art faculty for evaluation and progress report.

ART 499B Senior Seminar  
Senior Seminar (B) will center around the Senior Art Exhibition. Activities will include all aspects of the show: selection of work, designing invitations, compiling a mailing list, matting and framing, designing the exhibition space to accommodate both two and three dimensional work, installation and lighting. Students will be evaluated by the quality and professionalism of the work, as well as effectiveness when working as a team. Senior Seminar (A) and (B) are considered the capstone course and final assessment piece for the art major.
THESE COURSES MAY BE OFFERED FOR WESLEYAN STUDIES AND TO ALLOW STUDENTS TO COMPLETE DISCONTINUED PROGRAMS:

**Communication**

**COMM 140 Human Communication (WI)**
An exploration of human-to-human communication in various contexts, including interpersonal communication, small group communication, organizational communication, and public speaking. Students successfully completing this course will be able to articulate the importance of communication to effective workplace, family, and community life, and demonstrate basic skills in speaking, interacting, and critical thinking. *This course fulfills one of the First Year Wesleyan Studies requirements. Writing intensive course.*

**COMM 147 Introduction to Public Speaking**
This course focuses on the development of effective presentational skills through the performance of various speeches and interpretative performances of literature. Students successfully completing this course will understand and be able to apply public speaking knowledge, including audience analysis, exigency analysis, critical and interpretive analysis of content, organization of content in appropriate presentational formats, presentational skills, and the linguistic requirements of effective public speaking. *This course fulfills one of the First Year Wesleyan Studies requirements. Students with exceptional prior experience in public speaking may petition to have this course waived. Contact the Communication Program Chair for information about the petition process. Waived courses do not award credit.*

**COMM 160 Introduction to Mass Communication**
This introductory course acquaints students with the history, nature, and impact of mass media on individuals and society. Students who successfully complete this course will recognize and appreciate both historical and contemporary relationships between mass media and political, economic, and social institutions, and the professional practices common to principal mass media industries. They will also be able to demonstrate critical mass media literacy skills.

**COMM 207 Interpersonal Communication**
A focus upon the nature and influence of communicative behavior in close, personal relationships. Interpersonal communication structure and processes are explored as they relate to the development and maintenance of identities and friendships, as well as romantic and family relationships. Students successfully completing this course will be able to articulate concepts and theories of interpersonal interactions and relationships, will be aware of the utilitarian, aesthetic, and therapeutic functions of interpersonal communication, and will be able to recognize, avoid, and correct barriers and breakdowns that may occur in communication processes.

**COMM 243 Writing for the Modern Media (WI)**
An introduction to mass media writing, this course challenges students to become effective communicators in print, broadcast and other media environments. Students completing the course will be familiar with reporting and writing news, sports, features, and editorials; news values; information gathering, interviewing, and research
techniques, and will learn how to write quickly, accurately and concisely on deadline.  
*Writing intensive course.*

**COMM 245 Journalism Workshop (WI) 3 hrs.**  
This class will form the nucleus of the college newspaper staff, with experience offered in all areas of production, including news gathering, interviewing, cultivating sources, editing and design of print publications. The student who successfully completes this course will demonstrate a competency in writing and editing the written word, creating headlines and outlines, and practicing sound news judgment. The student will also be able to apply industry-standard software in designing pages and displaying text, photographs and other journalistic art. 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. *Writing intensive course. Prerequisite: Comm 243. By permission of instructor.*

**COMM 248 Legal and Ethical Issues in Media (WI) 3 hrs.**  
An introduction to the First Amendment and relevant statutes and case law for media in multiple platforms; an examination of governmental regulatory practices; and a study of several ethical issues of public expression. Students completing this course will recognize and understand the key laws and regulations affecting mediated expression, and will be able to articulate ethical issues associated with being a professional communicator. *Writing intensive course. Alternate years.*

**COMM 250 Public Relations Principles 3 hrs.**  
A course in the theories and processes of organizational rhetoric as practiced by public relations and public affairs officials. Using primarily a case studies approach, students completing this course will learn about the historical and contemporary practice of public relations and relevant skills, career opportunities in the field with related ethical and professional standards, and theories of organizational rhetoric.

**COMM 260 Basic Video and Audio Production 3 hrs.**  
An orientation to video and audio equipment, software, and production techniques for commercial, broadcast, and online environments. Students learn the basic elements, components, and terminology associated with video productions, including analog and digital audio, lighting, camera and microphone techniques, audio and video editing, script writing, and pre- and post-production techniques. Students who successfully complete this course will demonstrate basic techniques and skills required in professional video and audio production environments. *This course is a prerequisite for all electronic media courses in the major.*

**COMM 333 Intercultural Communication (WI) 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. Students who successfully complete this course will have a greater awareness of patterns of thinking, beliefs, assumptions, values, and cultural norms which influence communicative (verbal, nonverbal, and listening) behaviors. *Writing intensive course.*
COMM 341 Advanced Video Production  3 hrs.
Advanced training in video production methods and techniques through specialized projects. Students develop, create, write, direct, and produce video programs. The student writes scripts, prepares pre-production materials, sets lighting and audio components, directs production crews and edits the project. The student who successfully completes this course will demonstrate studio and field production techniques and skills necessary to produce a professional quality video program.  
Prerequisite: Comm 260.

COMM 346 New Media Audio Workshop  3 hrs.
An advanced course in the terminology, art, and skills of audio production in multiple platforms, including operation of audio production equipment and software. Students completing this course will develop professional skills in audio production and be able to distribute audio products through on-air radio, internet, and other audio distribution platforms.  
Prerequisite: Communication 260.

COMM 350 Organizational and Group Communication  3 hrs.
A course in the theory and practice of communication in groups and organizations, including interpersonal relationships in groups and organizations, problem solving and decision making, training and development, and conflict management.  
Students completing the course will understand the relationship between group and organizational structure and the dialectic actions of those affecting the structure, including the symbolic forms of socialization (i.e., ritual and storytelling), and expressions of power, leadership, and conflict.  
Alternate years.

COMM 380 Special Topics in Communication  3 hrs.
This course will give students the opportunity to study in-depth a particular topic beyond what is covered in existing Communication courses. Topics vary year by year, and this course may be repeated for different topics. No more than six hours will be counted toward the major unless approved in advance by the Division chairperson.

COMM 398 Practicum in Communication  2 hrs.
Students develop extended projects (minimum 60 hours of work) in a communication area of interest to the student, including:

- Journalism - Practicum Prerequisite: COMM 243, and permission
- Video and Audio Practicum - Prerequisites: COMM 260, and COMM 341 or COMM 346, and permission
- Public Relations - Practicum Prerequisites: COMM 243, COMM 250 and permission.
- New Media Practicum - Prerequisites: COMM 243 and COMM 260, and permission

Advanced practica in each of these areas are also available. 
Students who successfully complete these practica courses will demonstrate the skills necessary qualifying them for obtaining an internship (see Comm 498 below).  
This course may be repeated, as long as each practicum is in a different area.

COMM 447 Theory of Communication (WI)  3 hrs.
This capstone course for communication majors focuses on classical to contemporary theoretical perspectives on human communication, including rhetorical, social cognitive systems, social exchange, interactionism, interpretive, sociocultural, and mediated approaches. Students completing this course will understand the
foundations of communication theory, articulate those theories, and demonstrate their knowledge by original research using appropriate supporting theories. Writing intensive course.

COMM 455 Organizational Communication & Leadership 3 hrs.
This course examines communication in organizations with a particular focus on the role of leaders and leadership in enacting organizational goals. Upon completing this course, the student will be able to identify communicative leadership competencies; understand the complexities of leader/follower relationships; and recognize the challenges of the organizational change processes. Prerequisite: Junior or Senior standing or approval of Instructor.

COMM 497 Independent Study in Communication 1-3 hrs.
This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in communication. Advanced standing, a written project proposal, and permission of instructor.

COMM 498 Internship in Communication 9 to 12 hrs.
The internship is the capstone experience for a communication major. Internships may be arranged in any field related to the professional practice of communication, including (but not limited to) the mass media and public relations. Individual placements will be tailored to each student’s particular interest and developing skills. The 12-hour internship is a full semester of work. Specific guidelines and ideas for placement opportunities may be obtained from the faculty and the office of Field Experience. Decisions about a student’s readiness for an internship and plans for any specific internship will be made in consultation with the student’s academic advisor. Students successfully completing the internship will demonstrate the skills necessary for professional employment in communication. Prerequisite: Comm 398 and permission.

COMM 555 Organizational Communication & Leadership 3 hrs.
This course examines communication in organizations with a particular focus on the role of leaders and leadership in enacting organizational goals. Upon completing this course, the student will be able to identify communicative leadership competencies; understand the complexities of leader/follower relationships; and recognize the challenges of the organizational change processes. Prerequisite: completion of Bachelor’s degree.

History

HIST 125 U.S. History Survey, 1607-1877 3 hrs.
A topic-driven overview of American history from the colonial era through Reconstruction. Areas of inquiry may include European-Native American contact, effects of religious and political ideas, the influence of mercantilism and capitalism on colonial and national growth, aspects of party development, the rise and effects of slavery and sectionalism, national expansion, and issues related to domestic economic development. Upon successful completion of the course, students will be able to define, describe, and explain events broadly related to colonial development, the American Revolution, the Constitution and early national growth, and the Civil War and Reconstruction.
HIST 126 U.S. History Survey, 1877-present 3 hrs.
Topical survey of American history from the Gilded Age to the present. Upon successful completion of the course, students will be able to define, describe, and explain the rise and effects of big business and industrial capitalism, the outlines of racial segregation and discrimination, the world wars and other military conflicts, economic issues related to the Great Depression and New Deal, and political controversies surrounding the Civil Rights Movement and the Cold War.

HIST 173 Western Civilization to 1350 3 hrs.
A survey of the birth and rise western culture and institutions up to the Renaissance. Upon successful completion of the course, students will be able to define, describe and explain the civilizations of ancient Greece and Rome, describe and offer explanations of the rise of Christianity and the early Church, and summarize the growth of economic, political and social institutions in medieval Europe.

HIST 174 Western Civilization since 1350 3 hrs.
An overview of western political, social, and economic institutions and events from the Renaissance to the present. Upon successful completion of the course, students will be able to define, describe, and explain the Renaissance and Reformation, the nature of absolutism, the Enlightenment and Scientific Revolution, politics and revolution during the 18th and 19th centuries, European imperialism, the World Wars, and the culmination of the Cold War.

HIST 210 American Colonial History 3 hrs.
A general study of America between 1603-1775. Upon successful completion of the course, students will be able to describe and discuss English settlement of North America, British colonial administration, relationships with Native Americans, chart the course and effect of the French and Indian War, and trace the political and economic causes of the American Revolution.

HIST 260 U.S. in World War Two 3 hrs.
Sophomore-level presentation of America’s participation in the Second World War. Upon successful completion of the course, students will be able to describe and discuss social and domestic issues related to the conflict, changes to the American economy, the uses of propaganda, military strategy and combat against Nazi Germany and Imperial Japan, and the controversy surrounding the use of the atomic bomb.

HIST 300 History Research and Methods 3 hrs.
Introduction to the skills and techniques of historical research and writing, including elements of American historiography. Upon successful completion of the course, students will be able to appropriately use a variety of research techniques, will be proficient at writing in different academic formats, and will be able to identify and discuss major ideas and themes in American historical writing. Students will also participate in a history-related service learning project.

HIST 310 The Revolution and Early Republic 3 hrs.
An examination of the course of the Revolutionary War and the growth of early national political institutions. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss the key events of the Revolution. Students will also be able to discuss the making of the U.S. Constitution, and analyze the Washington and Adams administrations and the growth of early political factionalism.
HIST 320 Ante-Bellum America 3 hrs.
America from around 1820 through 1860. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss issues related to party formation and political development, the market revolution, war and westward expansion, slavery and the Old South, the anti-slavery movement, sectionalism, and the causes of the Civil War.

HIST 330 Civil War and Reconstruction 3 hrs.
A close study of political, military, and social issues from 1860 through 1877. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss political/civil issues during the Civil War, its prosecution and termination, problems related to post-war political division, and the rise of racial segregation.

HIST 335 Gilded Age and Progressive Era 3 hrs.
A study of American politics, economy, and society from 1877-1920. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss problems related to industrialization, urbanization and immigration, business expansion, Populist and Progressive measures for reform, and American participation in the Great War.

HIST 340 U.S. since 1920 3 hrs.
Examines American political, economic, social, and cultural history since 1920. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss reform politics during the Progressive Era, the world wars, the Great Depression and New Deal, the Cold War, Civil Rights, the Vietnam War, and general issues related to the modern presidency. Students will be able to analyze, evaluate, and discuss theories related to why these events occurred.

HIST 360 History of Modern Europe 3 hrs.
An in-depth examination of European political and social history since 1815. Concentrates on the Industrial Revolution, the growth of political ideologies, the World Wars, the rise and fall of the Soviet Union, and post-war European economic union. Successful students will be able to evaluate and discuss the major events in Europe since 1800, and provide explanations for their causes and effects.

HIST 380 Topics 3 hrs.
Specialized courses that provide students with an opportunity to study aspects of history or subjects not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructor. Requires 3.00 GPA and permission of the instructor.

HIST 440, 441, 442 Career Applications 2-6 hrs.
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 Science Division.
### HIST 497 Independent Study 3 hrs.
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. Students will successfully complete such courses only if the instructor is satisfied that student work and comprehension is adequate. **Independent Study is directed toward advanced students, and must be approved by the instructor.**

### HIST 498 Internship in History 6-12 hrs.
The internship allows for practical work experience in history. This course is required for all history (non Teacher Education) majors. **Prerequisite: Junior or Senior standing.**

### HIST 499 History Seminar 1 hr.
Enrolled students shall combine research and writing with their approved Field Experience. Students are required to develop a comprehensive research project that relates directly to their Field Experience. A formal paper and a detailed public presentation are also required. Students are expected to work closely with their instructor as the Field Experience progresses. **Prerequisite: Senior standing.**

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### Philosophy

**PHIL 201 Introduction to Philosophy** 3 hrs.
An introduction to the ways in which humanity makes sense of life, and the ways in which this is done. The nature of philosophy or self-conscious thinking is explored. Evaluation is given to competing positions with a view to developing an adequate philosophy of life. Successful students will: demonstrate general critical thinking/reading skills; engage in reasoned discussion of issues/topics with respect for other points of view; apply civic values to contemporary issues and problems; develop a practical model for learning at the college level.

**PHIL 210 The Human Condition** 3 hrs.
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. Students will: demonstrate critical thinking/reading skills; critically examine the meaning of human life to assess the many values that they inherit from culture and history, evaluate the ways in which inherited notions of race and gender influence them; address vital contemporary issues, thus preparing students to be active citizens in their community.

**PHIL 215 Ethics for Life and Career** 3 hrs.
This course explores the ethical dimensions of human experience, especially with respect to work, professions, careers, and vocations. What is demanded of us as we enter into various careers? What would excellence in these fields require? Are there basic rules governing each profession, and if so, what broader goals do these rules serve? Are there basic rules or principles guiding human life in general? In all of
these spheres of life, what does it mean to be good?

**PHIL 230 Critical Reasoning**  
3 hrs.  
This course focuses on the various skills required for reasoning well, because reasoning poorly can undermine one’s life. The skills required for reasoning well include logic, careful attention to language, a sense of relevance, clarity of expression, discrimination among causes, listening, analysis of complex ideas, and self-examination. Students will examine a wide variety of case studies, arguments, issues, and theories in order to develop the critical skills outlined above. In order to develop their own intellectual and rhetorical skills, students will offer their own arguments, engage in debates, and construct their own philosophy of critical thinking.

**PHIL 265 War and Peace**  
3 hrs.  
This course examines philosophical questions of war and peace, including the role of religions in making war and peace. It will consider the potential for both violence and peacemaking within several religious traditions, as well as secular and philosophical ideologies. Students will be able to reflect on the question of just and unjust wars, evaluate the ideas of pacifism and its alternatives, and consider how religion might be a resource for peacemaking.

**PHIL 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 will: explore a wide range of views, assessing their various strengths and weaknesses; demonstrate development of general critical thinking/reading skills; examine the roles that religious values play in human life; examine the ways religious ideas address the concerns of human life and; and develop skills for communicating their basic values and views to others.

**PHIL 310 Beauty and Mind**  
3 hrs.  
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. Offered every other Spring. Students will: Examine a wide range of theories in aesthetics, apply them to many different kinds of experiences and problems; demonstrate proficiency with the essential tools of flexibility, reflection, and precision in their thinking; demonstrate the ability to communicate through extended examinations of art, creativity, and imagination.

**PHIL 320 Knowledge**  
3 hrs.  
This course examines human knowledge—its foundations, limits, and possibilities. We first explore the perspectives of classical theories, such as empiricism, rationalism, idealism, and realism, as well as newer developments, such as pragmatism, historicism, symbolic theories, and cognitive theories. Then, in order to assess these theories, we look at knowledge as it is found in various fields, such as natural science, social science, history, art, and literature. Is knowledge similar in each of these fields, or does it take different forms? What are the standards of evidence employed in each field? Can we identify one best way to gain knowledge, or must we use different methods in different contexts?
PHIL 330 The Enlightenment and its Critics 3 hrs.
The Enlightenment stands as a watershed in human history, as it transformed human life in every respect and offered a glorious future free of superstition, ignorance, unreason, and error. Today, those promises have come under threat from many sources. This course examines the basic themes of the Enlightenment across various aspects of human life, e.g., science, politics, religion, psychology, art, and human experience in general. What gave the Enlightenment its appeal and power? How can we see its ideas playing out in human history, for good or ill? Why has the Enlightenment come under fire from many critics, and are their criticisms accurate? What is left of the Enlightenment today, and what is its lasting impact on our lives?

PHIL 380 Topics in Philosophy 3 hrs.
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.

PHIL 497 Independent Study in Philosophy 1-3 hrs.
This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in philosophy. Advanced standing, a written project proposal, and permission of instructor.

Spanish

MDLG 105 Beginning Spanish I 3 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 two years of high school Spanish. This course is offered in collaboration with Southeastern Community College in West Burlington, Iowa, or via-OCICU.

MDLG 106 Beginning Spanish II 3 hrs.
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. Prerequisites: MDLG 105, placement or instructor’s permission. This course is offered in collaboration with Southeastern Community College in West Burlington, Iowa, or via-OCICU.

MDLG 380 Topics in Modern Languages 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: placement or instructor’s permission.

MDLG 497 Independent Study in Modern Languages 1-3 hrs.
This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in Spanish. Advanced standing, a written project proposal, and permission of instructor.
Pre-professional Preparation
Library Science

There are no required courses in pre-library science but it is highly recommended that students interested in this area of study talk to their advisor and the librarian for further details.

Faculty in the Division of Humanities
Lori Muntz, Ph.D., Associate Professor of English
  • Chair of the Division of Humanities
Todd R. Brereton, Ph.D., Professor of History
Jason Edwards, D.M., Professor of Music
Mike Foley, B.S., Coordinator of the Design Center and Instructor in Art
Bitrus P. Gwamna, Ph.D., Professor of Communication
David A. Johnson, Ed.D., Professor of Music
  • Coordinator for the Music Program
Don R. Jones, M.F.A., Professor of Art
Ann M. Klingensmith, M.F.A., Professor of Art
  • Coordinator for the Art Program
Joy Lapp, Ph.D., Assistant Professor of Religion
  • Holder of the William C. and Maxine M. Manning Endowed Chair of Christian Religion
  • Coordinator for the Religion Program
Jeff Martinek, Ph.D., Professor of English
  • Coordinator of the First Year Writing Program
Vivian Newman, B.A., Instructor in English and Writing Specialist
Margaret Runaas, M.M., Instructor in Music
DIVISION OF NURSING

Mission of the Division of Nursing
The mission of Iowa Wesleyan College’s Division of Nursing is to prepare students to meet the needs of an increasingly globalized and diverse world. Through innovative teaching strategies, the Division of Nursing provides an educational process that empowers students to achieve their potential and to develop the life skills of communication, problem solving, valuing and social interaction across the continuum of nursing care. The Division of Nursing endorses Iowa Wesleyan College’s commitment to spiritual values, human to human relationships, and a socially just world. 2001, Revised 3/17/2008, 11/23/2009, 06/11/2014

For those who plan to apply to graduate school, students are advised to consider the special requirements of each professional school to which they apply.

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

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the 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. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates and communities in adapting to a state of wellness on the health illness continuum.

Revised 06/10/2014

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; 515.281.3255) and has Candidacy with the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, Ga. 30326; 404-975-5000

**Required Courses for the Nursing Major** (for prelicensure. Grade required of 80% or greater for all required nursing courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200</td>
<td>Introduction to Health Care Terminology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>NUR 205</td>
<td>Fundamentals of Nursing I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>NUR 206</td>
<td>Fundamentals of Nursing II</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>NUR 208</td>
<td>Physical Assessment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>NUR 213</td>
<td>Basic Concepts of Pathophysiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>NUR 214</td>
<td>Basic Concepts of Pharmacology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 305</td>
<td>Care of Adults I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>NUR 306</td>
<td>Nursing Care of Mental Health Clients</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>NUR 307</td>
<td>Nursing Care of Childbearing Families</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>NUR 308</td>
<td>Nursing Care of Children</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>NUR 405</td>
<td>Nursing Care in the Community</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>NUR 406</td>
<td>Nursing Care of the Older Adult</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>NUR 407</td>
<td>Nursing Care of Adults II</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>NUR 408</td>
<td>Nursing Care of Adults III</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Nursing Leadership</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>NUR 411</td>
<td>Nursing Internship</td>
<td>1 hr.</td>
</tr>
<tr>
<td>NUR 412</td>
<td>NCLEX-RN® Preparation</td>
<td>1 hr.</td>
</tr>
<tr>
<td>NUR 413</td>
<td>Nursing Research</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 180</td>
<td>Integration: Human Diseases and Disorders</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>NUR 201</td>
<td>Foundations of Nursing (if not Certified Nursing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Assistant (CNA) then becomes a required course</td>
<td></td>
</tr>
</tbody>
</table>

**Total 64 hrs. or 67 hrs. if take NUR 201**

**Required Support Courses** (Grade required of C or greater for all required support courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 241</td>
<td>Anatomy and Physiology I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 242</td>
<td>Anatomy and Physiology II</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Microbiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>General Chemistry</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>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Students must make a grade of C or better in every course designated as a required support course.

Elective NUR 201 follows the required courses for nursing majors guidelines
There are additional courses called Wesleyan Studies required by the college not included in this list but the Bachelor of Science in Nursing requires a minimum of 125 total semester hours to graduate.

An interview with the Chair of the Division of Nursing is required prior to admission to the Nursing program. 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 2.75 cumulative GPA or higher and satisfactory completion of ENG 105, BIO 241 and 242, and CHEM 105. All students entering NUR 206 are required to have current certification as a Certified Nursing Assistant (C.N.A.).

Nursing students must earn a minimum grade of 80% in all required nursing courses including the elective NUR 201 Foundations of Nursing. If a student fails to earn 80% or greater in a nursing course, he/she will not be allowed to take the next semester’s required nursing courses. The student may take courses outside of nursing needed for the major, selected elective nursing courses, or elective courses. All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions occur, the student must seek readmission to the nursing major. In order to be considered for readmission to the nursing major following any interruption of progression in the program, the student must have a minimum cumulative grade point average of 2.75 or above and submit in writing to the Division of Nursing the request to re-enter the nursing program. Each application for readmission will be reviewed on an individual basis by the faculty of the Division. In the following semester, if accepted for readmission, the student would return to the nursing program and repeat all the nursing courses in the year in which he/she was unsuccessful. The student must earn 80% or greater in all courses repeated.

Specific guidelines for the readmission procedure are described in the Nursing Student Handbook. A student may only repeat a course at the discretion of the Nursing faculty based on the student’s application for readmission to the major. The student who is academically and/or clinically unsuccessful in a nursing course may repeat the course once; however, a student may apply only once to the Division for readmission. Additional details about policies and procedures related to the Division of Nursing may be found in the Nursing Student Handbook under Nursing on the Iowa Wesleyan College website.

The faculty of the Division of Nursing reserves the right of retaining only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession. Students must be able to perform Core Performance Standards with reasonable accommodations. A list of the Core Performance Standards is available in the Nursing Student Handbook. All theory components require a minimum grade of 80 percent. Clinical courses are graded as satisfactory/unsatisfactory and may have three components: 1) clinical performance, 2) written assignments and 3) professional accountability. To earn a satisfactory grade for written assignments, students must earn a minimum grade of 80 percent. If a student earns a grade 79.9 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 C for the course and the student would repeat the nursing courses in the year in which he/she was
not successful. Sophomores must maintain a 2.75 GPA or greater. Junior and senior nursing students must maintain a GPA of 2.75 or greater.

Students will have a math/dosage calculation test every semester that must be passed at 100%. Tutoring is available through the Academic Resource Center and nursing faculty. A standardized exam is required in specified nursing courses through Assessment Technologies Institute (ATI). Please see the Nursing Student Handbook and course syllabi for requirements.

All students participating in clinical experiences are required to have health insurance. Students are responsible for their own transportation to and from all clinical experiences and field trips.

Nursing students are required to purchase scrubs for Fall semester of the sophomore year. Students must also purchase bandage scissors, sweep-second hand watch and a stethoscope.

TB skin test, CXR or Health Care
Provider documentation..........................prior to starting classes, and annually
Documentation of Health insurance ..............prior to starting classes, and annually
Flu vaccination or waiver from
health care provider ................................prior to starting classes, and annually
Physical examination........................................prior to starting classes, and annually
*Hepatitis B Immunizations or signed waiver ..................prior to starting classes
MMR (Measles, Mumps, Rubella) Immunizations
or signed waiver..............................................prior to starting classes
Diphtheria and Tetanus Immunizations or signed waiver .... prior to starting classes
Cardiopulmonary Resuscitation (CPR)......prior to starting classes and every two years
Mandatory Reporting Training
(Adult and Child)...........................................prior to starting classes and every five years
Infection Control and HIPAA Training............................................................ annually

Students must have a criminal background check, a Dependent Adult Abuse and Child Abuse Registry check, a HHS Office of Inspector General Search, and an Excluded Parties List System search prior to admission to the program. In addition, an interview with the Chair of the Division of Nursing is required prior to admission to the Nursing program. A urinalysis for drug screen will be required during the program. Students entering the program as a sophomore must submit proof of Certified Nurses Aid (CNA) certification or take the NUR 201 course and successfully complete CNA testing before the start of the Spring semester. Licensed Practical Nurses (LPN) and Registered Nurses (RN) must submit proof of licensure prior to admission and maintain licensure throughout the program. Individuals are currently licensed when licensed in another state and recognized for licensure in Iowa pursuant to the nurse licensure compact contained in Iowa Code chapter 152E.1. The Division of Nursing will verify the status of each applicant’s RN licensure.

Pursuant to Iowa Administrative Code 6552.8(5) Nursing courses with a clinical component.
The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

a. Who has been denied licensure by the board.

b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.

c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

The above requirements are done at the student’s expense.

*Hepatitis B: Iowa Wesleyan College 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.

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 Adult and Graduate Studies. Please contact the Office of Adult and Graduate Studies for admission information.

LPN to BSN Program

The LPN to BSN program is designed for the Licensed Practical Nurse (LPN) with a current LPN license. The student’s transcripts will be evaluated and then placed in the BSN nursing program at the appropriate level. Typically, LPN’s are admitted as junior nursing students. NUR 214 Basic Concepts of Pharmacology, NUR 208 Physical Assessment and NUR 213 Basic Concepts of Pathophysiology must be taken at Iowa Wesleyan College. After the completion of NUR 305, 8 hours of escrow credit may be awarded (NUR 200, NUR 205, NUR 206). The plan of study then follows the Pre licensure BSN program option as discussed earlier. As a transfer student transfer credits apply according to IWC policy. Requirements for admission, progression, and graduation, outlined in the Iowa Wesleyan College Catalog, apply to all students, including the LPN to BSN students. An exception is the requirement for a GPA of 2.75 to enter the program and to progress in the program. An 80% or more is required in all the nursing courses. Mandatory requirements (as described in the Nursing Student Handbook) must be met before classes begin.

Pursuant to Iowa Administrative Code 6552.8(5), Nursing courses with a clinical component:

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

a. Who has been denied licensure by the board

b. Whose license is currently suspended, surrendered or revoking in any United States jurisdiction.

c. Whose licensure/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.
Online RN to BSN Completion Program
The BSN program for registered nurses at Iowa Wesleyan College is designed for the practicing nurse. Course work can be completed on a part-time basis with all courses available online. Nurses earn their BSN in one to two years.

The Bachelor of Science in Nursing degree is awarded upon satisfactory completion of a minimum of 125 semester hour program of study. Credit towards graduation can be gained by a variety of methods through the Iowa Articulation Plan. This may include direct transfer from accredited colleges, Iowa Articulation courses, CLEP examinations, escrow validations and taking courses. Transfer credit from a community or junior college can be included in the first 64 hours. Thereafter, four-year college credit is transferrable. Upon successful completion of the first two Iowa Wesleyan College Nursing courses, up to 38 credit hours of prior nursing training (held in escrow) will be released to the student’s record. A total of 94 hours may be accumulated. The final 31 semester hours must be completed through Iowa Wesleyan College. At least 33 hours of course work at the 300-level or higher must be taken through Iowa Wesleyan College.

The registered nurse submits an application to the Adult and Graduate Studies Office. Transcripts are evaluated individually and information is provided outlining the remaining course work needed to earn the BSN. Mandatory requirements (as described in the Nursing Student Handbook) must be met before classes begin.

Nursing Courses in the RN to BSN completion program are:

- NUR 301 Bridge to Professional Nursing  
  5 hrs.
- NUR 405 Nursing Care in the Community  
  4 hrs.
- NUR 406 Nursing Care of Older Adults  
  3 hrs.
- NUR 410 Nursing Leadership and Management  
  2 hrs.
- NUR 413 Nursing Research  
  3 hrs.
- NUR 423 Advanced Concepts of Pathophysiology  
  4 hrs.

NUR 405 and NUR 406 include a clinical/lab component. In addition, all required Nursing support courses must be completed prior to beginning the nursing plan of study. These include:

- ENG 105 College Composition and Writing  
  4 hrs.
- ENG 201 Writing and Research about Literature  
  3 hrs.
- BIO 241 Anatomy and Physiology I  
  4 hrs.
- BIO 242 Anatomy and Physiology II  
  4 hrs.
- BIO 350 Microbiology  
  4 hrs.
- CHEM 105 General Chemistry  
  4 hrs.
- MATH 171 Elementary Statistics  
  4 hrs.
- PSYC 131 General Psychology  
  3 hrs.
- PSYC 251 Developmental Psychology  
  3 hrs.
- SOC 100 Introduction to Sociology  
  3 hrs.
- COMM 140 Human Communication  
  3 hrs.
- or COMM 147 Public Speaking or COMM 255 Business Communication  
  3 hrs.

Transfer credits possible for all required nursing support courses.
There are additional courses required by the college not included in this list, but the Bachelor of Science in Nursing requires a minimum of 125 total semester hours to graduate.

Requirements for admissions, progression, and graduation, outlined in the *Iowa Wesleyan College Catalog*, apply to all students including RN to BSN online students with the exception that the Nursing program requires an overall GPA of 2.75 and a grade of C or higher in all Nursing support courses. A grade of 80% or greater is required in all courses in the nursing major.

Pursuant to Iowa Administrative Code 6552.8(5), Nursing courses with a clinical Component:

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

a. Who has been denied licensure by the board.

b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.

c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

**Nursing**

The study of human diseases utilizes an integrated approach, which guides the student in his/her study and learning of human physiology. The course will integrate human learning and the development of strong study habits to promote academic success. The successful student will acquire an understanding of the relationships between anatomical structures and their physiological functions in the human body. Students will critically think about how normal processes promote homeostasis within the body. Additionally, students will be able to analyze the characteristics associated with the disease processes when pathological changes occur. **Prerequisites: Unable to meet benchmark for NUR 213 and by permission of instructor.**

**NUR 200 Introduction to Health Care Terminology – Fall** 1 hr.
Introduction to Health Care Terminology focuses on key concepts of terminology used in health care. The student who successfully completes the course will be able to demonstrate the use of health care terminology and discuss the relationship between nursing, medicine and allied health fields and standardized health care terminology. This course is open to both nursing and non-nursing majors and will benefit the student pursuing a health career. **Prerequisites: ENG 105, BIO 241, BIO 242, CHEM 105.**

**NUR 201 Foundations in Nursing – Fall – Elective** 3 hrs.
This 75-hour nurse aide course has been revised to meet the training requirements of The Omnibus Budget Reconciliation Act of 1987 (OBRA) for aides working in nursing facilities (NF) and skilled nursing facilities (SNF). Emphasis is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective client care. Participants who have successfully completed the course will be eligible to take the written and skills competency tests for certification as a Certified Nursing Assistant (CNA). **Prerequisite: Sophomore nursing student or permission of instructor.**
NUR 205 Fundamentals of Nursing I – Fall (WI) 3 hrs.
(2 hrs. theory, 1 hr. lab)
Fundamentals of Nursing I is a course focusing on key concepts of baccalaureate nursing education. The student who successfully completes this course will be able to describe the impact of the health delivery systems on nursing functions, identify family-based and community-based nursing practice and describe how critical thinking skills contribute to the leadership role of the nurse. Students will be able to identify the use of ethical, legal, spiritual and cultural values in professional relationships. 
Prerequisites: ENG 105, BIO 241 and BIO 242, and CHEM 105. Writing Intensive course.

NUR 206 Fundamentals of Nursing II – Spring 4 hrs.
(3 hrs. theory, 1 hr. clinical)
Introduction to Nursing Practice presents 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 nursing practice that provides for health promotion and assistance to adult clients to obtain their optimal level of functioning. Students successfully completing this course will be able to demonstrate the skills of critical thinking, nursing process, therapeutic communication and physical assessment as they apply to professional nursing practice. 
Prerequisites: NUR 200, NUR 205, NUR 213 and CNA status.

NUR 208 Physical Assessment – Spring 3 hrs.
(2 hrs. theory, 1 hr. lab)
Introduction to Physical Assessment focusses on physical and psychosocial health across the lifespan. The student who successfully completes the course will be able to demonstrate physical assessment techniques, interviewing skills and health risks assessment and utilize health care terminology as it relates to physical assessment. 
Prerequisites: NUR 200, NUR 205, NUR 213 and CNA status.

NUR 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 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. The student who successfully completes this course will understand the holistic approach of human responses to health alterations of the major body systems. Prerequisites: ENG 105, BIO 241, BIO 242 and CHEM 105.

NUR 214 Basic Concepts of Pharmacology – Spring 3 hrs.
Basic concepts of pharmacology is a survey of medications 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 to the role the nurse takes in the administration, evaluation, and education in pharmacology. 
Prerequisites: NUR 200, NUR 205, NUR 213 and is a service-learning course.
NUR 301 Bridge to Professional Nursing – Fall (WI)  
5 hrs.  
(3 hrs. theory, 2 hrs. lab)

Bridge to Professional Nursing is designed as a transition to baccalaureate nursing education. The student who successfully completes this course will be able to integrate the concepts of nursing, person, health, and environment into professional nursing practice. Prerequisites: Completion of an ADN or Diploma nursing program and RN licensure. Writing Intensive course.

NUR 305 Nursing Care of Adults I – Fall (WI)  
5 hrs.  
(3 hrs. theory, 2 hrs. 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. The student will be able to identify factors that promote the client’s ability to perform self-care activities including basic human needs, individual client development and the environment and correlate nursing diagnoses, interventions and outcomes when caring for adult client experiencing changes in their health status. Students will be able to analyze situations in which ethical, legal, spiritual and cultural values are integrated into professional nursing practice. Prerequisites: NUR 206, NUR 208 and NUR 214. Writing Intensive course.

NUR 306 Nursing Care of Mental Health Clients – Spring  
5 hrs.  
(3 hrs. theory, 2 hrs. 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. The student who successfully completes this course will be able to integrate critical thinking, the nursing process, research and holistic practices as it pertains to care of clients with mental health disorders. Content includes specific client responses to developmental issues and disorders of eating, mood, thought, behavior, and substance abuse. Prerequisites: NUR 305 and NUR 307.

NUR 307 Nursing Care of Childbearing Families – Fall  
5 hrs.  
(3 hrs. theory, 2 hrs. clinical)

Nursing Care of Childbearing Families focuses on nursing students learning how to examine the health care needs of women and their families throughout the reproductive years. The student who successfully completes this course will be able to demonstrate critical thinking skills, integrate the nursing process into practice, utilize up to date research, and practice the art of holistic care. Content includes pre-pregnancy, pregnancy, childbirth, and post-partum and newborn states. Prerequisites: NUR 206, NUR 208 and NUR 214.

NUR 308 Nursing Care of Children – Spring  
5 hrs.  
(3 hrs. theory, 2 hrs. clinical)

Nursing Care of Children focuses on nursing students learning how to practice the art of nursing for children from birth through adolescence. The student who successfully completes this course will be able to demonstrate critical thinking skills, integrate the nursing process into practice, utilize up to date research, and practice the art of holistic care. Content includes support and education of the healthy child and family experiencing illness, and knowledge of child development. Prerequisites: NUR 305 and NUR 307.
NUR 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. Content includes concepts of environmental health,
epidemiology and care of the community. The student will understand community as
a client is defined as an individual, family, aggregate, or group. The student will be
able to integrate critical thinking, the nursing process, research and holistic care as it
pertains to the community. Prerequisites: NUR 306 and NUR 308 or Completion of an
ADN or Diploma nursing program and RN licensure.

NUR 406 Nursing Care of Older Adults – Spring 3 hrs.
(2 hrs. theory, 1 hr. clinical/lab)
Nursing Care of the Older Adult 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 and NUR 407
or completion of an ADN or diploma nursing program and RN licensure.

NUR 407 Nursing Care of Adults II – Fall 6 hrs.
(4 hrs. theory, 2 hrs. clinical)
In Nursing Care of Adults II, students will be engaged in learning how individuals
adapt to changes in health status when at risk due to development and environmental
stressors. The student who successfully completes this course will be prepared
for professional nursing practice as it relates to acute alterations in oxygenation,
hematology, cardiac perfusion, and urinary function. Prerequisites: NUR 306 and NUR
308.

NUR 408 Nursing Care of Adults III – Spring 6 hrs.
(6 hrs. theory)
In Nursing Care of Adults III, students will be engaged in learning how individuals
adapt to changes in health status when at risk due to development and environmental
stressors. The student who successfully completes this course will be prepared for
professional nursing practice as it relates to acute alterations in elimination, digestion,
metabolism, reproduction, mobility, and sensation. Prerequisites: NUR 405 and NUR 407.

NUR 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. The student will be able to integrate critical thinking, decision-
making, delegation, communication, power and conflict resolution as it contributes to
the leadership role of the professional nurse. Prerequisites: NUR 405 and NUR 407 or
Completion of an ADN or Diploma nursing program and RN licensure.
NUR 411 Nursing Internship – Spring  1 hr.
(120 contact hours)
Nursing Internship is an independent internship occurring in a variety of health care settings to facilitate role transition from student to professional nurse and lifelong learning. Students who successfully complete this course will be able to apply knowledge gained from previous course work and demonstrate the ability to design, provide, manage, and coordinate care. Prerequisites: NUR 405 and NUR 407.

NUR 412 NCLEX-RN® Preparation – Spring  1 hr.
NUR 412 NCLEX RN Preparation: NCLEX-RN (National Council Licensure Examination for Registered Nurses) preparation is designed to enhance the ability to meet the challenges of passing the Registered Nurse licensure examination. Students who successfully complete this course will be able to demonstrate the competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse. This class is restricted to the Pre-licensure BSN and LPN to BSN. Prerequisites: NUR 405 and NUR 407.

NUR 413 Nursing Research – Fall (WI)  3 hrs.
Nursing Research is an introduction to the concepts and process of research and Evidence-Based Practice (EBP) in nursing. The focus is on understanding research and its foundation for nursing practice. As a consumer of research, the student will be able to understand the various types of research, and which type is used for exploring different phenomena. The student will also be exposed to evidence based practice, and it’s importance in healthcare. Prerequisites: NUR 306 and NUR 308, or completion of an ADN or diploma nursing program and RN licensure and math 171. Writing intensive course.

NUR 423 Advanced Pathophysiology  4 hrs.
Advanced 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: Completion of an ADN or Diploma and RN licensure.

Faculty in the Division of Nursing
Charla Roth, Ph.D., R.N.
• Chair of the Nursing Division
Donita Langholdt, M.S.N., RN, Associate Professor of Nursing
Sandra Leydens, M.A., M.S.N., R.N., C.P.T.C.,
Assistant Professor of Nursing
Aleesa Kittrell, M.S.N., R.N., Assistant Professor of Nursing
Lisa Kongable, M.A. in Nursing, C.N.S., A.R.N.P., Associate Professor of Nursing
Teresa Meierotto, M.S.N., R.N., Assistant Professor of Nursing
Margaret Trousil, M.S. in Nursing, R.N., Assistant Professor of Nursing
DIVISION OF SCIENCE

Majors
Biology
Pre-Medical Studies
Behavioral Science Program
Criminal Justice
Psychology
Human Services

Mission of the Division of Science
Within the mission of the Division of 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 the IWC Life Skills through both personalized and community learning.

In addition, students will find that the science programs provide a solid foundation for graduate level education in the behavioral or professional sciences for those students who wish to continue their education beyond the bachelor degree.

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

Students majoring in psychology have the option of receiving a B.A. or B.S. degree. Students majoring in biology, pre-medical studies, criminal justice, and human services will receive the B.S. degree.

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

In addition to core courses required of all graduates of the College, the following courses are recommended, but not required, unless specified in program requirements, for students completing a major in this Division:

- ENG 311 Expository Writing
- COMM 147 Introduction to Public Speaking
Each student pursuing a major or minor in this division shall complete any course specifically required by the major or minor (including “major” courses, and required “support” courses) with a grade of not less than “C-” (1.70). All majors must have an average of at least a “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 Science Division

The Science Division is committed to students finding jobs in their chosen major, and is aware that one of the foremost considerations of employers in determining whom to hire is the applicant’s experience in the workplace (more important than grades, subjects studied, and academic research). It is, therefore, the Division’s policy to discourage students from pursuing a double major within the Science Division unless the student is able to complete a 240 hour field experience project for each major. The Division does, however, strongly recommend that Science students pursue minors in one or two other fields, whether within the division or outside of it, as a means of broadening their intellectual horizons. Exceptions to this policy will be considered only in rare circumstances.

Transfer Credit: Students who transfer to Iowa Wesleyan College from other colleges and who have already completed courses in biology, criminal justice, psychology, or human services will be given credit for courses with a “C-” or better. A maximum of 15 credit hours transferred from other institutions may be counted toward a Major in Science at Iowa Wesleyan College; a maximum of 9 credit hours from other institutions may be counted toward a Minor in Science at Iowa Wesleyan College.

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, Medical Laboratory Science, Medicine, Dentistry, Pharmacy, and Veterinary Medicine usually complete four years of study at Iowa Wesleyan and earn a Bachelor of Science degree. These students usually complete a biology major. The programs that involve transferring to another school to finish the degree requirements are described in the Transfer Programs section below.

Medicine, Dentistry, Pharmacy and Veterinary Medicine

Students preparing for these professions usually complete a major in biology while also meeting any special admissions requirements of the professional schools of their choice before graduating from Iowa Wesleyan.
Des Moines University has an Early Acceptance Program in place. Information on this program can be found at www.dmu.edu/com/admissions/early.

Transfer Programs (Pre-Professional)
Special transfer programs exist in two fields: Medical Laboratory Science and Chiropractic. The following information applies to these special pre-professional transfer programs.

To receive a degree from Iowa Wesleyan in either of these 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, Medical Laboratory Science, or Chiropractic.

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 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 201, 211, 241, 242, 350, 355; CHEM 175, 176; PHYS 210, 220; PSYC 131, 251, 361; MATH 162, 171; electives in humanities, sociology and speech.

It is suggested that prospective physical therapy students contact 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.

Medical Technology/Medical Laboratory Science
Students who are interested in medical technology/medical laboratory science 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) or medical laboratory scientist (NAACLS). 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 Laboratory Science Program of St. Luke’s Hospital in Cedar Rapids, Iowa. Students will pay St. Luke’s Hospital for this final year of study

**Chiropractic**

Students who are interested in chiropractic complete courses at Iowa Wesleyan and at an approved chiropractic school. Iowa Wesleyan has an affiliation agreement with Palmer College of Chiropractic in Davenport, IA. This 3+1 articulation agreement was specifically designed for students intending to pursue a chiropractic education and want to receive a bachelor’s degree from their undergraduate institution. During the fourth year, the student will be completing both their last year of undergraduate coursework and the first year of the program leading to the Doctor of Chiropractic degree.

**Biology**

A major in the biological sciences prepares students for communication of scientific knowledge, 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 be able to:

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. Demonstrate preparation for entry and success in science related post graduate training programs, graduate and professional schools, industry or laboratory and field programs.

Requirements of the Biology Major

Common courses:
- BIO 201 General Botany 4 hrs.
- BIO 211 General Zoology 4 hrs.
- BIO 302 Plant Morphology 4 hrs.
- BIO 312 Animal Development and Diversity 4 hrs.
- BIO 355 Genetics 4 hrs.
- BIO 499 A Biology Seminar I 1 hr.
- BIO 499 B Biology Seminar II 1 hr.

Field Experience: Minimum 6 hrs.
- BIO 498 Biology Internship 4-6 hrs.
  and/or
- BIO 440, 441, 442, or BIO 398 (at most 2 sem. hrs. in BIO 398) 2 hrs.

Required electives: choose four hours from each learning emphasis

Emphasis 1:
  or
- BIO 300 Ecosystems a total of 4 hrs.
  or
- EVHL 330 Environmental Health 4 hrs.

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

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

Required Support Courses:
- CHEM 175 Principles of Chemistry I 4 hrs.
- CHEM 176 Principles of 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.
Biology Minor
A concentration of a minimum of 16 semester hours in biology including BIO 201 General Botany and BIO 211 General Zoology.

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

Biology
BIO 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. Upon successful completion of this course, students will be able to describe the basic principles of botany, the structure and functions of different parts of plants, and to identify certain genera and species.

BIO 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. Upon successful completion of this course, students will be able to describe basic principles of zoology, the structure and functions of cells and organelles, and the concepts of animal life.

BIO 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. Upon successful completion of this course, students will be able to describe the fundamental principles of anatomy and physiology at the chemical, cellular, tissue, organ, system and organismal levels. Prerequisite or corequisite: 4 hrs of chemistry.

BIO 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. Upon successful completion of this course, students will be able to demonstrate the anatomical and physiological interrelationships of these systems, and explain the components, structure and functions of the human body. Prerequisite: BIO 241.

BIO 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. Upon successful completion of this course, students will be able to demonstrate a knowledge of the basic concepts and applications of conservation.
BIO 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. Upon successful completion of this course, students will be
able to analyze and characterize specific ecosystems. May be repeated for different
systems. Not offered on a regular basis.

BIO 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. Upon successful completion
of this course, students will be able to describe in depth the morphology and evolution
of plants. Prerequisite: BIO 201.

BIO 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. Upon successful
completion of this course, students will be able to describe various life cycles, anatomy,
and evolution of animals. Prerequisite: BIO 211.

BIO 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. Upon
successful completion of this course, students will be able to identify and classify
plants and animal using taxonomic keys. Prerequisite: BIO 201 or 211 or 260 or
consent of instructor.

BIO 350 Microbiology – Spring 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-
cauising microorganisms is presented. Laboratory techniques for culturing and
nutritional differentiation are studied and performed. Students will be able to isolate,
culture, and identify various microorganisms. Prerequisites: 8 hours of biology, 4 hours
of chemistry.

BIO 355 Genetics – Fall 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. Upon completion of this course, students
will be able to demonstrate their understanding of the basic concepts of inheritance,
the structure of DNA, and their ability to perform techniques such as PCR and
electrophoresis. Prerequisites: 8 hrs. of biology, 8 hrs. of chemistry, MATH 171.

BIO 360 Cell and Molecular Biology 4 hrs.
This course presents a systematic approach to concepts of cell and molecular biology
with an emphasis on the biological and chemical processes that occur in the cell and
how these are related to cell function. Students will understand these underlying
principles and analyze the current scientific research that has led to the current view of the cell. **Prerequisites: BIO 211, CHEM 175 and CHEM 176.**

**BIO 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. Upon successful completion of this course, students will be able to collect information on a specific topic in biology, compose a document to demonstrate scientific writings skills, and demonstrate the knowledge related to the topic studied. 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.**

**BIO 386 Biochemistry**
(See CHEM 386)

**BIO 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. Upon successful completion of this course, students will be able to demonstrate preparation for entry and success in biology.

**BIO 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. Upon successful completion of this course, students will be able to demonstrate preparation for entry and success in science related graduate and professional schools, industry, or laboratory and field programs or teaching. **Prerequisite: Senior standing in the major**

**BIO 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. Upon successful completion of this course, students will be able to perform scientific investigations and interpret scientific data. (See also Independent Study in the index.)

**BIO 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 registers. Upon successful completion, students will be able to describe their work experience in connection to their biology coursework, and express in writing what they learned in their field placement. **Prerequisite: Senior standing in the major.**

**BIO 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. Upon successful completion of this course, students will be able to compose a professional document designed to disseminate a scientific report using proper format and style. Prerequisite: Primarily for juniors and seniors in the major but open to others with consent of the instructor.

**BIO 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. Upon successful completion of this course, students will be able to present the information from Biology Seminar I in a professional and persuasive manner. 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.

**General Science, Physical Science and Physics**

**General Science Minor**  
24 semester hours which shall consist of BIO 201, 211; CHEM 175, 176; and PHYS 210 and 220.

**Chemistry Minor**  
A concentration of a minimum of 16 hours in chemistry including Principles of Chemistry I and II (CHEM 175, 176). The courses CHEM 271 Analytical Chemistry, and CHEM 355, 357 Organic Chemistry are especially recommended.

**Pre-Medical Studies**  
The pre-medicine program may be utilized by students who wish to enter into one of the allied health fields

**Objectives for the Pre-Medical Studies Major**  
Upon completion of the program, the student will:

1. Demonstrate knowledge of basic concepts related to medicine.
2. Apply principles of scientific inquiry for analysis of problems related to medicine.
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 medical questions.
7. Demonstrate preparation for entry and success in medical science related post graduate training programs, graduate and professional schools, or industry.

**The Pre-Medical Studies requires the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 175</td>
<td>Principles of Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CHEM 176</td>
<td>Principles of Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CHEM 355</td>
<td>Organic Chemistry I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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</tr>
<tr>
<td>CHEM 356</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 357</td>
<td>Organic Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 358</td>
<td>Organic Chemistry Lab II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 386</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 220</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 241</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 242</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Plant Morphology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Animal Development and Diversity</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PMED 498</td>
<td>Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>PMED 499A</td>
<td>Premedical Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>PMED 499B</td>
<td>Premedical Seminar II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total 68 hrs.**

**Strongly recommended:**
- PHIL 215 Ethics for Life and Career
- SOC 310 Race and Ethnicity

**Criminal Justice**

The Criminal Justice Program provides an overview of the criminal justice system including the three basic components: the police, courts, and corrections. Criminological theory and research examine criminal behavior and crime causation. The combination of substantive criminal justice coursework and field experience will prepare students for careers in law enforcement, the law, or corrections or to pursue graduate and professional education. Students majoring in Criminal Justice are encouraged to complete a minor or second major in a closely related field or program.

**Students completing the major in criminal justice will:**
- demonstrate general knowledge of the criminal justice system including the core components of the police, the courts and corrections;
- explicate crime and criminal behavior by examining criminological theories of crime causation;
- demonstrate critical thinking skills by analyzing and discussing criminal justice issues;
- demonstrate knowledge of research skills by writing scholarly papers on criminal justice topics;
- connect substantive areas of academic coursework to real-life application in a criminal justice field.
Required Courses for the Major in Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ</td>
<td>231 Introduction to Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>260 Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>307 Criminology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>316 Introduction to Corrections</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>355 Law Enforcement</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>416 Crime and Punishment</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC</td>
<td>420 Sociological Theory</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SSCI</td>
<td>347 Research Methods</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Field Experience</td>
<td>6 hrs.</td>
</tr>
<tr>
<td></td>
<td>Electives in Criminal Justice*</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

Total 36 hrs.

*A maximum of 15 hrs. may be transferred from other institutions.

Required Support Courses for the CJ Major*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>171 Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>PSYC</td>
<td>131 General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC</td>
<td>100 Introduction to Sociology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>GOV</td>
<td>105 American Government</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

*All required support courses for the CJ Major require a C- or higher.

Required Courses for the Minor in Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ</td>
<td>231 Introduction to Criminal Justice</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>260 Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ</td>
<td>307 Criminology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Electives in Criminal Justice</td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

Total 18 hrs.*

*A maximum of 9 hrs. may be transferred from other institutions.

Criminal Justice

**CJ 231 Introduction to Criminal Justice**

A survey of the major components of the criminal justice system including the police, courts, and corrections. Upon successful completion of this course, students will be able to describe the American criminal justice structure and functions, distinguish between consensus and conflict models of the criminal justice system and explain the meaning of due process and equal protection under the law.

**CJ 260 Criminal Law and Individual Rights**

This course covers substantive criminal law and criminal procedure. Upon successful completion of this course, students will be able to articulate the origins of criminal law; identify the elements of various types of crime and defenses to criminal acts; and discuss constitutional protections related to search and seizure, due process, double-jeopardy, rights against self-incrimination, rights to an attorney, rights to a jury trial and court decisions on cruel and unusual punishments.
CJ 307 Criminology 3 hrs.
A scientific study of crime and criminal behavior based on classical, neoclassical, positivistic, social process, and structural theories of crime causation. Upon successful completion of this course, students will be able to discuss the development of sociological criminology, critically analyze theoretical explanations for crime and articulate research findings on crime.

CJ 308 Juvenile Delinquency 3 hrs.
This course covers the special problems and laws pertaining to juvenile offenders. Upon successful completion of this course, students will be able to distinguish between status offenses and criminal acts, articulate the problem of juvenile crime and justice, and discuss the legal framework for handling and rehabilitating juvenile delinquents.

CJ 316 Introduction to Corrections 3 hrs.
An overview of the history and contemporary development of the field of corrections. Upon successful completion of this course, students will be able to articulate philosophies of punishment, discuss correctional law and inmate rights, and evaluate correctional programs to rehabilitate correctional clients.

CJ 322 Probation and Parole 3 hrs.
A study of contemporary practices related to probation and parole with emphasis on community corrections as an alternative to incarceration. Upon successful completion of this course, students will be able to explain the difference between probation and parole, discuss the legal framework for probation and parole supervision, and describe the job of probation and parole officers.

CJ 330 Criminal Courts 3 hrs.
This course will examine the philosophical and constitutional assumptions underlying the American criminal court system of justice. Upon successful completion of this course, students will be able to articulate issues and controversies related to the law and crime, explain how the criminal court process works; and discuss the impact that criminal cases have on society as a whole.

CJ 347 Research Methods 3 hrs.
(See SSCI 347 under Psychology course listings)

CJ 355 Law Enforcement 3 hrs.
A comprehensive study of federal, state, and local law enforcement agencies. Upon successful completion of this course, students will be able to articulate methods, problems, issues, and challenges of police work; explain the rule of law as it applies to probable cause for arrest, Miranda rights, search and seizure, and the questioning of criminal suspects; and discuss the civil liabilities for civil rights violations and police misconduct.

CJ 370 Multiculturalism in Criminal Justice 3 hrs.
This course covers the impact of cultural factors on the field of criminal justice with emphasis on the interaction between criminal justice practitioners and members of minority communities. Upon successful completion of this course, students will be able to critically analyze the effect of race and ethnicity on crime, articulate gender and ethnic issues in criminal justice agencies, and discuss majority and minority views on the fairness of the criminal justice system.
**CJ 380 Topics in Criminal Justice**  
Selected topics in the area of criminal justice. This course will give students the opportunity to study in-depth a particular topic beyond what is covered in existing courses. Course offerings will depend upon student and faculty interest and faculty availability.

**CJ 385 Terrorism and Homeland Security**  
A study of how the United States government has responded to the threat of terrorism on American soil since the September 11th attacks. The role of federal, state, and local law enforcement agencies in defending the homeland are discussed. Upon completion of this course, students will be able to identify foreign terrorist groups and goals, discuss the various laws and antiterrorism programs that have been adopted to protect the United States from future attacks, and critically examine the rule of law in prosecuting foreign terrorists.

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

**CJ 416 Crime and Punishment**  
An advanced study of classical and modern theories of penology with emphasis on contemporary issues related to crime and punishment. Upon successful completion of this course, students will be able to discuss and critically analyze the development of penology as a field of study, articulate philosophical views of punishment, and apply criminal and correctional law to individual rights and public order. **Prerequisite: CJ 307, CJ 316 or consent of instructor.**

**CJ 425 Criminal Justice Administration**  
An analysis of the management and supervision practices of top administrators, mid-level managers, and first-line supervisors in criminal justice agencies. Upon successful completion of this course, students will be able to describe and discuss the organizational structure, policies, procedures, rules and regulations, and everyday work practices of criminal justice agencies. **Prerequisite: CJ 231 or consent of the instructor.**

**CJ 440, 441, 442 Career Applications in Criminal Justice**  
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 of senior standing and unanimous approval of the Science Division.**

**CJ 497 Independent Study in Criminal Justice**  
An in-depth 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:**

**CJ 498 Internship in Criminal Justice**  
The internship allows for practical work experience in criminal justice. This course is required for criminal justice majors. Upon successful completion of the internship,
students will be able to describe their work experience, connect their work experience to their criminal justice coursework, and articulate orally and in writing what they learned in their field placement. Prerequisite: Junior or senior standing.

**CJ 499 Seminar in Behavioral Science** 3 hrs.
(See SOC 499)

**GOV 105 American Government** 3 hrs.
An outline of the structure and process of government at the national level. Upon successful completion of the course, students will demonstrate an understanding of the U.S. Constitution, the federal government and the federal court system, and be able especially to articulate the rights and role of the individual citizen.

**GOV 110 State and Local Government** 3 hrs.
A survey of the structure and procedure of state and local governments. Upon successful completion of the course, students will demonstrate an understanding of, and be able to evaluate, the relationship between states and the federal government, variations in law-making at the state level, and proposals for reform.

**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 research and on applied areas such as mental health counseling, consistent with common student interests and current trends in the field.

Students completing the Psychology major will:

- demonstrate understanding of the basic principles, theories, and research methods 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</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Careers in Psychology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>General Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 271</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 377</td>
<td>History and Systems of Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 499</td>
<td>Psychology Senior Seminar</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>SSCI 347</td>
<td>Research Methods</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Total 18 hrs.**
Select one course from each of the following groups:

A. PSYC 382 Biopsychology 3 hrs.
   PSYC 336 Motivation and Emotion 3 hrs.

B. PSYC 240 Theories of Personality 3 hrs.
   PSYC 361 Abnormal Psychology 3 hrs.
   PSYC 324 Child Psychopathology 3 hrs.

C. PSYC 209 Social Psychology 3 hrs.
   PSYC 367 Cognitive Psychology 3 hrs.

Total 9 hrs.

Field Experience 6 hrs.
Electives* in Psychology (additional PSYC courses at 300 level or above) 9 hrs.

Total 42 hrs.

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

**Required Support Courses**

All Psychology majors must complete the following with a grade of C- or better:

- ENG 311 Expository Writing 3 hrs.
- COMM 147 Introduction to Public Speaking 3 hrs.

**Recommended Departmental Support Courses**

- PHIL 215 Ethics for Life and Career 3 hrs.

Students must choose whether they will earn the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) Degree, with specific requirements for psychology majors as follows:

**Bachelor of Arts Degree:**
In addition to course requirements for the psychology major, students are required to meet competency standards in a second language at the second semester level to obtain a B.A. degree.

**Bachelor of Science Degree:**
In addition to course requirements for the psychology major, students must complete two of the following Math and/or Science courses (in addition to the Wesleyan Studies requirements) to obtain a B.S. degree. Thus, all psychology majors obtaining the B.S. degree will complete a minimum of four Math and/or Science courses.

- BIO 201 – General Botany
- BIO 211 – General Zoology
- BIO 312 – Animal Development & Diversity
- BIO 241 – Anatomy & Physiology I
- BIO 242 – Anatomy & Physiology II
BIO 260 – Ecology & Conservation
BIO 355 – Genetics
CHEM 175 – Principles of Chemistry I
CHEM 176 – Principles of Chemistry II
CHEM 386 – Biochemistry
PHYS 210 – General Physics I
PHYS 220 – General Physics II
MATH 162 – College Algebra & Trigonometry
MATH 221 – Discrete Mathematics
MATH 231 – Calculus I
MATH 232 – Calculus II
MATH 323 – Linear Algebra
Other equivalent Math and/or Science courses as approved by the Psychology faculty.

**Required courses for the Psychology Minor**

<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>PSYC 251</td>
<td>Developmental Psychology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td></td>
<td><strong>Total 6 hrs.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Select one course from each of the following groups:**

A. PSYC 382 Biopsychology
   PSYC 336 Motivation and Emotion

B. PSYC 240 Theories of Personality
   PSYC 361 Abnormal Psychology
   PSYC 324 Child Psychopathology

C. PSYC 209 Social Psychology
   PSYC 367 Cognitive Psychology

**Total 9 hours**

Electives in Psychology

**Total 18 hrs.**

**Psychology Secondary Teaching Endorsement**

The teaching endorsement in psychology shall consist of the regular minor plus the teacher education requirements for the elementary and/or secondary credential. Refer to the Division of Education section of this catalog.

**Required courses**

<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></td>
<td><strong>Total 3 hrs.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Select one course from each of the following groups:**

A. PSYC 382 Biopsychology
   PSYC 336 Motivation and Emotion

B. PSYC 240 Theories of Personality
   PSYC 361 Abnormal Psychology
   PSYC 324 Child Psychopathology

**Total 9 hours**
C. PSYC 209 Social Psychology 3 hrs.
PSYC 367 Cognitive Psychology 3 hrs.

Total 9 hours

Electives in Psychology 6 hrs.
(May not include Developmental Psychology or Educational Psychology.)

Total 18 hrs.

Psychology

PSYC 101 Careers in Psychology - Fall 1 hr.
This course will introduce you to the field of Psychology and to the department of Psychology at Iowa Wesleyan College. This course will primarily discuss the many areas of psychology, career paths for psychology students (including graduate school) and opportunities for increasing the likelihood of success after graduation. Students will also learn the skills and experiences needed to achieve these career goals.

PSYC 131 General Psychology 3 hrs.
This course provides a broad overview of the science of psychology including its main sub-disciplines, such as abnormal psychology, motivation, personality, memory, learning, emotions, therapy and biopsychology. By completing this course, students should be able to demonstrate an increased understanding of themselves and others, show appreciation for the nature and range of the science of psychology, identify the career possibilities that are available in the field of psychology and show themselves proficient in the scientific methods employed in psychological research.

PSYC 205 The Family 3 hrs.
This course examines the basic dynamics of family relationships from both psychological and sociological perspectives. By completing this course, students should be able to explain the major family structures and the family life cycle, identify typical patterns that develop within families, show proficiency in the practical skills for handling family conflict and describe the reciprocal influence of family life, culture and society.

PSYC 209 Social Psychology - Spring 3 hrs.
The purpose of this course is to introduce the field of social psychology. There are three major sub-goals: (1) To introduce the ways in which social psychologists think about and approach the world. One of the recurring themes will be that social psychology relies on experimental studies of the social processes that surround us in everyday life. The results of such experiments sometimes do, and sometimes do not, support intuitions that people might have about social behavior. (2) To introduce the body of knowledge and underlying principles that currently exist in the field. (3) To encourage thought about the implications of social-psychological research for daily life. Prerequisite: SOC 100 or PSYC 131. Offered spring alternate years.

PSYC 240 Theories of Personality - Fall 3 hrs.
This course focuses on the principles and theories of normal personality development and adjustment, with emphasis on stress, coping skills and communication. By completing this course, students should be able to explain how to cope with common problems encountered at each stage of the adult life-cycle, demonstrate an awareness of how to derive greater fulfillment from his/her relationships with others, show
improved communication skills by learning the basic ways people communicate, and identify his/her own needs and motives, and analyze how these impact on our relationships by discussing the role of childhood experiences, physical constitution, and the environment in forming our needs and motives. **Prerequisite:** PSYC 131. **Offered fall alternate years.**

**PSYC 251 Developmental Psychology** 3 hrs.
This course considers the development of an individual from conception through adolescence. By completing this course, students should be able to describe their own childhood and explain the influence it has had on shaping their adult personality, identify the main content areas in the study of human development and describe and critique the impact of governmental policies on children so as to become informed participants in shaping public policy.

**PSYC 271 Statistics for the Behavioral Sciences - Spring** 3 hrs.
Students will be introduced to statistical techniques used to conduct behavioral science research. Methods are presented which make possible inferences about a population from knowledge of small samples. Methods of measurement and techniques available to summarize sets of data will be discussed. The course will stress an understanding of conceptual issues involved in the selection of statistical methods rather than memorization of formulas. **Recommended prerequisite:** MATH 171.

**PSYC 324 Child Psychopathology - Spring** 3 hrs.
The purpose of this course is to help students understand the continuum of normal and abnormal human development. The course approaches the topic by combining developmental and abnormal psychology perspectives. Students will be able to describe, discuss, implement, and appraise the major theories of the causes and treatment of developmental psychopathology. They will gain knowledge of the process of evaluation, diagnosis, and treatment of childhood disorders. In addition, students will gain an understanding of the influence of biological, cultural, and familial contexts on human development. **Prerequisite:** PSYC 131 or PSYC 251. **Offered spring alternate years.**

**PSYC 326 Introduction to Counseling - Spring** 3 hrs.
This course covers the basic principles and techniques of counseling. By completing this course, students will be able to articulate the major approaches to counseling (e.g., action-oriented therapies, experiential/emotive-oriented therapies, cognitive-behavioral therapies, group approaches, and systems approaches), demonstrate specific skills commonly used in counseling, understand common issues typically faced by counselors, appreciate the mechanics of the healing process, and understand career possibilities in the field of counseling. **Prerequisite:** PSYC 324 or PSYC 361 (or permission of instructor).

**PSYC 336 Motivation and Emotion - Fall** 3 hrs.
The purpose of this course is to help students learn ways of thinking usefully and critically (i.e., carefully) about human behavior, through understanding motivation and emotion. Understanding motivation and emotion can aid one in thinking usefully and critically about human behavior - something useful not only in psychology and human services professions, but in many areas of human life. Students will be able to describe, discuss, implement, and appraise the major theories of motivation. In addition, students will be able to identify the major causal indicators known to affect emotion/mood. **Prerequisite:** PSYC 131. **Offered fall alternate years.**
PSYC 361 Abnormal Psychology - Spring 3 hrs.
This course surveys a range of major pathological behavioral patterns identified by the DSM-IV-TR and discusses the theories and diagnoses of these patterns. By completing this course, students will be able to differentiate the major models of abnormal behavior and their implied methods of intervention, identify the basic types of mental disorders, and explain the major issues confronted in abnormal psychology. Prerequisite: PSYC 131 or PSYC 251. Offered spring alternate years.

PSYC 365 Psychology of Addiction 3 hrs.
This is a multidimensional course that focuses on the psychological, biological, social and family system variables found within addiction. By completing this course, students should be able to describe and discuss the facts and concepts of addiction, identify the functions, meanings, models and at-risk factors of addiction, recognize and describe the effects of family dynamics in the arena of dependency, and describe interactions within interventions and treatments of addiction.

PSYC 366 Death and Dying 3 hrs.
This course is designed to provide an opportunity to explore and examine a multitude of concepts involved with death and dying. Theoretical and philosophical considerations will be addressed, as well as moral, ethical and religious aspects that surround the subject of death. By completing this course, students will be able to describe and discuss the historical and contemporary implications and aspects of death and dying, identify basic legal and moral considerations related to death, recognize values in relationship to death, dying and life, and identify the characteristics associated with grief, as well as the methods in which to assist the bereaved.

PSYC 367 Cognitive Psychology - Fall 3 hrs.
This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes, and students will explore both behavioral and neuropsychological approaches to data and theory. Topics will include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning. Prerequisite: PSYC 131. Offered fall alternate years.

PSYC 372 Positive Psychology 3 hrs.
This course explores how and why people thrive and experience well-being. Positive psychology is the scientific approach to understanding people’s strengths and promoting positive functioning. Students will be able to describe, discuss, implement, and appraise the major theories of the factors related to psychological well-being. In addition, students will gain an understanding of the influence of biological, personal, cultural, and social contexts on human well-being.

PSYC 374 Psychology of Gender 3 hrs.
This course introduces students to psychological theories and research exploring issues relevant to gender, including gender development and construction, gender stereotypes, gender discrimination, sexuality, and relationships. This course provides an overview of gender similarities and differences across a range of important life domains. Students learn to recognize the impact of gender in everyday life, as well as its role in society. Students are challenged to explore the complexity of gender.
PSYC 377 History and Systems of Psychology - Fall 3 hrs.
This course serves as the capstone course for the major. In it, students study the historical development of the discipline of psychology as well as contemporary systems and issues. By completing this course, students should be able to explain how the historical development of the field of psychology has led to its current state and the probable future directions of the field. The student will also be able to identify current issues in the field of psychology and key philosophical questions, such as free will versus determinism; materialism versus supernaturalism; the descriptive versus prescriptive approach; the relationship between subjectivity and objectivity; and the nature of the self/consciousness. Prerequisite: PSYC 131 and Junior or Senior-level standing.

PSYC 380 Topics in Behavioral Sciences 3 hrs.
Selected topics in the behavioral sciences. This course will give the students an opportunity to focus on specific areas of psychology that are not covered in depth by other courses. Offerings will depend upon student and faculty interest and faculty availability. Possible topics include: Attitude and Attitude Change, Relationships, Group-based behavior, and Prosocial Behavior. Prerequisite: PSYC 131.

PSYC 382 Biopsychology - Spring 3 hrs.
This course studies the development, structure, and functioning of the central nervous system in the context of its relations to principles and theories of human behavior. By completing this course, students will be able to identify the major centers of the brain and basic mechanics of brain functioning, explain the complexity of the memory process and how the mind and body affect each other, and summarize the dominant biological processes that interact with the mind to influence perception, emotion, and behavior. Prerequisite: PSYC 131; also recommended prerequisite: BIO 211 or BIO 241 or CHEM 175. Offered alternate years.

PSYC 440, 441, 442 Career Applications in Psychology 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. Students successfully completing the course will demonstrate ability to apply psychology coursework to their work experience. Prerequisite: Junior or senior standing and unanimous approval of the Science Division.

PSYC 497 Independent Study in Psychology 1-3 hrs.
This course enables students who are self-motivated to explore in depth a specific topic of interest to them that is not covered in other courses within the psychology major. Students will participate in periodic conferences and submit reports and papers. By completing this course, students will be able to demonstrate proficiency in their chosen topic of study. Consent of instructor required. Majors only. Prerequisite: Junior or senior standing.

PSYC 498 Field Experience/Internship in Psychology 6-12 hrs.
The internship allows for practical work experience in psychology. Upon successful completion of this internship, students will be able to describe their work experience, connect their work experience to their psychology coursework and articulate orally and
in writing what they learned in their field placement. *Prerequisite: Junior or senior standing.*

**PSYC 499 Psychology Senior Seminar - Fall**  
2 hrs.  
This course is designed as a capstone experience, which means that its purpose is to both unify and provide a broader context for knowledge about the field of psychology gained throughout the undergraduate years. Part of this process is exploring connections between both (1) oneself and the field of psychology and (2) the rest of the world and psychology. Students will achieve these goals by completing a senior research thesis, and connecting their previous course work with their field experience through discussion with their peers. *Prerequisite: Senior standing and PSYC 271 and SSCI 347.*

**SSCI 347 Research Methods**  
3 hrs.  
This course teaches the basic principles and practices of the scientific method as applied to the behavioral sciences. By completing this course, students will be able to conduct a research project through all of its stages, including research design, implementation, analysis of results, and draft of a research paper. Students should also demonstrate proficiency in the broad research skills necessary for creating and testing hypotheses and in the evaluation of research in business, economics, psychology, sociology, criminal justice, education and biology.

**SSCI 547 Research Methods**  
3 hrs.  
This course teaches the basic principles and practices of the scientific method as applied to the behavioral sciences. By completing this course, students will be able to conduct a research project through all of its stages, including research design, implementation, analysis of results, and draft of a research paper. Students should also demonstrate proficiency in the broad research skills necessary for creating and testing hypotheses and in the evaluation of research in business, economics, psychology, sociology, criminal justice, education and biology. *Prerequisite: Standing Bachelor’s degree.*

**Human Services**

This major is intended to prepare students 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.

It is expected that students completing the Human Services major will:

- exhibit the ability to communicate clearly in oral and written communication
- demonstrate proficiency in skills necessary for creating, testing and evaluating hypotheses and evaluating research
- perform successfully in a job-related field experience in an area of special interest to the “helping professions”
• demonstrate specific skills commonly used in counseling, and understand common issues typically faced by counselors
• differentiate the major models of abnormal behavior and their implied methods of intervention
• be able to identify basic principles of social organizations and major theories and ideologies in this respect
• articulate major issues facing contemporary law enforcement

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>CJ 260</td>
<td>Criminal Law and Individual Rights</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CJ 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>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 243</td>
<td>Social Problems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Race and Ethnicity</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Social Organization</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/SOC 205</td>
<td>The Family</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Theories of Personality</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSYC/SOC 209</td>
<td>Social Psychology</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Total 39 hours

Required Support Courses for the Human Services Major

All Human Services majors must complete the following with a grade of C- or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 171</td>
<td>Elementary Statistics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Expository Writing</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>COMM 147</td>
<td>Introduction to Public Speaking</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Required Departmental Support Courses

Electives: two courses from the Science Division - Human Studies Courses 6 hrs.

THESE COURSES MAY BE OFFERED FOR WESLEYAN STUDIES AND TO ALLOW STUDENTS TO COMPLETE DISCONTINUED PROGRAMS:

Chemistry

CHEM 105 General Chemistry I – Spring 4 hrs.

This course is an introduction into the general topics of inorganic chemistry. Topics include atomic structure, chemical bonds, mole relationships, states of matter,
acids and bases, reaction rates, equilibria, electrochemistry, and nuclear chemistry. Prerequisite: High school algebra.

**CHEM 175 Principles of Chemistry I – Fall**  
A mathematically 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. Upon successful completion, students will be able to solve qualitative and quantitative problems involving stoichiometric relationships, will have an understanding of kinetic molecular theory and how it applies to the behavior of gases, and will possess the basic conceptual vocabulary necessary to understand chemical information. Prerequisite: Concurrent enrollment Math 162 or higher, or consent of instructor.

**CHEM 176 Principles of Chemistry II – Spring**  
This course is a continuation of CHEM 175. Topics include kinetics, equilibria, acid-base concepts, electrochemistry and nuclear chemistry. Students successfully completing this course will have an understanding of current and historical acid-base theory and how it is applied experimentally, an understanding of the basic concepts governing the rates of chemical reactions, and an understanding of both qualitative and quantitative approaches to chemical equilibria. Prerequisite: CHEM 175.

**CHEM 205 Introduction to Organic and Biochemistry – Fall**  
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.

**CHEM 271 Quantitative Analysis – Fall**  
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. Students successfully completing this course will become proficient in the laboratory techniques used for wet chemical analysis and the underlying concepts behind them. *Offered odd-numbered Falls*

**CHEM 300 Environmental Chemistry (See EVHL 300)**  

**CHEM 355 Organic Chemistry I – Fall**  
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. Students successfully completing this course will gain a knowledge of the standard approaches to organic chemical nomenclature, will become familiar with basic methods for determining and writing organic reaction mechanisms, including an understanding of electron-pushing, and will begin learning some of the reactions and reagents useful for organic chemical transformations and synthesis. Prerequisite: CHEM 176. *Offered even-numbered Falls.*

**CHEM 356 Organic Chemistry II – Spring**  
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. Students successfully completing this course will broaden their knowledge of organic chemical transformations, and will become proficient in interpreting organic spectra. Prerequisite: CHEM 355. *Offered odd-numbered Springs.*
CHEM 357 Organic Chemistry Laboratory I – Fall 1 hr.
An adjunct to CHEM 355. Laboratory techniques and basic reactions of organic compounds will be stressed. Students successfully completing this course will become proficient in typical methods of organic chemical isolation and purification, including liquid-liquid extraction, distillation, and recrystallization. Prerequisite: Concurrent registration in CHEM 355. Offered even-numbered Falls.

CHEM 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. Students successfully completing this course will become familiar with performing multi-step synthetic reactions on the micro and macroscale, and will gain hands on knowledge of NMR, IR, and UV spectroscopy. Prerequisite: Concurrent registration in CHEM 356. Offered odd-numbered Springs.

CHEM 363 Physical Chemistry 4 hrs.
An introduction to chemical thermodynamics, including the development of the laws of thermodynamics and their application to solutions, phase equilibrium, reaction equilibrium, electrochemistry, and reaction kinetics. Also included are quantum mechanics. Students successfully completing this course will be familiar with the laws of thermodynamics and how they apply to the analysis of chemical reactivity and behavior. Prerequisites: CHEM 106; MATH 232. Offered even-numbered Springs.

CHEM 371 Instrumental Analysis 4 hrs.
This course will introduce students to modern instrumental methods of chemical analysis. The course will include the theory behind such topics as UV-vis, Infrared, NMR, Mass spectrometry, fluorescence, and atomic absorption and emission spectroscopy. The principles and applications associated with electrochemical methods of analysis and chromatographic techniques such as GC and HPLC will also be included. The course will include a strong laboratory component with hands-on experience using modern instrumentation. Students successfully completing this course will gain an understanding of the principals behind, and use of various analytical instrumentation and will learn how to interpret and evaluate the resulting data. Prerequisites: CHEM 175 and 176. CHEM 271 is strongly recommended. After 2013, offered odd numbered Springs.

CHEM 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.

CHEM 386 Biochemistry 4 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. Students successfully completing this course will become familiar the general structure of prokaryotic and eukaryotic cells, will acquire knowledge of the various
classes of bio-organic compounds and their roles in cellular metabolism, and will
learn the general metabolic pathways found in cells and multicellular organisms.
Prerequisites: BIO 201 or 211; CHEM 355 or consent of the instructor. Offered even
numbered Springs.

CHEM 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.

CHEM 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.

CHEM 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.)

CHEM 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.

CHEM 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. Students successfully
completing this course will become familiar with chemical literature sources,
standard citation methods, and techniques for conveying chemical information.
Prerequisite: Primarily for juniors and seniors in the major but open to others with
consent of the instructor.

CHEM 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. Students successfully completing this course will become
familiar with the standards that apply to professional oral presentations and will
acquire proficiency in using PowerPoint as a presentation technique. Prerequisite:
Primarily for juniors and seniors in the major but open to others with consent of the
instructor.
Computer Science
CS 190 Computer Applications 1 hr.
The course will treat applications of microcomputers 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. Students satisfactorily completing this course will be able to edit documents with Microsoft Word, make presentation slides with Power Point, and search the Internet efficiently and effectively. Prerequisite: None.

CS 201 Computer Programming I – Fall 4 hrs.
An introduction to the fundamental ideas, techniques, and concepts of computer science and programming. Topics will include algorithms development, variables, sequence, selection, repetition, arrays, and functions. Students satisfactorily completing this course will be able to write and debug code in a programming language. Prerequisite: Math 162 College Algebra and Trigonometry.

CS 202 Computer Programming II – Spring 4 hrs.
Students satisfactorily completing this course will understand object oriented programming techniques, pointers, and the implementation of common data structures like stacks, queues, linked lists, and trees. Students will spend a significant amount of time outside of class designing, writing, collaborating on, and debugging classes and programs in a language such as C++ or Java. Prerequisite: CS 201 or equivalent.

CS 233 Computer Organization and Architecture 3 hrs.
A study of the various hardware aspects of computers. Students satisfactorily completing this course will understand number representation, digital logic, Boolean algebra, memory, CPU structure, microprogramming, assembly language, and input/output devices. Prerequisite: CS 202.

CS 321 Web Programming 3 hrs.
Students satisfactorily completing this course will be able to develop web applications using scripts and database, design web front-end interfaces and develop back-end programs. Prerequisite: CS 202.

CS 333 Data Structures and Algorithms 3 hrs.
A study of advanced algorithms and data structures. Topics include searching and sorting techniques, hashing techniques, tree structures (including red-black trees, AVL trees and B-trees), graph algorithms, sorting techniques, search techniques, NP completeness and algorithm efficiency. Students satisfactorily completing this course will be able to design, write and debug programs in a language such as C++ or Java. Prerequisites: CS 202, Math 221.

CS 380 Topics in Computer Science 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 Computer Science faculty. Possible topics include: assembly language programming, modeling and simulation, computer graphics, microprocessor instrumentation and control, and computer assisted instruction. No more than six hours will be counted toward the major unless recommended by the Division chairperson. Prerequisites: CS 201, 202, 233 or consent of instructor. Not offered on a regular basis.
CS 397 Networks 3 hrs.
Students satisfactorily completing this course will understand computer networks and Internet, application layer, transport layer, the network layer, the link layer and local area network, and socket programming. Prerequisite: CS 202 or consent of instructor.

CS 398 Practicum in Computer Science 3 hrs.
This practicum allows for practical work experience on campus in computer science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Science Division chairperson. Each student’s individual practicum must be approved by the Division before the student begins the practicum or registers.

CS 402 Data Management 3 hrs.
A study of the theory and techniques involved in the creation and use of databases and data management software. Students satisfactorily completing this course will understand advanced data structures, file structures, storage structures, databases, SQL, and Access. Prerequisite: CS 202 or consent of the instructor.

CS 440, 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. All plans and decisions will be made in consultation with both the student’s academic advisor and the Director of Field Experience.

CS 497 Independent Study in Computer Science 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: 12 hours of computer science.

CS 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.

CS 499 Seminar in Information Ethics 2 hrs.
Students satisfactorily completing this course will be able to define and analyze ethical, moral, social, and professional issues related to computing and information technology. Topics includes ethical frameworks for decision making, regulation of the Internet, intellectual property, privacy, security and codes of conduct. Prerequisite: Senior standing or consent of instructor.
Environmental Health

EVHL 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. Upon successful completion of this course, students will be able to demonstrate knowledge of environmental chemicals and toxins and their relationship to environmental health. Prerequisite: 8 hours of chemistry.

EVHL 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. Upon successful completion of this course, students will be able to describe the principles of environmental health, the impact of environmental conditions, and management strategies for environmental problems.

EVHL 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. Upon successful completion of this course, students will be able to apply the concepts from EVHL 330 to risk assessment, bioremediation, and other advanced concepts of environmental health. Prerequisite: EVHL 330 or equivalent.

Mathematics

MATH 150 Fundamentals of Mathematics and Problem Solving 3 hrs.
A course that teaches problem solving skills by helping the students define the problem, discover the relevant information, devise a plan, carry out the plan, and look back on the problem solving process. Students completing this course will demonstrate an understanding of following: Logic, Set Theory, Number Systems, Algebraic Manipulation, Graphs and Geometry. The National Council of Teachers of Mathematics (NCTM) standards are emphasized. Open only to Elementary Education Majors and students who have not taken an algebra course in the past 10 years. Does not count for credit towards a Life Science or Mathematics Major.

MATH 155 Intermediate Algebra 3 hrs.
Students completing this course will demonstrate improved skills in algebra. These skills include 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.
MATH 162 College Algebra and Trigonometry 4 hrs.
Students satisfactorily completing this course will understand algebraic, exponential, logarithmic, and trigonometric functions. This course 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.

MATH 171 Elementary Statistics 4 hrs.
An introduction to probability and statistics. Students satisfactorily completing this course will demonstrate skills in 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.

MATH 221 Discrete Mathematics 3 hrs.
A problem-solving course using techniques appropriate for finite mathematical structures. Students satisfactorily completing this course will understand sets and logics, graphs, trees, and techniques of counting. **Prerequisite:** MATH 162 or equivalent.

MATH 231 Calculus I – Fall 4 hrs.
An introduction to calculus. Students satisfactorily completing this course will understand the differentiation and applications of elementary and transcendental functions. **Prerequisite:** MATH 162 or equivalent.

MATH 232 Calculus II – Spring 4 hrs.
A continuation of Math 231. Students satisfactorily completing this course will demonstrate understanding applications of integration, techniques of integration, elementary differential equations, and infinite series. **Prerequisite:** MATH 231.

MATH 323 Linear Algebra 3 hrs.
Students satisfactorily completing this course will understand systems of linear equations, matrix algebra, vector spaces, linear transformations, and related topics. **Prerequisite:** MATH 231.

MATH 355 Introduction to Sets and Logic 3 hrs.
Students satisfactorily completing this course will be able 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.

MATH 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.

MATH 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.

**MATH 429 Geometry**  
3 hrs.
The study of modern elementary geometry. Students satisfactorily completing this course will understand select topics from Euclidean and non-Euclidean geometry including coordinate systems, betweenness, existence theorems, principles of duality, plane separation principle, congruence, exterior angle theorem, and parallelism.  
*Prerequisite: MATH 355. Alternate years.*

**MATH 440, 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 Mathematics and Computer Science Division chairperson. All plans and decisions will be made in consultation with both the student’s academic advisor and the Director of Field Experience.  
*Prerequisite: Senior standing in the major.*

**MATH 491 Algebraic Structures**  
3 hrs.
Students satisfactorily completing this course will understand logical development of various algebraic structures. The study will include groups, rings and fields.  
*Prerequisite: MATH 355. Alternate years.*

**MATH 497 Independent Study in Mathematics**  
1-3 hrs.
Independent study by advanced students. A student selects a problem to be studied in consultation with a mathematics professor and works on it independently, with weekly consultations with the professor.  
*Prerequisites: 20 hours of mathematics and consent of the program coordinator. See also Independent Study in the Index.*

**MATH 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 from the Science Division chairperson. Each student’s individual internship must be approved by the Division before the student begins the internship or registers. Does not count toward the 26 hour minimum for a mathematics major nor the 16/20 hour minimum for the minor/teaching minor. All plans and decisions will be made in consultation with both the student’s academic advisor and the Director of Field Experience.  
*Prerequisite: Senior standing in the major.*

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**Science**  

**SCI 205 Elementary Astronomy**  
4 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.*
SCI 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.

PHYS 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.

PHYS 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.

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 345 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.

Sociology

SOC 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 conflict; social institutions such as family, education, religion, political organization; and social change. Students who successfully complete the course will be able to explain the above-mentioned social topics and to analyze the dynamics of various social situations.

SOC 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, religion, family and household, political and economic organization, religion, art, and cultural change. Students successfully completing the course will be able to explain the issues related to these topics, and to analyze and critique the theories of the origin/evolution of cultural and religious beliefs and cultural traits.
SOC 205 The Family 3 hrs.
The family is an institutional and associational grouping including intra-family relationships and the relation of the family in the community. The student who successfully completes this course will be able to describe the basic elements of the family institutions and identify the changes which are going on in the family in the present day world.

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

SOC 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. After successfully completing the course, students will be able to describe the field of social work and identify its various dimensions.

SOC 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 that 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. Those who successfully complete the course will be able to identify and analyze the elements of most of the major social problems, especially in the United States.

SOC 305 Demography 3 hrs.
The focus of the course will be the study of population. This will include such topics as the rate of population growth in the U.S. and world-wide, fertility and mortality rates, distribution of population by age, gender, race, ethnicity, migration patterns, rural-urban growth, and the impact of the demographic factor on society. It will also deal briefly with human ecology. Students who successfully complete the course will be able to summarize the basic concepts in demography and then use them to analyze specific demographic issues, especially as they relate to the United States, but also at the international level.

SOC 308 Juvenile Delinquency 3 hrs.
(See CJ 308)

SOC 310 Race and Ethnicity 3 hrs.
This course will discuss the concepts of race, ethnicity, dominant group vs. the minority group status, human diversity as well as the concepts of discrimination, racism, attitudes, prejudice and stereotyping in this concept. It will also discuss various racial, ethnic, religious, nationality, linguistic, and cultural groups in the U.S. in particular, and the human diversity all over the world in general.

SOC 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 relationship of organizations to their social, cultural, political, economic, and natural environment. Those who successfully complete the course will be able to identify basic principles of social organizations, as well as to analyze and evaluate specific organizations. *Prerequisite: SOC 100.*
SOC 342 Social Movements 3 hrs.
A study of significant social movements (such as labor movements, political populism, the civil rights movement, and the women’s liberation movement) especially in the United States. Attention will also be given to theoretical considerations and the role of ideology in assessing social movements in the U.S. Students completing the course successfully will be able to explain and compare the various types of social movements in the U.S. and—to a certain degree—movements abroad.

SOC 347 Research Methods 3 hrs.
(See SSCI 347 under Psychology course listings)

SOC 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 on topics which are generally not covered by the listed Sociology courses in this catalog in detail. Offerings will depend upon student and faculty interest, and faculty availability. Possible topics include: minority problems, science, technology, and social change, migration in America. Students successfully completing the course will be able to demonstrate understanding of the particular issue and the major concepts in the field.

SOC 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. Students successfully completing the course will be able to identify, compare and evaluate the major theoretical perspectives and the major sociological theories. Prerequisites: SOC 100, or permission of the instructor.

SOC 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. Students successfully completing the course will demonstrate theoretical and practical proficiency in sociological methods as applied to specific professional contexts. Prerequisite: Junior or Senior standing and unanimous approval of the Science Division.

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

SOC 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.

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

Cynthia Walljasper, Ph.D., *Associate Professor of Psychology*
  • Co-chair of the Science Division

Dolores P. Wilson, Ph.D., *Professor of Biology*
  • Co-chair of the Science Division

Mark Bishop, M.S., *Assistant Professor of Mathematics*

Kelly Danaher, Ph.D., *Assistant Professor of Psychology*
  • Coordinator for the Psychology Program

M. Arif Ghayur, Ph.D., *Professor of Sociology and Criminal Justice*
  • Coordinator for the Sociology and Human Services Program

Veronica Lestina, Psy.D., *Lecturer in Psychology*
  • Coordinator for the Psychology Program

Thomas M. Vallombroso, Ph.D., *Professor of Chemistry*
  • Coordinator for the Chemistry and Forensic Science Programs


**Division of Wesleyan Studies**

**Mission of the Wesleyan Studies Division**
The Division of Wesleyan Studies was developed to coordinate the general education curriculum that replaced Shared Experience beginning Fall 2011 and was renamed Wesleyan Studies. The Assistant Dean of Wesleyan Studies functions in much the same manner as the Chairs of other Divisions. The Wesleyan Studies Division utilizes faculty from various disciplines across the College to provide courses, many of which fulfill Wesleyan Studies requirements for the general education. In addition to the courses in Wesleyan Studies offered by other Divisions, there are courses offered within this Division that are often interdisciplinary in focus. They provide a foundational core for the Wesleyan Studies ethos, which seeks to promote the mission and vision of the College, foster understanding of the liberal arts and sciences, encourage the intellectual development of students from all disciplines, and foster development of the Life Skills. Most importantly, Wesleyan Studies promotes the College’s tradition of civic engagement and service learning.

The requirements and courses that comprise the Wesleyan Studies general education curriculum are listed in the beginning of the catalog. All courses offered within the Wesleyan Studies Division and not by another academic program or Division are listed here:

**Wesleyan Studies**

**WS 100 Wesleyan Seminar - Fall** 3 hrs.

This course focuses on the academic study of Wesleyan theology as it relates to social justice and servant leadership. Aspects of the history of Iowa Wesleyan College relevant to particular themes of social justice will be explored. In addition, social justice themes in the areas of human, economic, and environmental issues will be related to current topics (e.g., women’s rights to education in today’s world). Instructors will guide learning about issues involved in social justice and human welfare in the local, regional, and global community, both in current and historical contexts. The course includes instruction about academic service-learning and completion of an academic-service project.

This academic learning will be augmented by a required lab that includes workshops led by resource staff on campus and invited speakers. The lab will offer instruction in accessing College resources, developing social and academic strategies for success, and participating effectively within the Iowa Wesleyan College community. Students will understand and apply Iowa Wesleyan College’s Life Skills. Students will understand and apply strategies to enhance the well-being and success of the student, within the eight domains of
wellness: social, emotional, physical, occupational, intellectual, environmental, financial, and spiritual.

**WS 110 Career Topics: Nursing at a Glance** 1 hr.
This course is designed to discuss the many roles nurses fill in today’s society. Students will learn that nursing is an international career which influences the health of populations. Discussion of the various specialties within the profession and graduate school will be explored. Learning what skills are important to be successful in the nursing program at Iowa Wesleyan College will also be discussed.

**WS 300 Global Issues** 3 hrs.
Upon satisfactory completion of this course, students will have a variety of perspectives on global events and issues and will understand the impact of their actions or inaction as global citizens.

**WS 310 Leadership and Service** 3 hrs.
The Goal of WS 310 is to inform students about the value of servant-leadership and provide practical, experiential, and reflective lessons for students to become better servant-leaders. During the course students will model servant-leadership through a service-learning experience, explore connections between leadership theories and practice in discussions and reflective assignments, appreciate the role of servant-leadership in their professional and personal lives, and stimulate a goal-oriented vision of service and leadership for their future.

**WS 315 Social Justice and Service** 3 hrs.
Social Justice and Service will examine important issues of social justice and engage students in critical reflection on their role in being a social change agent. This is an experiential course that immerses students in face-to-face encounters with social justice issues by serving marginalized people groups in an urban or other setting and serving alongside other social justice advocates. Through this course students will be able to identify how social identities impact view of others, gain an understanding of the complex issues that contribute to oppression of marginalized people, including prejudice, and develop skills to create strategies and environments that advocate for the prosperity of others.

**WS 320 Leadership and Service** 3 hrs.
Through this 8-week, online course, students will be paired with a non-profit organization in their local, regional, or global community to examine leadership issues within the organization and offer their assistance as a model of servant-leadership. Purposeful reflection exercises will explore connections between leadership theories and their experiential service activities. Students completing this course will understand leadership theory, identify the impact
of service upon diverse stakeholders, and analyze the connection between service and leadership. [Adult and Graduate Studies students only. Taught online.]

**WS 357 Human Relations with a Global Perspective** 2 hrs. (SL-3 hrs.) for Educators

This course will help students understand human relations and develop cultural competency. Students will demonstrate the acquisition of knowledge about and skill in interpersonal and inter-group relations that contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. Using a range of learning activities, this class will provide students with a variety of perspectives on global events and issues, allowing students to understand the impact of their actions or inaction as global citizens. Students will begin to translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
ACADEMIC ENHANCEMENT

Library
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, a variety of current print subscriptions, as well as over 36 electronic databases. The Library is also home to the Iowa Wesleyan College Archives, Archives of the Iowa Conference of the United Methodist Church, and the Newsome Special Collections Room.

Access to the library collection 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 (http://chadwick.iwc.edu/). Off-campus students can access these same resources with a campus network id and 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. Operating under a point-of-need contact philosophy, students learn both basic and advanced research skills. 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 Academic Resource Center (ARC) exists to help students develop the skills needed to be successful in a liberal arts college environment and to become independent learners. The goal is to help students to not only succeed at Iowa Wesleyan College, but also become lifelong learners and to excel in areas of academic interest. To promote the Life Skills emphasis of
the college, the ARC offers academic support services as needed.

The ARC offers several courses for academic credit ARC105: College Learning and Reading Efficiency (3 hrs.), ARC200: Introduction to Peer Tutoring (one credit and approval of instructor needed), and ARC201: Advanced Peer Tutoring (one credit and approval of instructor needed), and ARC101: English Language Skills (3 hrs.). This course is designed for students who are Non-Native English speakers. IWC students who are Non-Native English speakers also will be able to obtain additional help with language through meetings arranged with the ARC Director for no credit.

While there are a variety of support services available in the ARC, it is important that students take the initiative and responsibility to seek assistance for their academic needs. The ARC is available to all students who would like help whether it be course tutoring, having a paper proofread, test preparation, or to find helpful study resources. Students may also be referred to the ARC by course professors. Once the student comes for assistance, it is up to the student to continue to work hard and take responsibility to benefit from and make the best use of the services given.

For students who need special accommodations due to a diagnosed disability, it is recommended that they contact the ARC Director (319-385-6376) and provide a copy of the student’s Individual Education Program (IEP) or other professional documentation.

The ARC may assist students by providing:
• Tutors (free to Iowa Wesleyan students)
• Individual help from the ARC staff
• A quiet study area
• Time management resources.
• Pamphlets on various topics such as text anxiety, stress, successful studying, etc.
• Computers with CD-ROM capability and internet access
• Course and professional assistance in study strategies
• Educational advice
• Special accommodations as specified by the professional documentation

Any student desiring assistance should contact the Academic Resource Center, located on southwest corner of the top floor of the Library, or phone 319.385.6334.

**Tutoring Services and Study Sessions**

The Academic Resource Center is certified through the College Reading and Learning Association (CRLA). All students are encouraged to seek the help of a tutor in any subject with which they have difficulty. With the help of
IWC faculty, the ARC attempts to recruit tutors for all subject areas. Faculty can recommend tutors by identifying students who understand the material and seem to get along well with others. Tutors need to have a minimum grade point average of 3.0, have the recommendation of the professor for the course being tutored, and received a grade of A or B in the course. Tutors are compensated through work study. If a student does not qualify for work-study, they may make arrangements with the ARC director and Director of Service Learning for service learning hours.

Computing Resources
Several computer labs serve as instructional laboratories and general purpose computer facilities for students. The two computer labs located in Science Hall 114 and Chadwick Library are the largest on campus and serve the largest number of students. Other labs are located in Academic Resource Center, Art Program area, Chemistry area, Music area, Nursing area and Science Hall 111. All lab computers have Internet access, printing capability and software such as Microsoft Office.

Assessment
Extensive testing and data-gathering operations are conducted as a means of evaluating instructional effectiveness and documenting institutional progress. All first year students are requested to participate in the Beginning College Survey of Student Engagement (BCSSE) and both first year students and seniors are asked to complete the National Survey of Student Engagement (NSSE) shortly after the second semester begins. The Wesleyan Studies curriculum is evaluated through the use of the Collegiate Assessment of Academic Proficiency (CAAP) which compares ACT scores in Reading, Writing, Mathematics, Science Reasoning and Essay Writing with scores on similar examinations. These exams are given once the student has completed the basic curriculum. Additional evaluations are completed through Service-Learning and Field Experience which are required of all students. Major Field Tests (MFT) are given to graduating seniors in some majors at the end of the spring semester. Adult and Graduate Studies 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.
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/or the Vice President and Dean for 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 30 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
Under extraordinary circumstances, Iowa Wesleyan students may choose to establish credit in selected courses by special examination. Written approval must be obtained from the Division Chair and the Registrar prior to taking the examination, which carries a fee per credit hour. See the Financial Information section for current cost.
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.) degrees.

1. Those programs where a B.A. is the only option are:
   a. English
   b. Christian Studies
   c. Music
   d. Visual Communication and Design

2. Those programs where a B.S. is the only option:
   a. Biology
   b. Criminal Justice
   f. Human Services
   h. Pre-Medical Studies
   j. Mass Communication
   k. Elementary and Early Childhood Education
   l. Physical Education and Exercise Science
   m. Business Administration
   Language study is encouraged in these areas.

3. Requirements for the B.S.N. are unchanged.

4. All majors in the Adult and Graduate Studies program will offer the B.S. or B.S.N. degree, with the option of a B.A. being made available when possible.

5. A B.A. degree assumes a maximum number of hours in the major (generally 36). This allows for a substantial part of the student’s program to be in areas outside the major. An exception will be the situation where Field Experience requirements cause the major to exceed 36 hours. Field Experience is a major requirement but is a requirement that does not deviate from the spirit of the liberal arts nature of the degree.

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 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 biology, business administration (concentrations in accounting, economics, management, marketing or human resource management), Christian studies, criminal justice, education (elementary or early childhood), educational foundations, English, exercise science and wellness, human services, music, nursing, physical education, pre-medical, psychology, visual communication and design. Courses accepted for major (or minor) requirements must carry a grade of “C-” or better. Nursing requires a “C” or better in nursing support courses and 80% or greater in all nursing courses.

With the help of IWC faculty, the ARC attempts to recruit tutors for all subject areas. Faculty can help find tutors by identifying students who understand the material and seem to get along well with others. Depending on the situation, tutors can be compensated through work study or campus employment with the Financial Aid Office, or volunteering. Also, the ARC will help organize review/study sessions if needed.

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. and B.S.N.) should observe the following:

At least 33 semester hours of the 124-hour total must be taken in Iowa Wesleyan College courses at the 300 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. Nursing requires a “C” or better in nursing support courses and 80% or greater in all nursing courses.
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 300 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.

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: Medicine, Physical Therapy, Chiropractic, Dentistry, Veterinarian Medicine, Medical Technology, Library Science, Pharmacy and Ministry.
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 Medical Technology and Chiropractic programs are in the Division of Science, Mathematics and Computer Science 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 upon 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.

Courses in the major, required support courses for the major, and Wesleyan Studies 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 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 33 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:

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<th>Letter</th>
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<tr>
<td>A</td>
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A full-time student is one who carries 12 or more credit hours each semester. A customary load is 15-18 credit hours in each 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.

**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 first day of the next regular semester entitles the student to a grade. An “I” not removed within that time will become an “F.”

After the first 10 days of classes in the Fall and Spring terms, dropping or substituting 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 Adult and Graduate Studies 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 minor(s), and for graduation must have a 2.00 GPA in the major as well as for the overall cumulative grade point average. Nursing requires a C or better in nursing support courses and 80% or greater in all nursing courses and a cumulative GPA of 2.25 for entering the program and 2.5 for continuing.

**Classification of Students**

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.
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. Nursing requires a “C” or higher in nursing support courses and 80% or greater in all nursing courses. Federal and state financial aid is not available to students that are required to retake all of the coursework for a term.

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.
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 the 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 12 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. Student may not ADD a class after the FIRST 5 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 DROP a class 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 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 will be assessed for schedule changes during this period.

6. Withdrawal from courses is not permitted after 10 class days following midterm except for medical or other emergencies with the approval of the Academic Dean. 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 the Financial Information section for complete information on withdrawal from college.)

9. Students may withdraw their complete registration prior to the last 13 weekdays of the term. Following that time no one may withdraw. Students will receive “Ws” if proper withdrawal procedure is followed. Students registered for 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 affecting a current semester’s registration must be received by noon of the third day of that semester.

Overload/Petition Requirement:
• Students with a GPA below 2.0 are permitted to take a maximum of 13 credit hours per semester. They must petition for 14 or more hours.

• Students with a GPA of 2.0 or greater may take a maximum of 18 credit hours before incurring overload charges.

• All students must petition for permission to enroll in 19 or more hours.

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.

Grade appeals must be initiated within five weeks of the time grades are posted. No such appeals will be considered after this time.

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

*This 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 the student 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 summer
• 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 Adult and Graduate Studies (if applicable)
   b. Dean of Student Life
   c. Vice President of 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 within 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 Adult and Graduate Studies program is found guilty of academic dishonesty, the office of the Associate Vice President and Dean of Adult and Graduate Studies 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 with 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.
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 13 credit hours unless a petition is approved by the Committee on Academic Standards. (See Overload/Petition Requirement above).

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 (12 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:

      Credit hours attempted (Including Minimum cumulative grade accepted transfer credits) point average (IWC grades only)

      | Credit Hours | Average |
      |--------------|---------|
      | 0-15         | .75     |
      | 16-23        | 1.00    |
      | 24-39        | 1.50    |
      | 40-55        | 1.65    |
      | 56-71        | 1.75    |
      | 72-87        | 1.85    |
      | 88-105       | 1.90    |
      | 106-123      | 1.95    |
      | 124-         | 2.00    |

   C. **Probation Suspension**

      Students, even when not below the foregoing minimal standards, will ordinarily be suspended 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.
D. Suspension or Permanent Dismissal
Students that have been suspended twice for academic reasons will be considered dismissed and will not be readmitted to the college.

E. Students may appeal for reconsideration of a vote of suspension by the Committee on Academic Standards and Review. Upon reconsideration, the Committee may allow the student to continue on academic probation or uphold the decision to suspend. If the Committee upholds the suspension, the decision of the Committee will be final; no further appeal is possible.

Athletic Eligibility
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. All student-athletes must be full-time students.

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 12 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 18 hours) excluding on-line courses. 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 Adult and Graduate Studies section of this catalog.

Honors at Graduation
Degree “with honor” will be indicated on the diploma by “cum laude” for students who secure an overall cumulative grade point average (GPA) of 3.50-3.74, by “magna cum laude” for those with an overall cumulative grade GPA of 3.75-3.89, and by “summa cum laude” for those with a GPA of 3.90-4.00 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. Students with honors level work in Iowa Wesleyan courses are designated as graduating “With Distinction.”
Withdrawal from College
Students may withdraw their complete registration prior to the last thirteen weekdays of the term. Following that time one may not withdraw. 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 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. (See the Financial Information section of this catalog for more detail.)

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 under the Library section of this catalog. 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.
ADULT AND GRADUATE STUDIES

Office of Adult and Graduate Studies
The Office of Adult and Graduate Studies (AGS) offers credit and noncredit courses, workshops, seminars, and conferences for learners in southeastern Iowa who are interested in completing a bachelor’s degree, seeking personal enrichment or self-development, or pursuing programs toward career advancement. A variety of offerings are provided online and throughout southeastern Iowa at times and in locations convenient to the majority of working adults.

The Office of Adult and Graduate Studies cooperates with the academic divisions of the College to offer degree completion programs at various locations to persons unable to attend traditional day classes.

Mission and Guiding Principles
The Office of Adult and Graduate Studies supports the mission of Iowa Wesleyan College by providing access for adult learners; engagement between the College and Community; and empowerment of individuals through learning.

These principles and beliefs prioritize our actions.
• We believe that everyone is a learner.
• We offer service to learners through a welcoming attitude and by showing respect, integrity, sincerity, pride and effective problem-solving in a professional fashion.
• We provide high quality and convenient learning opportunities.

General Requirements
Adult and Graduate Studies students pursuing Bachelor of Science degree meet the same requirements as 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 requirements, and graduation requirements (including field experience and service learning). Requirements for the Bachelor of General Studies degree are found later in this section under “Adult Degree Completion Programs.” 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 following critical skills of communications, problem-solving, valuing and social effectiveness.
Service-Learning & Civic Engagement—a service learning program in which students deepen their learning through service to others.

Field Experience—the direct application of learning toward initiating, changing or enhancing one’s career.

Service-Learning and Field Experience are required of all students and are described in this catalog under Experiential Learning.

Admission Policy and Procedures
Any adult student pursuing a degree through Iowa Wesleyan’s Adult and Graduate Studies program must complete and submit to the AGS 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.

Adult and Graduate Studies students are classified as those students who are admitted through the Office of Adult and Graduate Studies and who are pursuing courses and/or degrees available through the evening or online Adult and Graduate Studies schedule. Such students will be eligible for any and all Federal/State grants and loans for which they qualify. Enrollment for students classified as Adult and Graduate Studies will be strictly based on the Adult and Graduate Studies per-credit hour tuition rate to a maximum of 9 credit hours during a given term* and will be eligible for any or all qualifying financial aid with the exception of Iowa Wesleyan College grants and scholarships. Adult and Graduate Studies students, who need to enroll in a course offered during the day, must be pre-approved by the Dean of Adult and Graduate Studies and the Academic Dean. Students desiring to change their classification must petition the Academic Dean and the Chief Business Officer for approval.

*Students may petition the Committee of Academic Standards to enroll in more than the maximum credits allowed in a given term and, if approved to do so, will be subject to a per-credit overload fee.
Any full-time day student who desires to switch to the evening program to seek a degree exclusively through the Adult and Graduate Studies program must be in good academic standing, and have the written approval of the Academic Dean and Chief Financial Officer. Transfer credit policies are listed in the Student Admission section of this catalog.

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; and helps determine if an adequate number of texts and supplies have been ordered. It also assists the instructor in preparing course outlines and handout materials. Some scheduled courses have registration deadlines.

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—Adult and Graduate Studies Classes

Add/drops are permitted freely and at no charge during the normal add/drop periods as listed below. There will be no tuition charge for students who drop credit hours and 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 through the Adult and Graduate Studies Office. 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. Please note that a student who wishes to “drop” the only course in which they are enrolled during a term, may be considered as withdrawing from the College – see “Complete withdrawal from Iowa Wesleyan College” below.

Deadlines to Add a course
Face-to-face course: Prior to the start of the second class meeting
IWC Online courses: Noon on the Wednesday following the opening of the class

Deadlines to Drop a course
Face-to-face courses: Noon of the day following the second class meeting
IWC Online courses: Noon on the Friday following the opening of the course
Withdrawal from a class (reduction of a portion of a student’s course load without a letter grade being posted) may take place during the time between the drop deadline and completion of 60% of the course length – after which a letter-grade for the course will be awarded. 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 will be notified by the Adult and Graduate Studies Office upon notification by the student. A “W” will be recorded on the transcript.

Complete withdrawal from Iowa Wesleyan College reflects cases in which an Adult and Graduate Studies student has withdrawn from all credit hours for which they were registered in a given term beyond the add/drop period. In such cases, Federal guidelines stipulate that tuition be refunded according to the formulas published elsewhere in this Catalog. Withdrawal from Iowa Wesleyan College is not permitted within the final seven days of an 8-week term.

A change from letter grade to audit or S/U must be requested prior to the third class meeting of a face-to-face course (or prior to the completion of 25% of the course length in online courses or courses not following a regular term schedule). Normally, tuition charges are not recalculated in these cases.

A change from audit or S/U to a letter grade must be requested prior to the sixth class meeting of a face-to-face course (or prior to completion of 50% of the course length in online courses or courses not following a regular term schedule. When an Adult and Graduate Studies student changes from an audit to a letter grade, tuition is normally recalculated to reflect the change in credit hour status.

Special Note regarding Changes of Registration
For classes/programs not following the normal 8-week Adult and Graduate Studies term (e.g. weekend courses, full semester courses, directed studies), deadlines and appropriate charges will be calculated as they correlate to the 8-week time frame, or as determined by a host school in cases where IWC students have enrolled for IWC credit.

Financial Aid
Adult and Graduate Studies 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 or financialaid@iwc.edu.
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. Select degree completion programs are offered with classes online and in the evening on various campuses. Contact the Adult and Graduate Studies Office for a list of majors, courses and locations. Other reciprocal agreements exist regarding the exchange of courses, credit hours and services. Programs have been developed in which a student may complete an AA or AS degree at the community college, complete the Bachelor’s degree through Iowa Wesleyan College and then earn a Masters degree by attending evening classes offered by area universities. Contact the Office of Adult and Graduate Studies 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 a Bachelor’s 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 to Iowa Wesleyan and use that coursework toward meeting the State of Iowa Department of Education Teaching Endorsement (#14.141-11) in Industrial Technology for grades 7-12. Please seek additional information from the Iowa Wesleyan College Teacher Education program.

Contact the Iowa Wesleyan College Office of Adult and Graduate Studies for details about 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 and the College’s credit by examination process) must be explored 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 Adult and Graduate Studies for guidelines, and/or a pre-assessment form.

**Adult and Graduate Studies Degree Completion Programs**

**Bachelor of General Studies (BGS) Degree Program**

**Option 1: Individually Designed Concentration**

Adults 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 through 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 preparing for the five CLEP examinations. The cost for the seminar is $400. 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)**

Adult students 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 GPA) 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 Adult and Graduate Studies.

Additional information about the BGS degree can be obtained from the Adult and Graduate Studies Office.

**Bachelor of Science Degree Programs**

- **Business Administration**
  See details under the Business Administration section of this Catalog

- **Bachelor of Science in Nursing Online Degree Completion Program**

- **RN to BSN Online Undergraduate Certificate Programs**
  RN’s Only. See details under the Nursing section of this Catalog.

- **Online Undergraduate Certificate Programs**

- **Human Services Studies**-15 credit hour online certificate

- **General Business Studies**-12 credit hour online certificate
Each of these certificates is designed to serve adults in the workforce by enhancing their on-the-job knowledge in order to achieve a career promotion or become eligible for a new job opportunity; and/or to provide such individuals with a means to explore college-level learning in their field of interest. Additional information can be obtained by contacting the Adult and Graduate Studies Office of Iowa Wesleyan College.

**Activities Available to Adult and Graduate Studies Students**

Since evening Adult and Graduate Studies 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 AGS students. However, AGS 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 AGS students must pay for any activity requiring payment from other Iowa Wesleyan College students. AGS student identification must be shown for free entry. Free admission for AGS students is not transferable to family members or friends.

**Academic Advising and Services for Adult and Graduate Studies Students**

The Office of Adult and Graduate Studies freely provides information and counseling for prospective, new and current students. Students may make appointments for individual advising 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 Adult and Graduate Studies will continue to provide academic advising to all AGS students.

All Iowa Wesleyan students, whether enrolled in on-campus, online or extended campus courses, are encouraged to make full use of on-campus services and technology resources. Parking stickers are not required for several lots on campus, but any AGS student desiring a sticker for a restricted lot may receive one free of charge by contacting the Physical Plant Office.

The entire Iowa Wesleyan College campus is “wi-fi” enabled, with access permitted via an IWC Username/Password.

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 strengthen specific skills—such as reading or note-taking—and coordinates a tutoring program. Adult and Graduate Studies students are invited to utilize its services. Evening appointments can be arranged by calling 319.385.6334 or emailing ahunger@iwc.edu. The Career Development Office is located on the top floor of the Student Union.

The Student Union houses the Office of Service-Learning & Civic Engagement, the Field Experience Office.

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.

Administrative offices located in the P.E.O. Memorial Building include the Registrar, the Academic Dean, and the President. The Office of Adult and Graduate Studies is on the main floor of the building.

Students will find the offices of Business Affairs, Student Accounts and Financial Aid in the ground level of the Chapel Auditorium.

Online Services for Adult and Graduate Studies Students
The Iowa Wesleyan College website is the portal for access to a number of online services offered free of charge. You may apply online from that site; download a copy of this Catalog; and keep up with the latest IWC news and announcements. By going to www.iwc.edu/ags and selecting specific services from the menu and icons, admitted and enrolled students can register for a username/password, secure an email account, register for classes, purchase textbooks, complete online courses, enter IWC’s online library resources, subscribe to Night Tracks (evening/online student newsletter) and access late breaking information through the AGS Bulletin Board – all at no cost to our enrolled adult students.

Honors Recognition for Adult and Graduate Studies Students
Honors recognition for Adult and Graduate Studies students is issued at the end of each academic year. In order to qualify for this honor, students must be classified as an Iowa Wesleyan College Adult and Graduate Studies student, 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.

Adult and Graduate Studies students carrying 12 credit hours or more during any given academic semester are eligible for Honors Recognition via the Dean’s List.
Withdrawal from College and Refunds of Credit Balances
Please refer to the following Drop/Withdrawal scenarios concerning Federal State Financial Aid policies.

Federal/State Policies Concerning Changes of Registration
A student who withdraws from all courses in an “A term” but who intends on returning for courses in the “B term” must provide in writing at the time of their withdrawal, a statement of intent to enroll for that “B Term.” If notification is not received, complete withdrawal adjustments may be made to their financial aid.

Calculation scenarios and formulas:

• If a student is enrolled in either A or B only: Tuition and financial aid is calculated by dividing the days attended by the total days in the term (up to a maximum of 60% of the term).

• If a student is enrolled in A and B and drops B registrations prior to the end of A: Tuition and financial aid is recalculated for number of remaining credits enrolled.

• If a student is enrolled in Session A and B and drops B registration between sessions: Tuition and financial aid is calculated by dividing the total days in A & B by the days attended in A to calculate the percentage completed; tuition will not be charged for the B courses dropped.

• If a student in enrolled in A & B and drops B courses during the B drop period: Tuition and financial aid is calculated by dividing the the total days in A & B by the total days attended in A & B to calculate the percentage completed; tuition will not be charged for the B courses dropped.

• If a student is enrolled in A & B and withdraws from courses during B: Tuition and financial aid is calculated by dividing the total days in A & B by the days attended in A & B to calculate the percentage completed. Full tuition and aid will remain in place if the withdrawal occurs beyond 60% of the B term.

Textbooks for Courses
Iowa Wesleyan College employs the services of MBS Direct, a major textbook supply and distribution service, to handle textbook acquisition services for ALL STUDENTS AND COURSES offered through the College. Online ordering is handled by going through the IWC webpage at www.iwc.edu, clicking on the Quick Links button and selecting “Bookstore.” The MBS Direct network of publishers and wholesalers offers textbooks through a variety of formats: new and used textbooks, textbook rental, eBooks/eRentals and guaranteed buyback at prices offered during initial purchase. Students may choose from a variety of payment options – and books ordered by noon on day one, should be received in 24 hours (in Iowa locations).
Housing and Residential Requirements

Iowa Wesleyan College is firmly committed to the philosophy and practice of a residential college. We believe that the opportunity to live and study in community is a primary and essential element of such a philosophy. The College stresses a campus living environment of civility and respect that fosters student learning and success. To this end, all full-time unmarried students who do not live with parents at their primary residence within 30 miles of campus are required to live in college residential facilities. Exceptions to this rule may be made for students 23 years of age and older on the first day of classes in August, students living with dependent children, and military veterans with at least two years of active military service.

International Student Residential Requirement

The experience of spending a semester or more in the United States is significantly enhanced by a full immersion in the campus experience. Therefore, it is IWC policy that all international students will live in our residence halls, where they will interact with American students and participate in many college activities, exposing them to the breadth of American culture and life. International students will be expected to live in the residence halls for their entire enrollment at IWC.

Residence Halls and Suites

Students are housed in College residence halls and suites. McKibbin houses men, Sheaffer-Trieschmann houses women, and Nemitz is co-ed. 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.

Specially trained students serve as Community Advisors who live on each floor of the residence halls and assist students, and help maintain a safe and comfortable living environment.

Food Service

All residential students at Iowa Wesleyan College participate in the college dining service board program offered at the dining hall in the Student Union. Food service staff attempts to meet special dietary restrictions. Special dietary arrangement may be made with the general manager if prescribed by a physician.

Residence hall students are enrolled in the Marquis meal plan. This plan is designed as a continuous dining option for students. Students can use multiple meal swipes per day upon entry into the dining hall during service hours. The menu variety changes with the main meal periods throughout the
day with options being available Monday – Friday from 7:30 a.m. – 7 p.m., and on the weekends from 11 a.m. – 6:30 p.m. While multiple meal swipes are available to each student every day, meal plan swipes must be used by the student listed on the plan, are not transferrable and expire at the end of each semester.

Commuter students, and Faculty/Staff have the option of selecting the 50 block meal plan. This plan includes $50 additional munch money that can be used for selected retail items available in the dining hall. The 50 block plan costs $300 per semester. Any remaining amount in the munch money only can be transferred from the fall to the spring semester. The staff at Sodexo can assist you with questions you may have with this plan.

Health Care
Iowa Wesleyan College works with community health care providers to ensure students have access to the best possible medical care in our area. The College employs a part-time nurse. During designated times Monday–Friday, students may see the nurse with questions or concerns about personal health. The nurse will work with each student and if his/her needs and circumstances indicate the need for the additional services of a physician, provide that referral. The cost of any medical services must be paid for by the student or his/her insurance. Additional lab work, diagnostic testing, and additional medical supplies may also incur expenses for which the student is liable.

For emergencies or after-hours care, the Henry County Health Center emergency room is staffed at all times. Students should be aware that visits to the emergency department are the responsibility of the student.

All students are to have medical history, including immunization documentation and insurance information on file in the Office of Student Life. The immunization information MUST be received by the college prior to a student moving into the residence halls.

Insurance
The College encourages students to carry adequate health insurance protection since students are responsible for all health care costs incurred while a student at the College.

All students participating in intercollegiate athletics are covered for athletic-related injuries by an excess health insurance policy and by a catastrophic athletic injury policy. Coverage by the catastrophic plan begins once a student’s total medical costs related to the athletic injury reach $25,000.
**Immunization**

All students living on campus must provide documentation from a physician of the following prior to moving into the residence halls:

1. Proof and date of having had measles, mumps and rubella, or
2. Documentation of two doses 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.

**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 upheld and 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 community 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 Vice President and Dean for 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

Personal Counseling
Counseling assistance is available to assist students 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. A part-time professional counselor is available to students at no charge on campus in a confidential setting.

Career Counseling
One of the hardest questions a person has to answer is ‘What do I want to be when I grow up’? The Career Services Center at Iowa Wesleyan College can assist students in answering that question. From the first campus visit to graduation day, students can receive assistance in deciding on a major, exploring careers, designing a resume, preparing for that first professional job interview and planning for graduate school. A number of free resources are available through the Career Services Center to assist students with planning their future while attending Iowa Wesleyan College.

Academic Advising
Each student is assigned an academic advisor to help design an individually tailored academic program. Students should be sure to consult their advisors before making changes in class schedules. This advisor is also available to discuss any areas of concern.

Career Services Center
The Career Services Center assists students throughout their college experience in assessing personal interests, exploring careers within a chosen major, developing job search skills and materials and exploring graduate school and employment opportunities.

A trained career counselor will guide and support students as they prepare for the transition from college to career. One-on-one assistance is available to assist students with assessing career interests, resume and cover letter writing, job searching skills, interview preparation, utilizing online resources, networking and graduate school applications. Free handouts are available on a variety of topics. Programs on dining etiquette and networking with professionals are also held throughout the year. Individual appointments may be scheduled at the Career Services Office for one-on-one support and guidance through the self-assessment and job search process.

A career resource library is available within the center for students to access career and job-related information. Free materials on careers, job search tools, interview preparation and graduate school are also available for students.

Iowa Wesleyan Colleges’ Career Center is a member of the Iowa College...
Recruiting Network (ICoRN) whose mission is to enhance career opportunities for students by providing innovative and efficient services that connect students with employers. Membership with the network allows students at Iowa Wesleyan College to participate in events such as Career Fairs and Interview Days. These events are selective and sponsored through joint efforts of career services offices at independent colleges and universities throughout Iowa.

For more information on the Career Services Center, contact the director at 319-385-6375 or visit the office on the top floor of the student center. Hours are 8 a.m.-Noon and 1-5 p.m. Monday-Friday. Information can also be accessed on the Iowa Wesleyan College website.

Athletics

Intercollegiate Athletics

Iowa Wesleyan’s program of intercollegiate athletics is organized and conducted as an integral part of the educational program. The College transitioning its national affiliation to the NCAA (National Collegiate Athletic Association) Division III and is a provisional member of the SLIAC (St. Louis Intercollegiate Athletic Association) and the UMAC (Upper Midwest Athletic Conference) for football. Iowa Wesleyan offers intercollegiate teams for women in basketball, golf, soccer, softball, and volleyball. Iowa Wesleyan offers intercollegiate teams for men in baseball, basketball, football, golf and soccer. All students, regardless of major, who might be interested in participating in these sports are encouraged to become involved.

Every precaution is exercised to prevent injuries, however, the College encourages all students to carry appropriate insurance. Injuries that may occur either while training for or engaging in an athletic activity are covered by an excess (secondary) insurance, meaning that student must first file the claim on his/her primary insurance carrier and then submit the claim to the secondary carrier. Catastrophic coverage is also provided for athletic injuries above $25,000.

Athletics Mission/Philosophy Statement

Iowa Wesleyan College is committed to providing a program of intercollegiate athletics that is student-centered. The College believes that the primary function of intercollegiate athletics at a small church-related, liberal arts college is one of a high quality co-curricular complement to its overall mission. As such, academics have priority over athletic or other co-curricular pursuits.

Iowa Wesleyan athletics is founded on a student-first philosophy. Those who participate in intercollegiate athletics are expected to apply themselves in the classroom, meet all academic requirements and make steady progress toward graduation.
Iowa Wesleyan College athletes understand the balance of priorities between academics and co-curricular programs, whether the latter are athletics, the performing arts, or other student activities. Iowa Wesleyan College coaches understand this balance of priorities, and seek to recruit students who will be successful student-athletes.

Intercollegiate athletics at Iowa Wesleyan College is a powerful learning experience for the development of excellence, goal directed behavior, appreciating one’s role within a larger group, overcoming adversity, time management, and prioritization of competing values. Iowa Wesleyan is committed to providing the best leadership, support services, and competitive environment that its resources will allow to ensure a quality intercollegiate athletic experience for all student-athletes.

The College is committed to instilling and developing the values of superlative ethical conduct and fair play among its athletes, coaches and student spectators. Furthermore, Iowa Wesleyan College recognizes that student-athletes are role models to their peers as well as representatives of the College, and the College actively expects student-athletes to conduct themselves in a manner which befits those roles.

Iowa Wesleyan College is committed to gender equity and values cultural diversity. It strives to ensure that all individuals and all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded an equal opportunity to develop their full potential on and off the playing field.

**Dramatics**

Students have the opportunity to participate in drama productions of the Mount 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. Some productions are held on the campus and students are admitted free of charge.

**Campus Religious Life**

Iowa Wesleyan College has been affiliated with 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 religious life programs on and off campus. The college has a part time United Methodist chaplain who fosters spiritual growth and fellowship among students of all faiths and religious backgrounds.
Student Organizations and Activities

Membership Qualifications for Organizations

Student organizations at Iowa Wesleyan College offer a variety of involvement opportunities. Groups focus on special interests, professional organizations, religious groups and so much more! Students can explore new interests or feed their passion in the existing organizations. If there is not something you like then form a new organization.

Individual organizations and/or activities may establish minimum standards for eligibility (for example, minimum grade point average.) All organizations are expected to use non-discrimination selection practices, including those based on race, creed or national origin.)

Cheerleading
The purpose of cheerleading is to promote, create and uphold team spirit, pride and loyalty, develop good sportsmanship and relations in the community between teams and squads during events. The group promotes enthusiasm of spectators at athletic events.

Student Organizations

AMBUSH
AMBUSH = affirmative action for community cohesion. The purpose of AMBUSH is to organize and execute activities and materials that capture collegiate spirit at Iowa Wesleyan College. The group can be seen at athletic events with Wesley the Tiger, wearing their purple t-shirts, tossing goodies into the crowd and cheering on the Tigers! Members also set up pep rallies, bonfires, special events at athletic events such as drawings, white outs, contests and so much more!

Black Awareness Organization (BAO)
The purpose of this organization is to encourage the IWC student body to succeed academically and socially, in an effort to promote character, diversity, social events, and community involvement around campus.

College Democrats
The Iowa Wesleyan College Democrats intend to introduce members to political aspects happening in the government at the time of the club meeting. The club will address both sides of politics but the main focus is the Democratic Party.

Commuter Club
The 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.
Fellowship of Christian Athletes (FCA)
FCA encourages, supports, and inspires students in their Christian faith and to honor and glorify God. All students are welcome to attend, one does not have to be an athlete to participate.

Greek Life

**ALPHA XI DELTA SORORITY**
Alpha Xi Delta is a national sorority whose vision is “Inspiriting women to realize their potential.” Therefore, they dedicate themselves to helping members maximize their own strengths and talents while offering a sisterhood that is meaningful, genuine and fun.

**THETA SIGMA RHO**
Theta Sigma Rho is a local sorority founded by Iowa Wesleyan College Women. This is a great opportunity to grow sisterhood and develop Greek life at Iowa Wesleyan College.

**ZETA PSI MU**
Zeta Psi Mu is a local fraternity founded by Iowa Wesleyan College men and focuses around four core values, Responsibility, Honesty, Hard work, and Community.

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: build or rehabilitate local houses with the Henry County Habitat for Humanity; raise money for materials and program support; educate the college and community about affordable housing issues; advocate for those who need affordable housing.

Homecoming Committee
The purpose of this group is to plan and execute activities that capture the traditions of homecoming at Iowa Wesleyan College.

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 biological honorary society for students and biology majors of high scholastic standing, dedicated to improving the understanding and appreciation of biological study.

**Sigma Tau Delta** advances the study of the chief literary masterpieces, encourages worthwhile reading, promotes the mastery of written expression, and fosters a spirit of fellowship among students specializing in the English
language and literature ever keeping in mind our international motto: Sincerity, Truth, Design.

**IWC Paranormal Investigation Group (IWCPIG)**
This group investigates all paranormal hot spots on the IWC campus and surrounding communities.

**On Common Ground**
On Common Ground looks to educate the students, faculty, and administration that discrimination and violence based on sexual orientation or sexual identity will not be tolerated. We support members of the community who are coming to accept their sexual orientation, sexual identity, or sexuality. By providing a safe and social interaction with other lesbian, gay, bisexual, transgender, and ally community, we strive to eliminate heterosexism and homophobia.

**Orientation Crew**
The purpose of this group is to welcome new student and their guests to Iowa Wesleyan College during summer and fall New Student Orientation.

**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 has an interest in the field of art
- **Behavioral Science Club**—open to Psychology and Criminal Justice majors and others with an interest in society and its workings.
- **Business Club**—open to anyone who is taking or who has taken a course in the field of business.
- **NAfME**—National Association for Music Educators - open to any student interested in music education.
- **Pre-Professional Health Science Club**—provides resources and information for those seeking a graduate level degree in Health Science fields.
- **Student Nursing Association**—open to students enrolled in the nursing program or interested in healthcare.

**Students Today Alumni Forever (S.T.A.F.)**
The association made up of current students acts as an extension of the Alumni Office to create awareness of students and alumni activities on and off campus, thereby strengthening the relationship between the college, its alumni, and the community.
**Student Ambassadors**
The IWC Ambassadors assist Admissions by welcoming prospective students and parents to campus.

**Student Publications & Communication**

**Student Government Association (SGA)**
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 for Sustainability**
This group is to make the campus more sustainable and to teach students, faculty and staff about sustainable practices.

**Student Union Board (SUB)**
The Student Union Board promotes student activities on campus, igniting your social life! SUB brings a wide variety of performers to campus such as musicians, magicians, hypnotists, speakers, comedians and much more. The group coordinates events like Bingo, Wesleyan’s Got Talent, $2 Movies, Casino Nights and the list goes on.

**STUDENT ADMISSION**
The criteria for admission are used to identify those who are most likely to complete a college program of study. The Office of Admissions 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 applicants 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. Final official transcripts should be submitted to the College prior to the first day of classes. Should the College not receive your final official transcripts at the end of the drop/add period, you are subject to dismissal from the college. 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). Although foreign language is not required for admission, a foreign language may be required to graduate from Iowa Wesleyan College.
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.

**Campus Visits**

Students and families exploring college options are invited to visit the campus of Iowa Wesleyan College. Individual appointments can be scheduled by contacting the Office of Admissions at 1-800-582-2383 or by e-mail at campusvisits@iwc.edu. Campus visits can be scheduled Monday through Friday 9 a.m.-3 p.m. Visits can also be arranged on Saturday mornings from 9 a.m.-Noon.

Iowa Wesleyan College offers several open house events throughout the year. Contact the Office of Admissions or visit www.iwc.edu/visit for additional information.

**First Year Student Admission**

**Full Admission**

A first year applicant must meet the following criteria to be considered for full 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 17-18 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, a personal statement or interview, may be required as part of this process. More information on this process is available from the Office of Admissions.
First Year Application Procedure
A first year applicant to Iowa Wesleyan must submit the following materials
to the Office of Admissions in order to be considered for admission:

- a completed application for admission form available online or paper copy
- an official high school transcript—which must include both the student’s rank in class where available and cumulative grade point average—or GED certification
- official results of either the ACT or SAT I

Home Schooled Students
Students who are home schooled seeking admission to Iowa Wesleyan College must submit appropriate documentation of high school or college-level coursework completed. This coursework must be equivalent of a high school diploma. Home schooled students must also submit official results of either the ACT or SAT I exams.

Transfer Admission
Candidates for transfer admission (having 10 or more semester hours of college, excluding credits earned via IWC dual-enrollment) must meet the following guidelines to be considered for admission to Iowa Wesleyan:

- have a cumulative grade point average of 2.0 (on a 4.0 scale) or better from all previous college work,
- have a 2.0 cumulative grade point average in all major and general education courses; activity courses taken as electives, such as choir or weight-lifting, are not to be included in the g.p.a. calculation, and
- 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 student who is not granted full or conditional admission may petition the Admissions Advisory Committee for committee admission. Additional information, including faculty recommendations and a personal statement or interview, may be required as part of this process. More information on this process is available from the Office of Admissions.

Transfer Application Procedure
1. Complete and submit the application for admission available online or paper copy.
2. Request that **official** transcripts from **ALL** colleges attended be sent to the Office of Admissions, even if all prior coursework is listed on the transcript of the college last attended. Final official transcripts should be submitted to the College prior to the first day of classes. Should the College not receive your final official transcripts at the end of the drop/add period, you are subject to dismissal from the college.

3. An official copy of the student’s high school transcripts should also be sent to the Office of Admissions, 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.

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**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 as elective credit only if the student has a 2.0 grade point average from the previous college(s).

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 semester-hour degree requirement at Iowa Wesleyan.

Courses in which the student has earned a grade below “C-” may not satisfy all College or major requirements. Additionally,

   - An Associate of Arts or Associate of Science degree will fulfill the Iowa Wesleyan College-wide Wesleyan Studies course requirements, as well as confer junior status upon the student; however, a student with such a degree who has not earned the equivalent of a grade of C or higher in
a second-semester composition course must fulfill this requirement as determined by review of application materials and/or a placement test. Additionally, any course taken as a result of such review will fulfill the requirement only if it includes a significant research component. WS 300 Global Issues course and the all-College requirements of Safety and Survival, Field Experience, Service Learning hours (tiered), and Writing Intensive courses (tiered) are not satisfied by an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree.

- Students who have not earned an A.A. or an A.S. degree will earn credit for ENG105 and ENG201 only if the course(s) offered as equivalent(s) have a significant research component and the student has earned a grade of at least C in the course(s) offered as equivalent.

- Generally, an Associate of Applied Science degree will also confer up to a maximum of 60 semester hours (junior status) upon the student, although credits from it may not satisfy Iowa Wesleyan’s general education requirements, and some particular courses may not be accepted toward the major or satisfy all-college requirements.

- Students who have successfully completed one-year programs at approved technical and business institutes will be accorded up to a maximum of 30 semester hours (sophomore-level standing), although credits from it may not satisfy Iowa Wesleyan’s general education requirements, and some particular courses 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 non-accredited 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 for admission 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.

**Advanced Standing / Additional Degrees**

Students who seek to earn an additional degree at Iowa Wesleyan College after receiving a Bachelor’s degree at IWC or another institution will be
treated as seniors for financial aid purposes. Such students must meet the following requirements to receive a degree from IWC:

- Residency Requirement – last 30 semester hours at IWC
- Safety/Survival Requirement - listed under general graduation requirements
- Service Learning Requirement – successfully complete one (1) course with a service learning component
- Writing Intensive Requirement – successfully complete one (1) course listed as writing intensive
- Major Courses – successfully complete all required courses for major

**Enrollment Deposit**

Residential students accepting their offer of admission to Iowa Wesleyan College should submit their $150 enrollment deposit. Transfer students are required to submit $100. This amount is applied toward the first semester’s tuition. The enrollment deposit must be paid prior to course registration. Students wishing a refund of their enrollment deposit should submit a written request to the Office of Admissions by May 1 for fall semester and December 1 for spring semester.

**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 Admissions.

**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 Iowa Wesleyan or Southeastern Community College 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. See section on Financial Information in this Catalog for special tuition rates accorded to qualifying high school students. (page 233, 3c)
Readmission
Former students (not in attendance for one or more semesters) in good academic standing at the time of their departure from the College should write the Vice President for Academic Affairs to request 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 (not in attendance for one or more semesters) 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 Vice President for Academic Affairs.

Students returning more than ten years from the date of their departure must follow the catalog current at the time of readmission. An exception to this limit is available to students who have completed all requirements for graduation except RSI. Any such individual may complete his or her degree by taking WS320, Leadership and Service, and any additional electives that may be needed to complete the 124 hour graduation requirement. Inquiry may be made through the office of the Vice President for Academic Affairs.

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 translated into English 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. The EIKEN STEP test is also permitted in place of the TOEFL for students from Japan. Other examinations such as the CET may be accepted at the discretion of the Dean of Admissions. International students may be accepted without examination by special agreement with their home institutions. Such agreements are generally made by the President of the College.

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 Admissions. 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 2014-2015**
(all charges are subject to change)

I. AFTER ADMISSION

1. Enrollment deposit payable upon acceptance to college — residential students (effective 9/1/14) $150
2. Enrollment deposit payable upon acceptance to college — commuter students (effective 9/1/14) $100

II. TUITION

1. Full-Time
   a. Fall or Spring semester, excluding Adult and Graduate Studies:
      12-18 hours $12,765
   b. Extra hours above 18 during Fall and Spring, per credit hour $660
2. Part-Time
   a. Fall and Spring semesters up through 11, per credit hour $640
3. Adult and Graduate Studies
   a. Per credit hour per term $420
   b. Extra hours above 9 during any AGS term $640
   c. Age 55+ and qualifying high school students, Per credit hour per term $210
   d. Arranged short courses may be individually structured and charged
4. Independent, Directed Study course work: per hour $640
5. Summer sessions: per credit hour (age 55+ = 1/2 tuition) $420
6. Audit
   a. Fall and Spring semesters, per listed hour $320
      *see Academic Program section for description of no-cost audit privilege for Dean’s List students*
   b. Adult and Graduate Studies Students per listed hour $210
   c. 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.

d. Summer Audit $210
e. Summer Independent Study $640

7. Online technology fee per credit hour $25
8. Student services fee (full-time) $240
9. Students services fee per credit hour (Adult & Graduate Studies) $20

III. SPECIAL FEES
1. Change of registration–after free change period $25
2. Credit by examination–with special permission: per hour $50
3. Examination, extra or special, for reasons other than extreme emergency $25
4. Graduation $100
5. Returned check charge $30
6. Transcript–after first copy: per copy $10
7. Parking fine–Depends on violation
   Minimum Fine $20
8. Stop payment on a check $30
9. Replacement ID card $20
10. Withdrawal fee $25

IV. RESIDENTIAL HALL CHARGES
1. Board - Fall or Spring semester $2,825
2. Room: McKibbin and Sheaffer-Trieschmann Halls
   Fall or Spring semester
   Double room, per person $1,735
   Double room, single occupancy $2,415
   Single room $2,106
3. Residential Suite - Fall or Spring semester $3,020

Summary of Typical Expenses (per semester)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,765</td>
</tr>
<tr>
<td>Student service fee</td>
<td>$240</td>
</tr>
<tr>
<td>Room (Double room, each person)</td>
<td>$1,735</td>
</tr>
<tr>
<td>Board</td>
<td>$2,825</td>
</tr>
</tbody>
</table>

Total, per semester* $17,565

* 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 of Student Accounts
Before the beginning of each semester, the Business Office sends an estimated statement showing charges for the semester and the financial aid expected to be credited to the student account for the semester. The estimated statement and the IWC payment plan will be mailed in July for the fall semester and in December for the spring semester. The IWC payment plan must be completed by all students.

All charges for tuition, room and board are due prior to check in for residential students, and before the first day of class for commuters. If an account is not paid in full by the due date, the College regards the account as delinquent unless satisfactory financial arrangements have been made with the Business Office. Students with accounts considered delinquent are not entitled to future registration, room, board or issuance of transcripts.

Four payments are available per semester. Please note payment due dates on the IWC payment plan required to be completed by all students. Visa, MasterCard, and Discover are accepted by email, phone, or at the Business Office. A 15% payment plan fee is charged in September and February on outstanding balances. (This does not include those on TMS)

Books are the responsibility of the student.

Alternative Payment Option
Administered by Tuition Management Systems (TMS) for the college, they provide a way to pay educational expenses through manageable monthly installments. The plan may be tailored to cover all or part of the financial obligations for the academic year. It is not a loan. Thus, there are no interest charges. The only cost is an annual non-refundable enrollment fee of $60 for the year. This can be set up for 10 payments if started in July.

Enrollment information and application is available on their website at afford.com. Phone 800-356-8329. Information will also be sent in the summer.

Students who qualify and have work study may apply the earnings to their account balance. When picking up work study checks at the Business Office students may choose to apply them to their outstanding balance by endorsing the back of the check.

Statements
Students can access statements through their portal at any time. Monthly statements are sent to the home address supplied to us by the student. Statements for international students are sent through campus mail and/or email. If there is an address change, it is the student’s responsibility to provide the Business Office with current information.
Refunds will be given after the add/drop period of classes. Students need to stop in the Business Office to pick up their refund if applicable or they will be mailed to the home address on file.

Refunds
General Regulations Governing Refunds

1. Refunds will be available after the account is paid in full, if there is a credit on the account.

2. Refunds will be made the week after the add/drop date.

3. Any credit balance 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.

The refund dates for 2014-2015 are:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Refunds available</th>
<th>Refunds mailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (Day &amp; AGS A)</td>
<td>September 10</td>
<td>September 12</td>
</tr>
<tr>
<td>AGS B</td>
<td>November 5</td>
<td>November 7</td>
</tr>
<tr>
<td>Spring (AGS A)</td>
<td>January 28</td>
<td>January 30</td>
</tr>
<tr>
<td>Spring (Day)</td>
<td>February 4</td>
<td>February 6</td>
</tr>
<tr>
<td>AGS B</td>
<td>March 25</td>
<td>March 27</td>
</tr>
</tbody>
</table>

Withdrawal
If a student officially withdraws from Iowa Wesleyan College prior to completing 60% of the term, institutional charges for tuition and board will be charged based on the percentage of the term that has been completed. Financial aid awarded will be returned to the federal, state and institutional programs based on the same percentage. Outside scholarships will remain on the student account unless this creates an “over-award” situation or the donor specifically requests a refund. Example: If a student withdraws after completing 20 percent of the term, the student will be charged for 20 percent of tuition and board and retains 20 percent of the financial aid. No reduction in room is given.

Steps to determine financial aid that has been earned by student:

1. Withdrawal date, the day the student withdraws is the date (determined by the school) that:
• The student began the withdrawal process prescribed by the school
• The student otherwise provided the school with official notification of the intent to withdraw
• Is the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless the institution can document a withdrawal date) if the student does not begin the school’s withdrawal process or notify the school of the intent to withdraw
• Last date of attendance at a documented academically related activity

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss or other circumstances beyond the student’s control, the school may determine the appropriate withdrawal date.

2. Determine the percentage of term completed by the student. The portion of the term completed is based on calendar days from the first day of the term through the last scheduled day of finals, including weekends and breaks of less than five days. If the calculated percentage is equal to or greater than 60%, the student is considered to have “earned” all aid and no adjustment will be made to charges and financial aid.

Days Attended ÷ Days in Enrollment Period = Percentage Completed

3. Percentage completed is applied to the Title IV aid awarded to determine the student’s eligibility for financial aid prior to withdrawal.

Total Aid Disbursed x Percentage Completed = Earned Aid

4. Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid programs.

Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned

• If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.

• If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student.

5. Determine if the institution and/or student must return the unearned funds.

Iowa Wesleyan Financial Aid Office is required to return any unearned FSA funds that were disbursed to a student’s account within 45 days. Return of unearned federal financial aid program funds will be made in the following order:

Unsubsidized Stafford Loans
Subsidized Stafford Loans
Perkins Loans
Federal PLUS Loan
The student will receive a statement from the Business Office informing them of the funds that have been returned on his/her behalf. The student will be required to return unearned aid that was directly disbursed to the student. Unearned loan funds must be repaid by the student under the terms and conditions of the promissory note. Unearned grant funds must be returned to the Department of Education. A student must make arrangements to return grant funds within 45 days of receiving notice from the Financial Aid Office. Failure to make payment arrangements will result in the loss of FSA eligibility.

Post Withdrawal Disbursement- Determine earned aid that has not been disbursed.

\[
\text{Total Aid Earned} - \text{Total Aid Disbursed} = \text{Earned Aid not Disbursed}
\]

Grant aid that was earned, but had not been disbursed before the student withdrew, will be applied to the students account within 45 days. Loan proceeds that could be disbursed after the student withdrew will only be disbursed if the student requests a disbursement within 14 days of receiving notice from the Financial Aid Office of his/her eligibility of a post-withdrawal loan disbursement.

Students may withdraw their complete registration prior to the last thirteen weekdays of the term. Following that time one may not withdraw. To officially withdraw a student must complete a form which can be obtained at the Registrar, Student Life or Financial Aid/Business offices. Adult and Graduate Studies students wishing to withdraw should contact the Adult and Graduate Studies Office.

This policy does not apply to a student who withdraws from some classes but continues to be enrolled in other classes. If a student withdraws from a class after the add-drop date, a “W” will be received through the last day to withdraw from the class and no refund will be given.

If at the end of the semester a student does not receive a passing grade, their faculty will be asked to determine the last date of attendance in their course, to determine if they earned their F’s or if they stopped attending earlier in the semester.

**Dropping a Class**

During the first week of a semester the charge of the dropped course is refunded. After the drop/add period no change in aid is made unless a student withdraws from all courses.
FINANCIAL AID

How to Apply for Financial Aid
Students apply for almost all forms of financial assistance by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Iowa Wesleyan College has an institutional priority filing date of April 1.

1. Submit an application for admission to Iowa Wesleyan College. You must be accepted to IWC in order to receive any financial assistance.

2. Complete the Free Application for Federal Student Aid (FAFSA) and list Iowa Wesleyan College (Title IV federal school code: 001871). 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.

3. Thirty percent of students are selected by the Federal Government for verification. If you are selected, we will notify you in writing requesting the necessary documents. The awarding process begins approximately mid-March.

Iowa Wesleyan College Grants and Scholarships
Iowa Wesleyan College offers a variety of grants and scholarships to full time students during the fall and spring semesters. Any awards made from institutional funds will not change mid-year unless enrollment or living arrangements change. Contact the Financial Aid office for scholarship opportunities and eligibility requirements.

Federal Aid
Pell Grant
For the academic year 2014-15 awards range from $602-$5,730 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). 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 who meet the priority deadline. These funds are also available to part-time students.
Work Study
On-campus jobs are awarded to students who show a high need for financial assistance. Average range is $1,000-$2,000 per academic year. A student is eligible to work 6 hours per week at the state or federal (whichever is larger) minimum wage per hour to earn this award.

Work study employment is through the Federal Work Study Program or the College’s own employment program. 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. Borrowers must provide a Loan Information Form to the Financial Aid Office indicating the amount they desire to borrow. Loans will be applied in two equal disbursements.

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. Subsidized loans have a 4.66% fixed interest rate, 1.072% origination fee, with a 6 month grace period.

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. 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. Unsubsidized loans have a 4.66% fixed interest rate, 1.072% origination fee, with a 6 month grace period.

Stafford Subsidized + Unsubsidized Annual Maximum loan limits

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Credit Hours</th>
<th>Dependent Subsidized + Unsubsidized</th>
<th>Independent Subsidized + Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-23.9</td>
<td>$3,500 + $2,000</td>
<td>$3,500 + $6,000</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24-55.9</td>
<td>$4,500 + $2,000</td>
<td>$4,500 + $6,000</td>
</tr>
<tr>
<td>Junior</td>
<td>56-87.9</td>
<td>$5,500 + $2,000</td>
<td>$5,500 + $7,000</td>
</tr>
<tr>
<td>Senior</td>
<td>88-120</td>
<td>$5,500 + $2,000</td>
<td>$5,500 + $7,000</td>
</tr>
</tbody>
</table>
Perkins Loan
Up to $2,000 can be borrowed from Iowa Wesleyan College. A fixed interest rate of 5% with interest and principal payments beginning nine months after a student ceases to be enrolled at least half-time. 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 after 2nd disbursement.

State Aid
Iowa Tuition Grant
Iowa Tuition Grants (ITG) are available for Iowa residents who file the FAFSA on or before July 1 and have an estimated family contribution of $13,500 or less. The maximum individual grant award is $4,550 for the 2014-15 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. Must file a FAFSA to be eligible.

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 https://www.umhef.org/scholarship-info
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.iuf.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 principle 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
  *Female junior or senior Elementary Education major*
- Anonymous Endowed Scholarship (P.E.O.)
- Eleanor E. Bailey Scholarship
  *Student from Western Illinois*
- Frances Dianne Bailey and F.E. “Buck” Bailey Memorial Scholarship
- Fred and Mary Jo Barrick Endowed Scholarship
- Donald and Marjorie Pixley Beane Endowed Music Education Scholarship
  *Prospective or current Music Education major*
- Beck Brothers Endowed Scholarship
- Thomas F. Bell Scholarship
  *Athlete from Henry, Lee, Des Moines, Van Buren, Monroe, Wapello, Jefferson, Louisa, Muscatine Washington, Keokuk, Mahaska counties*
- Janey R. Benedict Memorial Endowed Scholarship
- Mildred H. Bensmiller Memorial Endowed Scholarship
  *Sophomore, junior or senior English or Education major maintaining a 3.5 GPA*
- June Berry Scholarship
  *Sophomore or Junior 2.5 GPA or above*
- Keith Bogle Memorial Scholarship
  *Male student*
- Karin L. and Robert G. Bostrom Memorial Endowed Scholarship
  *Art, Business or Economics major from Chicago area*
- Karin L. Bostrom Appel ’71 Endowed Scholarship
  *Business Administration major*
- George & Edna Brissey Endowed Scholarship
  *Sophomore, junior or senior Art or Art Education major 3.0 GPA*
- Robert Charles Bruce Memorial Scholarship
  *Keosauqua or Van Buren county Students*
- Mary Ellen Buckman Scholarship
Barbara Jane Cailler Scholarship
Orange Van Calhoun Scholarship
  Junior or senior pre-med major
Stella Winans Carver Music Scholarship
  Upper class Music major
Alma Spencer Chittum Scholarship
  Chemistry major
Miriam Siberts Chrissinger Music Scholarship
  1 junior and 1 senior Southeast Iowa female Music major
Class of 1946 Endowed Scholarship
Frank V. Coles Scholarship
  Students preparing for Dentistry or other health science at U of I
Helen & Frank Coles Scholarship
  Mount Pleasant graduate Religion major
Alberta & Harvey Condon Scholarship
  Freshman or transfer student
Cottrell Scholarship
  Mount Pleasant High School student with a B Average
Jack H. and Frances I. Cowen Endowed Scholarship
  United Methodist student from Southeast Iowa
Nellie E. Davis Scholarship
Patricia Hamlin Dodder Memorial Music Scholarship
  Student from Southeast Iowa
The Clifford E. Dodds Social Science Scholarship
Dorothy Welp Donahue Memorial Endowed Scholarship
  Woman basketball player from Iowa with Education major with 3.0 GPA or higher
Doud-Loring Scholarship
  Van Buren, Jefferson or Henry county student
Christina Foster Edwards Scholarship
  Junior or senior
John Wesley Espy Endowed Scholarship
  Appanoose and surrounding counties or state of Iowa student
Edwin & Louise Fern Scholarship
Vera Bradshaw Fisher Endowed Scholarship
  English/Communications major seeking journalism career
Raymond C. Fleck Scholarship
Delbert & Bernice Hollander Foster Scholarship
  Van Buren, Jefferson, Monroe, Davis, Washington, Louisa, Des Moines, Lee or Henry County students
Holmes and Marjorie Foster Scholarship
  Freshman with GPA 2.5. First priority to Des Moines or Liberty Township in Jefferson County, Iowa - 2nd choice Southeast Iowa graduate
Freeland Family Endowed Scholarship
Richard E. and Elizabeth Davenport Garrels Endowed Scholarship
   *Henry County High School History major*
Claris Fern Jamison (Jamie) Garrett Endowed Scholarship
   *Nursing major*
Joan M. Gerling Endowed Scholarship
   *Elementary Education major*
Paul & Elaine Gerot Scholarship
Rev. Jackson A. Giddens Scholarship
Goodyear Endowed Scholarship
Grau-Quick Scholarship
   *Graduate of Bloomfield High School in top 25% of class*
Thomas H. & Gladys G. Harney Scholarship
   *Junior or senior Business or Economics major*
Donald F. and Flavia M. Haviland Memorial Scholarship
   *Graduate of IWC -male seminary student*
E. A. Hayes Endowed Scholarship
   *Henry County High School student*
Ruth Hazlett Endowed Scholarship
   *Muscatine Community College transfer, sophomore, junior or senior
   majoring in Religion or Health Care*
William Randolph Hearst Endowed Scholarship
Hedlund Family Scholarship (Claire & Louise)
   *Junior or senior Science major from Ottumwa or Iowa City area*
Henry County Scholarship
   *Henry County students*
Darla Hermansfeld Memorial Scholarship
   *Art major*
Roy D. Hissong Science Scholarship
   *Science majors*
Karen Hornaday Scholarship
   *Student participating in Music*
Wallace and Beverly Houts Endowed Scholarship in Art
   *Art or Art Education major*
C.E. “Bud” Humphrey Jr. Memorial Endowed Scholarship
   *Iowa student on golf team*
Glen & Isabel James Scholarship
   *Graduate of Ottumwa High School*
Harry E. Jaques Scholarship
   *Junior or senior Biology major*
Douglas A. Jorgensen Endowed Scholarship
   *Full-time sophomore, junior or senior from IL or IA. Major must be in
   math or computer science*
Beverly Kaighin Scholarship
   *Sophomore, junior or senior with strong academics*
Kent Feeds/Grain Processing Corp. Scholarship
   Students from small towns in Iowa
Ruth Keraus Memorial Endowed Scholarship
   Music major with preference to student majoring in instrumental music
Charles L. Kimball Scholarship
   Students from Illinois
J.E. & Helen King Scholarship
   Monroe County student
Ed King Memorial Scholarship
Irene Lammers & Thomas Morrow & Mary Thomas Lammers Scholarship
   Juniors or seniors from Iowa
Gerald Lane Nursing Scholarship
   Nursing major
Beulah F. Larsen Scholarship
Edith Leopold Scholarship
Deborah Mincks Lindeen Scholarship
   Junior or senior Henry County student
Florence Seeley Lodwick Scholarship
   Non-freshman Alpha Xi Delta
William G. Lodwick Endowed Scholarship
   Herbert Hoover Presidential Finalist - Male Student
Grace Mayne Longnecker Scholarship
Elinor T. & John B. Lundgren Memorial Scholarship
   Member of the First United Methodist Church of Burlington, Iowa
Dr. Vincent D. Mahoney Elementary Education Scholarship
   Junior or senior Elementary Education major with 3.2 GPA or higher
Clifford & Maxine Manning Scholarship
   Junior or senior of Protestant Faith
Markley-Lute Scholarship
   Elementary Education major with GPA 3.0 or higher
Winfield Scott Mayne Scholarship
   2 junior Business majors and 2 senior Business majors
Leah Dell McCahon Scholarship
Eugene & Roberta McCoid Scholarship
James & Marie McCurdy Endowed Scholarship
John McGavic Phi Delt Scholarship
   Member of Phi Delta Theta
Dr. William H. Megorden Music Scholarship
   Music major
Iris Hart Meinhard Outstanding Service Scholarship
   Senior outstanding leadership in community, church or IWC
Jake Merrill Football Scholarship
Dick Millspaugh Endowed Scholarship
   Upper class Biology major
James R. Mincks Scholarship
   Junior or senior from Southeast Iowa
George L. & Nellie S. Minear Scholarship
Harry & Beulah Mock Scholarship
Gladys Jane Moehle Scholarship
   Nursing major from Henry or Des Moines counties
Vincent A. Naccarato Scholarship
   Student from Chicago area
National Society Daughters of the American Colonists Scholarship
   Female student
Stanley B. Niles Scholarship
Ollivier Family Endowed Scholarship
   Education major with emphasis on Science
P.E.O. Founders Scholarship in Honor of Susan S. Johnston
   Female student
Thomas C. & Gertrude M. Padley Endowed Scholarship
Ray L. Patterson Endowed Scholarship
   Junior or senior
Phi Delta Theta Scholarship
   Sophomore, junior or senior active Phi Delta Theta
Lillian Beck Pinegar Scholarship
R. William Poulter Scholarship
   Biology major
Charles R. Prewitt Scholarship
Josephine E. Price Nursing Scholarship
   Nursing major
Josephine E. Price Sociology Scholarship
   Sociology major
Rainbow Scholarship
Eleanor Stevens Reavely Scholarship
   Female athlete
Russell & Elvessa Richards Scholarship
Richard Riepe-Pepsico Scholarship
   Business Administration majors
Olan Ruble Scholarship
   12 awards - 1 athlete per team
Carel R. Rump Memorial Scholarship
   Junior and Senior education students
Frances Dana Crane Salzman Endowed Scholarship
   Junior or senior Nursing major from Henry County
Shaw Family Scholarship
   Freshman or current student - First priority from IA or MO pursuing a BS in Business
Ralph W. & Margaret Shellabarger Scholarship
   Henry County resident
Dr. Edward J. Shook Scholarship
  Religion majors
George & Ella Sidles Scholarship
  Protestant student
Alma Smith Endowed Music Scholarship
  Music major
Dan Throop Smith Scholarship
R.S. Solinsky Scholarship
  Business Administration major
Spina Family Scholarship
  East coast student
Lloyd & Ethel Caris Spooner Scholarship
  Junior or senior student
Stafford Family Scholarship
  Full-time student involved in community as a volunteer with 2.5 GPA or higher
John A. & Florence F. Stephens Endowed Scholarship
  Iowa Methodist student - top 50% Class
Mary Swaney Stuntz Endowed Scholarship
  International student
Marguerite Thomas Endowed Scholarship
  Junior nursing major with 3.0 or above GPA
C.B. Thomas Music Scholarship
  Music major or participating in music
Glenwood F. & Ailleen Tolson Endowed Music Scholarship
  Music major
Roland Trabue Endowed Scholarship
Unkrich Family Endowed Scholarship
  Unkrich family descendent
Max & Helen Volkmann Scholarship
  Major in Language and Literature Division
Richard G. Voss Scholarship
  Sophomore, junior or senior Business major
E. J. Warren Trust Scholarship
  Ministerial students
Lois Eckley Webster Scholarship
  Ministerial students
Rev. Mark E. Weston & Murrell Stone Weston Endowed Scholarship
  United Methodist student, Religion or Education major
Edith Whiting Endowed Scholarship
  History major
Larry & Virginia Williams Endowed Nursing Scholarship
  Junior or senior Nursing major
Russell W. & Betty DeWitt Wittmer Scholarship
  One each to Music and English major
Mearl & Gladys Wood Scholarship
  *Muscative High School graduate*
Dr. Edward Wright Scholarship and Theatre Endowment
  *Language and Literature Competition Scholarship & Theater Club*

**Annual Scholarships**
Community 1st Credit Union Scholarship
Milton and Mary Helen Curtis Annual Scholarship
  *Freshman or current student pursuing a teaching degree with a 3.0 GPA or higher*
Delta Kappa Gamma Annual Scholarship *Elementary Education majors*
The Hawk Eye-Clarence W. Moody Annual Scholarship
  *Resident of Des Moines County primary consideration for employees of The Hawk Eye*
Ruth Keraus Instrumental Music Award Annual Scholarship *Music major*
Virginia Ann Reed Ross Annual Scholarship
  *Incoming Biology major*
U.S. BanCorp Scholarship
  *Incoming freshman or transfer student with 2.75 GPA or 20 ACT preferably from Henry County or Southeast Iowa students. Five awards.*

**Under Development**
John D. Cornish Endowed Scholarship in Religion
Deborah & Terry Giannoni Scholarship
E.R. Jarvis Endowed Scholarship
Burt Mahle Endowed Music Scholarship
  *Music majors*
The Vernon and Joyce McLearn Endowed Math Scholarship
  *Full-time freshman or current student Des Moines or Lee County student or SE IA student, Major in math, science or related field in teacher education. GPA 3.0 - 4.0.*
United Methodist District Superintendent Endowed Scholarship
  *United Methodist student*
Donald E. Young Endowed Scholarship
  *Education majors from Henry County*

**Trusts**
Taylor-Goodell Scholarship Trust
  *Music Students based on audition performance*
Iowa College Foundation - Annual
James M. and Betty J. Camp Endowment Scholarship Program
Bank of the West
The Coca-Cola First Generation Scholarship Program
Crane Fund for Widows and Children
Charles Stephenson Smith Scholarship Program
The UPS Foundation
Vera Mayer Scholarship Program
Minority Scholarship Program
  Minority students
Iowa Grocery Industry Association Scholarship Program
Pioneer George Washington Carver/Henry A. Wallace Scholarships
  Minority students
Principal Financial Group’s Information Technology Scholarship Program
The H. Dale and Mrs. Lois Bright Scholarship Program
Grinnell Mutual Scholarship Program
Hormel Foods Charitable Trust Scholarship Program
U.S. Bank Scholarship Program
  Student majoring in Accounting, Business, Finance or Mathematics
Iowa Challenge Scholarships “Lets Keep Iowa Students In Iowa”

Policy for Satisfactory Academic Progress for Financial Aid
Federal regulations (General Provision CFR 668.1) require that Iowa Wesleyan College review the academic progress of students who apply for and/or receive financial assistance. To be making satisfactory academic progress toward a degree, students must maintain specified grade point averages and proceed through the program at a pace leading to completion within a specified time frame. This regulation applies to each financial aid applicant, whether a previous recipient or not.

Satisfactory academic progress is evaluated at the completion of each semester, including summer.

The maximum time frame for completing an academic program cannot exceed 150% of the length of the program as measured by credit hours or semesters. In order to ensure that steady progress is being made, students must make incremental progress toward the degree with passing grades.

Students with incomplete grades are required to complete work within five weeks after the regular semester to receive their final grade. An incomplete grade that is not removed at that time will become an F. Withdrawal from a course does not affect a student’s number of credit hours. Repetition of a course results in both grades being counted in cumulative average toward student’s progress. A student that transfers credits in will have those hours
counted as earned and attempted hours when calculating their progress.

The student must maintain at least the GPA as designated in the chart below to be maintain progress. In addition to maintaining the GPA specified below, a student must complete two-thirds, or 67%, of all cumulative attempted course credits to maintain satisfactory academic progress. The following chart indicates the schedule that must be maintained in order to have financial aid disbursed.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Required Cumulative GPA</th>
<th>Pace (Earned/Attempted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-23 credits</td>
<td>1.50 GPA</td>
<td>67%</td>
</tr>
<tr>
<td>24-55 credits</td>
<td>1.75 GPA</td>
<td>67%</td>
</tr>
<tr>
<td>56 - above</td>
<td>2.0 GPA</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Financial Aid Warning**
Students failing to meet Satisfactory Academic Progress (SAP) standards will receive a warning and will continue to receive financial aid for one semester/session. By the end of the following semester, the student must have met the stated minimum grade point average and completion requirements as defined above. Failure to progress after the warning period will result in probation (after a successful appeal) or loss of all federal, state and institutional financial aid.

**Appeal Process**
A probation letter describing the appeal process and an appeal form will be provided from the Financial Aid Office. The appeal must include why student was unable to make academic progress and what circumstances have changed to allow student to make academic progress by the next evaluation. Examples of special or unusual circumstances are a personal injury or illness, death of a relative. The appeal form must be submitted to the Financial Aid Office for evaluation. The college will respond to the appeal in writing within two weeks of the set appeal deadline.

**Financial Aid Probation**
Student will continue to receive financial aid through probation for one additional semester/session when academic progress will again be evaluated. At end of probation, student must be making SAP or following an educational plan established by appropriate parties to continue receiving financial aid. Failure to make SAP or follow educational plan will result in loss of all federal, state and institutional financial aid with no appeal.
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Deborah Stowers, Mount Pleasant, Iowa; Senior Minister, First United Methodist Church

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Colin Woods, Davenport, Iowa; Alumni Association Representative

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Byron F. Johnson, Barrington Hills, Illinois; Partner (Retired), Arthur Andersen LLP

Gary N. Shaw, St. Charles, Missouri; Managing Director-Investments, Wells Fargo Advisors, LLC

Term Expiring 2015:
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Kent Swaim, Iowa City, Iowa; Vice Chairman, Economy Advertising Co.

Term Expiring 2016:
Randall K. Perry, Normal, Illinois; Senior Pastor, Calvary United Methodist Church

Elected by the Board

Term Expiring 2017:
Mary Elgar, Mount Pleasant, Iowa
Steve K. Hedlund, Iowa City, Iowa; Dentist (Retired), Private Practice
David L. McCoid, Mount Pleasant, Iowa; Attorney, McCoid Law Office
Michael L. Morgan, Marion, Iowa; Minister, First United Methodist Church
Kathy Nellor, Mount Pleasant, Iowa; Chief Retail Banking Officer and Mount Pleasant Market President (Retired), Two Rivers Bank and Trust

W. Christine Rauscher, Naperville, Illinois; Senior Technical Assistance Consultant, American Institutes for Research

Kenneth D. Royar, Iowa City, Iowa; Minister (Retired), United Methodist Church

Annette Scieznski, Albia, Iowa

Term Expiring 2015:
R. John Badger, Des Moines, Iowa; President, Chartered Financial Services, Ltd.

James M. Brockway, West Burlington, Iowa; Senior Vice President, Brockway Mechanical & Roofing Company

Elizabeth E. Davenport Garrels, Mount Pleasant, Iowa; Immediate Past President, International Chapter P.E.O. Sisterhood

Wallace D. Loh, College Park, Maryland; President, University of Maryland

Hugh A. Stafford, Bettendorf, Iowa; President, Tri State Companies

Winifred K. Thomas, Florham Park, New Jersey; Retired

Christopher M. Van Gels, O’Fallon, Missouri; Senior Manager – L, Shared Services Group – Site Services & Facilities, The Boeing Company

Don Wiley, Mount Pleasant, Iowa; President, Jean C. Wiley and Sons, Inc.

Term Expiring 2016:
Richard L. Ferguson, Dallas, Texas; CEO & Chairman (Retired), ACT, Inc.

Jason Kiesey, Des Moines, Iowa; Manager, Accounting, John Deere Financial

Mick Michael, Lexington, Kentucky; Regional Sales Manager (Retired), JCB Corp.

Vincent A. Naccarato, Hinsdale, Illinois; Chairman, Molto Capital LLC

Theodore D. Roth, Rancho Santa Fe, California; President, Roth Capital Partners, LLC

J. D. Schimmelpfennig, Mount Pleasant, Iowa; President (Retired), Lomont Molding, Inc.

David M. Stanley, Muscatine, Iowa; Chairman, New Hope Foundation; Chairman, National Taxpayers Union; Chairman, Public Interest Institute

Lori Wright, Naperville, Illinois; (Retired)

Term Expiring 2017:
Dwayne Capper, Solon, Iowa; ENT Medical Services, P.D., M.D., F.A.C.S.
Administration 2014-2015

Office of the President
Steven E. Titus, J.D., Ph.D., President of the College
Holly Frary, B.A., Assistant to the President

Academic Affairs
Richard McCallum, Ph. D., Vice President for Academic Affairs
Nancy Erickson, Ph.D., Vice President for Academic Affairs and Dean Emerita
Cynthia Walljasper, Ph.D., Assistant Dean for Wesleyan Studies
Paula Kinney, M.L.S., Assistant Dean for Academic Resources

Admissions
Scott Briell, M.A., Senior Vice President for Enrollment and Communications
Ashlee Whipple, M.S., Assistant to the Senior Vice President for Enrollment and Communications
Maribeth Moravec, Assistant to the Dean for Admissions
Josh Kite, M.Ed., Director of Admissions
Jennifer Marlow, B.S., Campus Visit Coordinator/Telecounselor Supervisor
Jack Bruns, B.A., Admissions Counselor
Alan Wilkens, B.A., Admissions Counselor
Jennifer Camarata, B.A., Admissions Counselor
BJ Wagy, M.S., M.B.A., Admissions Counselor

Adult and Graduate Studies
David File, M.A., Associate Vice President and Dean of Adult and Graduate Studies
Diane Schnicker, Staff Assistant

Athletics
Steve Williamson, B.A., Athletic Director / Head Women’s Basketball Coach
Mandy Borchers, B.A., Athletic Trainer
Mike Hampton, B.A., Head Softball Coach
Alex Huisman, Head Men’s Basketball Coach
Jack Bruns, B.A., Assistant Men’s Basketball Coach
Anna Jones, B.S., Assistant Women’s Basketball Coach/Sports Information Director/Sr. Women’s Administrator
Dave Lukens, B.A., Assistant Football Coach
Kurt Moon, B.A., Head Men’s Golf Coach
Andy Niemann, M.A., Athletic Trainer
Steve Vitale, Head Men’s Soccer Coach
Tom Parkevich, B.S., Head Football Coach
Joseph Stubbs, Assistant Football Coach
Valerie Unkrich, Faculty Athletic Rep
Robert Vitale, Head Women’s Golf Coach
BJ Wagy, M.S., M.B.A., Head Volleyball Coach
Jeremy Winzer, B.G.S., Head Women’s Soccer Coach
Derek Zander, B.A., Head Baseball Coach/NCAA Compliance Officer

Business Affairs
Shane Dolohanty, B.B.A., Senior Vice President & Chief Financial Officer
Kathy Moothart, B.A., Director of Human Resources
Amy Mabeus, Bookstore Director/Mailroom Supervisor
Kristi Wohlleber, Student Accounts and Accounts Payable
Deb Lillie, B.S., Controller
Russ Benischek, Food Service Director, Sodexo Campus Services
Robert Vitale, Physical Plant Director, National Management Services

Development and Alumni Relations
Meg Richtman, B.A., Vice President for Development and Alumni Relations
Jim Pedrick, B.A., B.E., Development Director
Dawn Dunnegan, Development Director
Holly Jones, B.A., Director of The Wesleyan Fund
Anita Hampton, B.A., Director of Alumni and Parent Relations
Donna J. Gardner, Administrative Assistant for Alumni and Parent Relations
Mike Hampton, B.A., Director of Athletic Development and Engagement

Experiential Learning
Arnette Hunger, B.A., Academic Resource Center Associate
Vivian Newman, B.A., Writing Specialist
Jane Lauer, M.A., Teacher Education Program (TEP) Services Administrator
Dan Shull, M.S., Director of Field Experience
Erin Mafra, M.S.W., Director of Career Development and Field Experience
Nicole Briell, M.Ed., Director of the Academic Resource Center

Faculty Support
Lorie Hauenstein, Teacher Education Program Associate
Alexandria Holtkamp, Division of Nursing Administrative Assistant
Financial Aid
Renae Armentrout, B.A., Director of Financial Aid
Chris Morgan, B.A., Financial Aid Assistant
Pam Jennett, B.A., Student Financial Services Coordinator

Information Technology Services
Kit Nip, Ph.D., Associate Vice President and Chief Information Officer
Gena Seberg, B.A., CAMS Manager

Library
Paula Kinney, M.L.S., Library Director
Katherine Adams, ,M.A., E-Resources/Instructional Librarian
Paula Wiley, M.S.L.S., Reference Librarian
Joy Conwell, Circulation Associate

Marketing
Ashlee Whipple, M.S., Director of Marketing
Sheri Michaels, B.F.A., Publications Manager

Registrar
Catherine Ashton, M.A., Registrar
Ed Kropa, A.B., Registrar Emeritus

Office of Student Life
Linda Buchanan, Ph.D., Vice President and Dean of Student Development
Kat Niemann, M.S., Director of Student Engagement
Traci Bender, Assistant to the Dean of Student Development
Carol Nemitz, M.A., L.H.D., Vice President and Dean of Student Life Emeritus
Faculty 2014-2015

Katherine Adams, M.A., E-Resources/Instructional Librarian, B.A., University of Colorado, M.A.L.S., University of Missouri

Rebecca Beckner, Ph.D., Associate Professor of Education, B.S., M.S. Northwest Missouri State University; Ph.D., University of Missouri (2012)
  • Chair of the Division of Education

Lori Bell, Ph.D., Visiting Professor of Business and Economics

Mark Bishop, M.S., Assistant Professor of Mathematics, B.S., M.S., Western Illinois University (1992)

Todd R. Brereton, Ph.D., Professor of History, B.A., West Virginia Wesleyan; M.A., Southwest Texas State University; Ph.D., Texas A & M University (2002)

Kelly Danaher, Ph.D., Assistant Professor of Psychology, B.A., University of Nebraska-Lincoln; M.A., Ph.D. University of Kansas (2011)

Ricardo Dow y Anaya, Ph.D., Associate Professor of Physical Education. B.A., Fort Lewis College, Durango, CO; M.S., Ph.D., University of New Mexico (2012)
  • Coordinator for the Physical Education program

Jason Edwards, D.M., Professor of Music, B.S. in Education, Missouri Western State College; M.A., Truman State University; D.M., Indiana University School of Music (2005)

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 Adult and Graduate Studies

Mike Foley, B.S., Coordinator of the Design Center and Instructor in Art, B.S., Northeast Missouri State University (1999)

M. Arif Ghayur, Ph.D., Professor of Sociology and Criminal Justice, B.A., Karachi University; M.A., University of Massachusetts at Amherst; Ph.D., St. John’s University, Queens, NY; further study at the University of Chicago, Cornell University, and at Syracuse University (2006)
  • Coordinator for the Sociology Program and Human Services Program

Bitrus P. Gwamma, Ph.D., Professor of Communication, B.S., University of Lagos, Nigeria; M.A., Northern Illinois University; Ph.D., Ohio University (2001)

Shawna Hudson, Ph.D., 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., 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)
• Assistant Dean for Academic Resources


• Chair of the Faculty
• Coordinator for the Art Program

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