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2003-2004
Catalog

Iowa
Wesleyan
College

Howe Student
Activity Center

IOWA WESLEYAN COLLEGE
2003-04 CATALOG



Iowa Wesleyan College

Mission

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

Accreditation

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

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

Compliances

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

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

The College reserves the right to make changes in the offerings and regulations contained in this Catalog without notice.

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August 2003

IOWA WESLEYAN COLLEGE

601 NORTH MAIN STREET

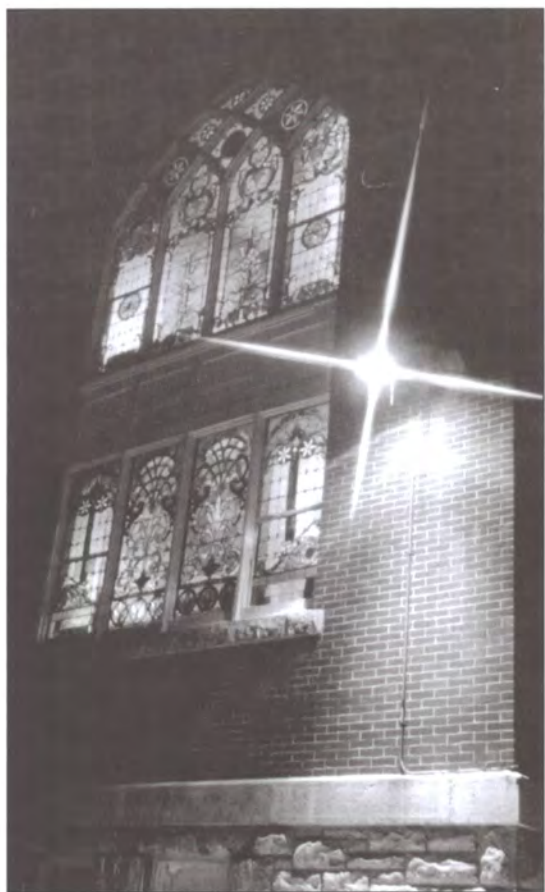
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THE VISION



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**

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 COLLEGE



Iowa Wesleyan College History

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

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

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

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

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

The first college-level graduate of Iowa Wesleyan was Winfield Scott Mayne who earned a B.A. degree in 1856. In 1859, the first woman to earn a bachelor's degree, Lucy Webster Killpatrick also had the distinction of being the first woman to graduate from a liberal arts college in this country. 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, earned her degree in 1891, the first Asian student to graduate from Iowa Wesleyan.

On July 1, 1912, Iowa Wesleyan University became Iowa Wesleyan College.

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

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

The Campus

Iowa Wesleyan College's 60-acre tree-covered campus in the heart of Mt. Pleasant reflects the value placed by the College on its proud history. The first college structure west of the Mississippi River, Old Pioneer was built in 1845 and is still in use as are Old Main (1855), the Chapel Auditorium (1893) and Hershey Hall (1897). Plans are developing to establish a campus "historic corridor" to commemorate significant achievements of the College throughout its long history.

Pioneer Hall

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

Old Main

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

Harlan-Lincoln House

The Harlan-Lincoln House, located on the north side of campus, was built in 1876 by U.S. Senator James Harlan, a former president of Iowa Wesleyan College. Harlan was closely allied with President Abraham Lincoln both personally and politically. Harlan's daughter, Mary, married Robert Todd Lincoln, the only child of the President to survive to adulthood. The Robert Todd Lincolns brought their three children to the home in Mt. 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 Harlan-Lincoln House Renovation Committee is working to develop the House and museum collection as resources for the College and community.

Chapel Auditorium

In the central part of the campus stands the College Chapel, erected in 1893 and then known as the University Chapel, which originally contained science labs in the basement, College offices and an auditorium with church pews on the main floor. The building currently provides, in addition to a 700-seat auditorium for campus and community theater, music, lectures and other cultural programs; the Den (a student recreational facility); the Green Room adjacent to the stage; and storage for the Mt. Pleasant Community Theatre.

Hershey Hall

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

Hershey Hall Annex

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

P.E.O. Memorial Building

In 1927 the P.E.O. Sisterhood erected this building in honor of the seven young women who founded the Sisterhood on the campus in 1869. Formerly the campus library, it now houses the offices of the President, Vice President

for Academic Affairs, Vice President for Institutional Relations, Vice President for Business Affairs, Offices of Admission, Alumni Relations, Extended Learning, Financial Aid, Communications, and Registrar. In addition, the College's art gallery, mailroom, and switchboard are located in the P.E.O. Building.

Adam Trieschmann Hall of Science

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

J. Raymond Chadwick Library

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

John Wesley Holland Student Union

Completed in 1957, the Student Union houses the cafeteria dining rooms on the second floor, bookstore, snack bar and Student Life Office on the first floor, as well as a student lounge (the Joint) and offices of Student Senate and Student Union Board.

Howe Student Activity Center

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

Gymnasium

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

Mapleleaf Athletic Complex

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

Sheaffer-Trieschmann Hall

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

George B. McKibbin Hall

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

The Mt. Pleasant Community

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

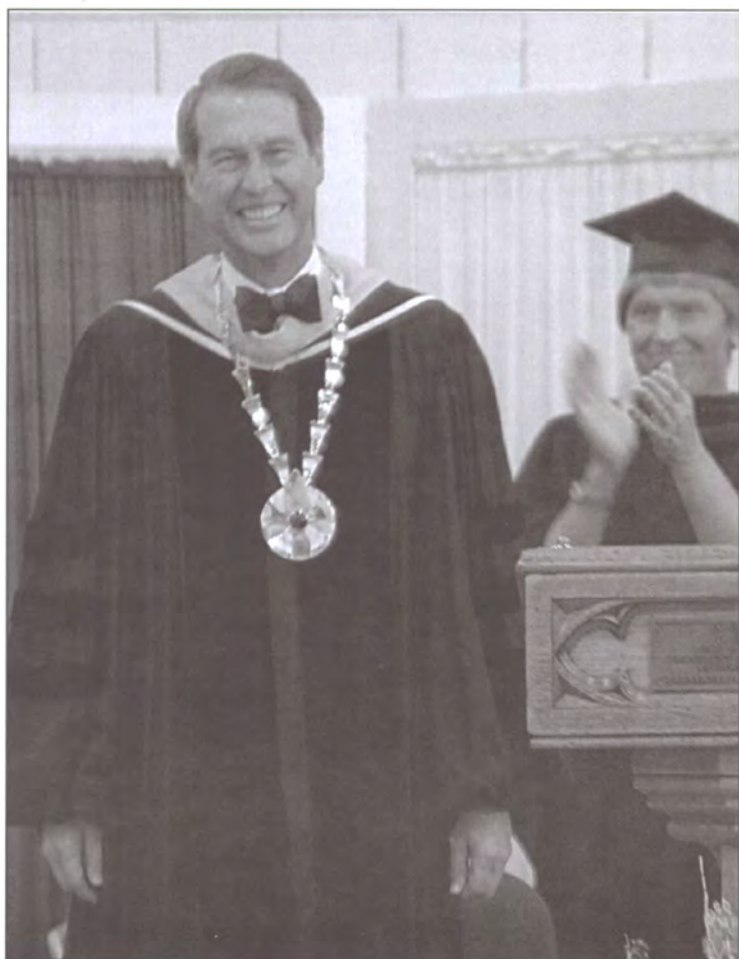
Mt. Pleasant is located in southeastern Iowa at the junction of U.S. highways 34 and 218 which offers four-lane access to I-80, I-70, and Des Moines. Mt. Pleasant enjoys daily Amtrak service to Chicago and points east, and to Denver and points west. Commercial airlines are within easy access in Burlington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

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

Mt. Pleasant is the site of the Harlan-Lincoln House, the James Van Allen home and numerous buildings listed on the National Register of Historic Places.

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

THE ACADEMIC PROGRAM



Real World Learning

The Iowa Wesleyan College academic program features an innovative approach to education: Real World Learning.

Real World Learning blends the positive elements of the liberal arts tradition with career opportunities to offer a distinctive model that effectively bridges college and career. It gives every student professional experience and career-related skills before graduating, making them better prepared for the world of work and able to contribute more to their communities.

Real World Learning provides an integrated approach to prepare students for graduate schools or careers. This includes:

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

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

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

Life Skills

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

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

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

These skills emphasized across the curriculum, are applicable to the athletic field, the residence hall experience, and the campus employment assign-

ment 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 education, for long after the information learned for a final exam is forgotten these skills enable graduates to rise to fresh challenges and develop a pattern of lifelong learning.

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

Responsible Social Involvement

Iowa Wesleyan College believes that responsible service to society is a dimension of education as crucial to maturity as the discovery of ideas in classrooms and books. Without the application of these ideas, formal education may leave the student unaffected as a human being. For this reason, Responsible Social Involvement (RSI) has been structured into the curriculum of the College as a required experience for over 30 years. The program provides students an opportunity to express their values and ideals for social action within a context of directed learning. It also helps students develop skills to take into their careers and their own communities after graduation.

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

The Service Projects

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

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

make an appointment to see the RSI Director immediately after initiating their degree work with the College.

Prior Volunteer Experience

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

Summary of Requirements

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

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

Field Experience

Field Experience is an educational experience in a professional setting. Every degree (except education and nursing) at IWC requires at least six hours of field experience. Most academic divisions require a minimum of six credit hours which translates to 240 actual hours in one or more professional placements. Working with accomplished professionals in their field, students test their academic knowledge and abilities learned in the classroom setting, while learning additional "hands-on" knowledge and skills. Typically, students complete the field experience requirement in their junior or senior year. As such, students are encouraged to contact the Field Experience Office no later than the beginning of their junior year.

The first step in initiating a field experience is to come to the Field Experience Office located in room 223 in Hershey Hall. The Field Experience Office 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, job placement, and other related experiences including the on-site experience itself.

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

The field experience requirement benefits students in many ways including:

1. As students seek a placement, students practice career building skills, including researching prospective employers, résumé construction and interviewing.
2. As students complete a placement, students build relationships with professionals who can help them launch careers. Placements often produce offers of employment.
3. Students learn to function in professional settings. They learn how their strengths and interests match employment trends in their field. Students can gain the confidence and seasoning essential to their early success as professionals.

Types of Field Experience

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

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

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

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

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

Field Experience & Transfer Students

The field experience requirement is satisfied through placements arranged and approved by IWC faculty. Transfer students pursuing the field experience requirement while taking course work at Iowa Wesleyan College should make

an appointment with the Field Experience Office immediately after beginning their degree work at the College.

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

Field Experience & Double Majors

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

Field Experience & Extended Learning Students

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

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

Field Experience in Remote Locations

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

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. Students who qualify for this program receive an automatic \$2,000 scholarship from the Center. 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 Real World Learning program helps prepare students for direct entry into careers in many fields. The following list is illustrative:

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

Forum

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

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

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

Interim

Immediately following the Christmas break, students and faculty at Iowa Wesleyan College spend three to four weeks in intensive study. Each student takes only one course and each professor teaches only one course.

Students are encouraged to move into new and untried areas of study, and can request the Satisfactory-Unsatisfactory grading option for courses that are not being taken for core or major or minor credit. Faculty are encouraged to experiment with new approaches to learning and to join their colleagues in developing interdisciplinary courses and learning communities.

The following principles have been established to guide student participation in Interim.

- All full-time day students are required to register for a minimum of three credit hours in the Interim during three of four years enrolled, with one of them being the first year of attendance. Transfer students are required to register for every Interim while they are enrolled full-time, with the understanding that no student is required to attend more than three Interims.
- Students at all class levels are ordinarily permitted to enroll in any Interim course offered by any division or curricular program and may be permitted to choose either "S-U" or the traditional letter grade, with the exception of core courses or courses offered for major or minor credit (see "S-U" grading policy, page 128).
- Students are expected to distribute Interim course choices among as many academic areas as possible, but may enroll in *specifically designated* courses which may be counted toward their major or minor course credit requirements.
- Students may register for Field Experience or RSI during the Interim. Interim course titles and descriptions are published in a separate bulletin.

COURSES OF INSTRUCTION



Division of Business, Mathematics and Computer Science

Accounting

Management Track

Professional Certification Track

Business Administration

Concentration in Management

Concentration in Marketing

Business-Computer Information Systems

Computer Science

Mathematics

Sport Management

Minors:

- **Economics**

for both the business and non-business major

- **Business Administration**

for the non-business student only

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

Our philosophy is to provide learning opportunities that help to develop future business professionals and positive, effective citizens. This is guided by the Iowa Wesleyan College's Life Skills of valuing, communication, problem solving and social effectiveness, that are essential to an education in business. The student will obtain a balanced selection of liberal arts education, business concepts and a specialization in one or more fields of interest. The Division has a strong belief that experience in the field during the educational process

not only benefits the student in the future but in the college experiences as well. Therefore all Business Division students will obtain internship experiences as part of their education at Iowa Wesleyan College.

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

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

Requirements for Division Majors

To obtain a degree in the business program, the student must complete three types of requirements: Required support courses, the Business Division core requirements and specific major requirements as defined below. Six hours of field experience are also required. The Sport Management and the Business-Computer Information Systems majors do not require the Business Division core.

Business Division Core Requirements: The Division of Business requires that a grade of "C-" or above be earned in all required courses and in all required electives.

ECON	203, 204 Principles of Economics	6 hrs.
ACCT	227, 228 Financial Accounting I, II	6 hrs.
BADM	282 Principles of Management	3 hrs.
	330 Business Law	3 hrs.
	356 Business Information Systems	3 hrs.
	361 Corporate Financial Management I	3 hrs.
	Total	24 hrs.

Required Support Courses

PHIL	202 Thinking about Ethics	3 hrs.
MATH	214 Elementary Statistics	3 hrs.
MATH	162 or higher (not MATH 214)	3 hrs.
	Total	9 hrs.

Accounting

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

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

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

Accounting – Management Track

ACCT 327 Intermediate Accounting I	3 hrs.
328 Intermediate Accounting II	3 hrs.
351 Introduction to Tax	3 hrs.
352 Cost Accounting	3 hrs.
426 Governmental & Nonprofit Accounting	3 hrs.
427 Auditing	3 hrs.
Business Division electives, 300-400 level	12 hrs.
Field Experience	6 hrs.
Total	36 hrs.

Accounting – Professional Certification Track

ACCT 327 Intermediate Accounting I	3 hrs.
328 Intermediate Accounting II	3 hrs.
351 Introduction to Tax	3 hrs.
352 Cost Accounting	3 hrs.
426 Governmental & Nonprofit Accounting	3 hrs.
427 Auditing	3 hrs.
428 Advanced Accounting	4 hrs.
451 Advanced Tax	3 hrs.
Business Division elective, 300-400 level	3 hrs.
Field Experience	6 hrs.
Total	34 hrs.

Students intending to take the Uniform CPA examination should contact their State Board of Accountancy or the Division chairperson regarding the specific educational requirements of their state. The student can sit for the

CPA test after earning 120 hours of education but cannot become a licensed CPA until they have earned 150 hours. It is suggested the student acquire a master's degree to accomplish this.

Business Administration – Concentration in Management

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

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

Business Administration Major—Concentration in Management

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

Business Administration – Concentration in Marketing

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

The student will be expected to achieve several skills that are consistent with the philosophy of Iowa Wesleyan College. These include critical thinking, problem solving, written and oral communication, and an appreciation of

the community values that marketing students must understand in order to lead the business they are serving. It is expected that business marketing graduates will be able to fulfill their roles in society as community leaders as well use their position within the company organization.

Business Administration Major—Concentration in Marketing

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

Sport Management

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

The goals of the IWC Sport Management program are:

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

Sport Management Major (Business core not required)

SPMN	215 Foundations of Sport Management	3 hrs.
	235 Fundraising for Athletics	3 hrs.
	236 Facilities for Athletics	2 hrs.
	319 Organization and Administration of Sport Management	3 hrs.
	326 Legal Aspects of Sport	3 hrs.
	498 Experiential Learning - Internship	6 hrs.
ECON	203 Macroeconomics	3 hrs.
ACCT	227 Elementary Accounting	3 hrs.
	228 Elementary Accounting	3 hrs.
ACCT	300 Managerial Accounting	3 hrs.
BADM	263 Principles of Marketing	3 hrs.
	282 Principles of Management	3 hrs.
	365 Consumer Behavior	3 hrs.
	449 Small Business Management	3 hrs.
Elect one of the following:		
SPMN	398 Experiential Learning - Practicum	3 hrs.
PHED	352 Kinesiology	3 hrs.
	482 Prevention, Care, and Treatment of Athletic Injuries	3 hrs.
	484 Physiology of Exercise	3 hrs.
COMM	243 Basic Techniques of Journalism	3 hrs.
BADM	330 Business Law I	3 hrs.
	364 Marketing Management	3 hrs.
	366 Principles of Advertising	3 hrs.
	482 Analysis of Organization Behavior	3 hrs.
	Field Experience	6 hrs.
		Total 49-52 hrs.

Required support courses

PHED	231 First Aid	2 hrs.
R/PH	311 Ethics	3 hrs.
COMM	107 Fundamentals of Speech	3 hrs.
		Total 8 hrs.

Business—Computer Information Systems

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

Business—Computer Information Systems

(Business Core not required)

ECON	203, 204 Principles of Economics	6 hrs.
ACCT	227, 228 Financial Accounting	6 hrs.
ACCT	300 Managerial Accounting	3 hrs.
BADM	356 Business Information Systems	3 hrs.
	263 Principles of Marketing	3 hrs.
	282 Principles of Management	3 hrs.
	482 Analysis of Organizational Behavior	3 hrs.
CS	201 Computer Programming I	3 hrs.
	202 Computer Programming II	3 hrs.
	203 COBOL Programming	3 hrs.
	399 Seminar in Computer Science	1 hr.
Elect one:	CS 402 Data Management <i>OR</i>	
	360 Systems Analysis	3 hrs.
MATH	231 Calculus I	4 hrs.
	214 Elementary Statistics	3 hrs.
	323 Linear Algebra	3 hrs.
Field Experience		6 hrs.
	Total	56 hrs.

Economics Minor

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

Business Administration Minor for non-Business majors

ACCT	227 Financial Accounting I	3 hrs.
	228 Financial Accounting II	3 hrs.
BADM	203 Principles of Economics (macro)	3 hrs.
	204 Principles of Economics (micro)	3 hrs.
	263 Principles of Marketing	3 hrs.
	282 Principles of Management	3 hrs.
BADM	361 Corporate Financial Management <i>OR</i>	
ECON	377 Money and Banking	3 hrs.
BADM	330 Business Law <i>OR</i>	
BADM	362 Investments	3 hrs.
	Total	24 hrs.

Accounting

227 Financial Accounting I 3 hrs.

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

228 Financial Accounting II 3 hrs.

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

300 Managerial Accounting 3 hrs.

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

327 Intermediate Accounting I 3 hrs.

Theory and practice of accounting for the classification, valuation and presentation of current assets, noncurrent assets, and liabilities. Prerequisite: ACCT 228.

328 Intermediate Accounting II 3 hrs.

Theory and practice of accounting for stock holder's equity, statements from incomplete data, correction of errors, financial statement analysis, and funds and cash flow reporting. Prerequisite: ACCT 327.

351 Introduction to Federal Tax 3 hrs.

Provides background in federal income tax law and the regulations of the Treasury Department. The course also deals 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.

352 Cost Accounting 3 hrs.

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

380 Topics in Accounting

Selected topics in the area of accounting. Topics vary from year to year depending upon student demand and the judgment of the Division. Prerequisite: Consent of instructor.

398 Experiential Learning

Practicum

3-6 hrs.

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

426 Government and Nonprofit

Accounting

3 hrs.

Study of principles and procedures followed in accounting for the operation of governmental and nonprofit organizations. Prerequisite: ACCT 328.

427 Auditing, Principles and

Procedures

3 hrs.

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

428 Advanced Accounting

4 hrs.

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

440, 441, 442 Experiential Learning—

Career Applications

2-3 hrs.

A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

451 Advanced Federal Tax

3 hrs.

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

470 Advanced Readings in**Accounting****3 hrs.**

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

498 Experiential Learning-**Internship****6 hrs.**

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

Business Administration**100 Survey of Business****3 hrs.**

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

263 Principles of Marketing**3 hrs.**

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

282 Principles of Management**3 hrs.**

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

330 Business Law**3 hrs.**

A study of traditional business law topics - contracts, sales, torts, agency, business organizations and other basic topics. Prerequisite:

Junior standing or the consent of the instructor.

356 Business Information Systems**3 hrs.**

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

361 Corporate Financial**Management I****3-4 hrs.**

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

362 Investments**3 hrs.**

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

365 Consumer Behavior**3 hrs.**

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

366 Principles of Advertising**3 hrs.**

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

378 Human Resource Management**3 hrs.**

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

380 Topics in Business Administration

Topics may vary from year to year and will be selected with regard to student demand and judgment of the division. Prerequisite: Consent of instructor.

398 Experiential Learning- Practicum 3-6 hrs.

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

440, 441, 442 Experiential Learning- Career Applications 2-3 hrs.

A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

449 Small Business Management 3 hrs.

The primary focus of this course will be upon effective management of small business firms. The management process includes not only strategy determination, but also the varied activities necessary in planning, organizing, actuating and controlling small business operations. Emphasis is placed upon those aspects of small business management that are uniquely important to small firms. Prerequisite: Senior standing or consent of instructor.

470 Advanced Readings in Business Administration 1-3 hrs.

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

478 Marketing Management 3 hrs.

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

482 Analysis of Organizational Behavior 3 hrs.

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

497 Independent Study in Business Administration 1-3 hrs.

For seniors with the consent of the Division chair. On demand.

498 Experiential Learning- Internship 6 hrs.

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

Economics

203 Principles of Economics- Macroeconomics 3 hrs.

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

204 Principles of Economics- Microeconomics 3 hrs.

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

247 Applied Statistics for Economics and Business 3 hrs.

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

330 Economics of International

Business 3 hrs.

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

335 History of Economic Thought 3 hrs.

This course will follow the development of Economics from Adam Smith through John Maynard Keynes. The development will be traced through the study of the authors who contributed to the professions' development.

345 Economics of Labor Relations 3 hrs.

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

347 Research Methods for Economics and Business 3 hrs.

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

377 Money and Banking 3 hrs.

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

380 Topics in Economics

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

398 Experiential Learning-Practicum 3-6 hrs.

A closely supervised employment experience which allows the student to explore career

opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/developed in the classroom. Prerequisite: Junior standing and approval of program liaison.

440, 441, 442 Experiential Learning-Career Applications 2-3 hrs.

A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business. Prerequisites: Junior standing and approval of divisional experiential learning committee.

470 International Economic Development 3 hrs.

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

498 Experiential Learning-Internship 6 hrs.

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

Sport Management

215 Foundations of Sport Management 3 hrs.

Designed to provide an introduction and firm grounding in the field of sport management. The course defines sport management and covers topics such as: history, organization, the business of sport, marketing, economics and sport law. Various segments of the sport industry will be included in discussions. Career opportunities and field experiences will also be investigated.

35 Fundraising for Athletics 3 hrs.

This class will look at and discuss the importance of fundraising in athletic programs. It will utilize practical experience in develop-

ing projects for raising funds. There will be field trips to help emphasize what has been taught in class. Prerequisite: SPMN 215

236 Facilities for Athletics 2 hrs.

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

319 Organization and Administration of Sport Management 3 hrs.

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

326 Legal Aspects of Sport 3 hrs.

This course is designed to provide an introduction and firm grounding in the field of Sport Law. The course defines Legal Aspects of Sport, and covers topics such as: history, organization, the business of sport, laws concerning marketing, contracts, tort, negligence, defamation, case studies, workers compensation, Title IV, and many other aspects of sport law. Various segments of the sport in-

dustry will be included in discussions. Career opportunities and field experiences will also be investigated. Prerequisite: SPMN 215.

398 Experiential Learning-Practicum 3 hrs.

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

440, 441, 442 Career Applications in Sport Management 2-3 hrs.

A field experience option designed to meet the needs of students who are employed full-time and who are seeking career enhancement experiences rather than career initiation skills. Students desiring to register in this course must obtain the approval of the faculty of the Division of Business.

498 Internship in Sport Management 6 hrs.

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

Mathematics, Physics, and Computer Science

It is the focus of these programs:

- to prepare students to become high school mathematics teachers;
- to offer computer science majors analytical and practical skills in programming and software design and application; and
- to offer introductory courses in mathematical concepts, algebra, trigonometry, statistics, computer applications, and physics, which serve other major programs and interested students.

Mathematics Major: A total of 32 hours of mathematics courses are required as follows:

- 1) MATH 231 and 232 (8 hrs.);

- 2) MATH courses numbered at 214 or above (18 hrs.); excluding MATH 398, 440, 441, 442, 498.
- 3) MATH 498 (Internship), or a total of at least six hours completed in any combination of MATH 440, 441, 442 (Career Applications) or MATH 398 (Practicum) where at most two of the six hours may be in MATH 398.
- 4) In addition, the following support courses are required: CS 201, 202; PHYS 210, 220.

Mathematics-Secondary Teaching Major: A total of 26 hours of mathematics courses are required as follows:

- 1) MATH 231 and 232, MATH 214, 329, and 391 (17 hours);
- 2) other MATH courses numbered above 214 (9 hours); excluding MATH 398, 440, 441, 442, 498.
- 3) In addition, the following support courses are required: CS 201, 202; PHYS 210, 220.

Please consult the Teacher Education section of this Catalog for the Professional Requirements.

Mathematics Minor: A concentration of a minimum of 16 hours in Mathematics courses numbered 214 and above with at least six hours at the 300-400 level.

Mathematics-Secondary Teaching Minor: The following are required:

- a) A minimum of 20 credit hours of mathematics which shall include MATH 231, 232 and at least 12 additional hours of mathematics selected from courses numbered at 214 or higher. For secondary endorsement, MATH 214, (Elementary Statistics), 329 (Geometry) and 391 (Algebraic Structures) are required.
- b) A minimum of six hours of computer programming; CS 201 and 202.

Secondary Mathematics Teaching Certification: The following secondary teaching certification options are available.

1. Complete the mathematics major.*
2. Complete a teaching major in another area and a mathematics-secondary teaching minor.

Teacher education requirements must be satisfied for all the above listed certification options. Please consult the Teacher Education section of this Catalog.

*Students wishing to be certified for secondary teaching in mathematics must take MATH 214, 329 and 391.

Computer Science Major: This major has two options, which reflect two distinct uses of computers in modern society: business and science. The business option allows a student to prepare for employment as a programmer or

computer specialist in the business operations of a company. The science option allows a student to prepare for the more technical applications and jobs such as those with engineering, automation, or research groups. By the end of the sophomore year, students should choose which option they intend to complete.

BUSINESS OPTION—courses required

- 1) First year computer science students with less than one year of college work must take CS198 in the spring of their first year.
- 2) The following 17 hours of computer science: CS 201, 202, 203, 333, 399 and 402.
- 3) Any one of the following: CS 205, 306 or 321.
- 4) The following six hours: CS 498 or any combination of CS 440, 441, 442, or CS 398. **Note: No more than two of the six hours may be CS 398.**
- 5) The following 13 hours of mathematics: MATH 214, 221, 231, and 323.
- 6) At least 15 hours from the Division of Business chosen from accounting, business administration or economics.

SCIENCE OPTION—courses required

- 1) First year computer science students with less than one year of college work must take CS 198 in the spring of their first year.
- 2) The following 14 hours of computer science: CS 201, 202, 333, 399, and 402.
- 3) Any two of the following: CS 203, 205, 306 or 321.
- 4) The following six hours: CS 498 or any combination of CS 440, 441, 442, or CS 398. **Note: No more than two of the six hours may be CS 398.**
- 5) The following 20 hours of mathematics: MATH 214, 221, 231, 232, 323, and 401.
- 6) At least 14 additional hours chosen from biology, chemistry, mathematics, physics or psychology. Note: Six hours of these 14 hours must be numbered 300 or above and chosen from one discipline.

Computer Science Minor: A concentration of a minimum of 14 hours in computer science courses numbered 201 and above, and Discrete Mathematics (MATH 221).

Computer Science

190 Computer Applications 3 hrs.

The course will treat applications of microcomputers to the solution of problems in the most general sense, not limited to the solution of numerical problems. A major portion of the course will be devoted to the principles, use and comparison of word processors,

spread sheets, data bases and related software packages. Prerequisite: None.

198 Computer Science for First Year

Computer Science Students 1 hr.

This course will give first year students some experience in the three general areas of computer science: algorithms, language and architecture. Problem solving with algorithms,

basic programming structures, computer logic, numbers, characters and codes will be included. Required of computer science majors who have less than one year of college coursework. Prerequisite: first year status.

201 Computer Programming I Fall, 3 hrs.

An introductory course in computers and object-oriented computer programming using C++. Topics include general concepts of computer structure, structured approaches to problem solving, and programming. Prerequisite: Knowledge of high school algebra.

202 Computer Programming II Spring, 3 hrs.

A continuation of Computer Programming I. The emphasis in this course is on the practical aspects of dealing with different data structures and different types of data files than encountered in CS 201. Some ways in which numbers and symbols are represented in a computer are studied. Data manipulation techniques will include sequential and random file processing, sorting and searching algorithms, pointers and records and the use of stacks and trees. Structured programming concepts will be used. Prerequisite: CS 201 or equivalent.

203 COBOL Programming 3 hrs.

COBOL is a business oriented programming language. The course covers language details and programming techniques. Students write numerous programs that involve typical business tasks. Prerequisite: CS 201 or consent of instructor. Alternate years.

205 Visual Basic 3 hrs.

This course will concentrate on software development using Visual Basic. Symantec and syntax of this language will be introduced. The user interface design, OLE, ODBC, ActiveX will also be covered.

306 Java 3 hrs.

This course will concentrate on software development using Java, including basic computer programming structures, i.e. loop, decision, etc. Symantec and syntax of this language will be introduced. The Java applications on microcomputer and java applets will be covered. Prerequisite: CS 202.

321 Web Programming 3 hrs.

In this course students will learn how to program the World Wide Web using CGI, Perl, and HTML and MYSQL to enhance a web site through scripts and databases. Prerequisite: CS 399.

333 Data Structures 3 hrs.

This course examines the fundamental structures used in computer systems to store and manipulate data. Lists, stacks, queues, trees, linked lists, and sequential, indexed, and random files will be covered. Hashing, sorting and searching algorithms, data retrieval, and efficiency analysis are also included. The student will write C++ programs using these structures and algorithms. Prerequisite: CS 202.

380 Topics in Computer Science 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 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, 399 or consent of instructor. Not offered on a regular basis.

398 Practicum in Computer Science 2 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.

399 Linux 3 hrs.

An introduction to Linux use and programming where one will learn useful user and system commands and write, test, and debug shell scripts. Prerequisite: CS 202 or consent of instructor.

402 Data Management 3 hrs.

The theory and techniques involved in the creation and use of databases and database management software. Topics include advanced data structures, file structures, storage structures, databases, SQL, and Access. Prerequisite: CS 202 or 203 or consent of the instructor.

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. Prerequisite: Senior standing in the major.

**497 Independent Study in
Computer Science** 1-3 hrs.

This course will give students of demonstrated ability an opportunity to make an independent study of some topic under close supervision. See also Independent Study in the Index. Prerequisite: 10 hours of computer science.

**498 Internship in Computer
Science** 6-12 hrs.

This internship allows for practical work experience in computer science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Science Division chairperson. Each student's individual internship must be approved by the division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

Mathematics

**135 Problem Solving
and Mathematics** 3 hrs.

A course that teaches students how to apply mathematical problem-solving skills to problems from different academic fields. The course emphasizes the model by George Polya, which first defines the problem, next devises a plan to solve the problem, then carries out the plan, and finally looks back on the problem-solving process. This problem-solving model is applied to logic, set theory, algebra, geometry, measurement, financial management, probability, and number systems.

155 Intermediate Algebra 3 hrs.

A course for students who need to improve their skills in algebra. Material to be covered includes arithmetic operations, algebraic fractions, fractional exponents, polynomials, and elementary functions. Students who have completed two years of high school algebra with a grade of "C" or better in the last 10 years are not permitted to enroll in this course. Not open to students who have completed a higher numbered mathematics course with a

grade of "C" or better, except Elementary Statistics. This course will not count toward the computer science, life science, or mathematics majors.

**162 College Algebra and
Trigonometry** 4 hrs.

A course in algebraic, exponential, logarithmic, and trigonometric functions which serves as a preparation for calculus. Not open to students who have successfully completed high school mathematics through advanced math or calculus except by consent of the instructor. Prerequisite: A working knowledge of algebra.

214 Elementary Statistics 3 hrs.

An introduction to probability and statistics, including assignment of probability using permutations and combinations, distributions of random variables and statistics, and large sample theory. Introduction to estimation and tests of significance.

221 Discrete Mathematics 3 hrs.

A problem-solving course using techniques appropriate for finite mathematical structures. Topics include sets and logics, graphs, trees, techniques of counting, and recurrence relations. Prerequisite: MATH 162 or equivalent.

231 Calculus I Fall, 4 hrs.

An introduction to calculus. The major emphasis is on the differentiation and integration of elementary functions, with applications and analytic geometry. Prerequisite: MATH 162 or equivalent.

232 Calculus II Spring, 4 hrs.

A continuation of Math 231. Topics include techniques of integration, an introduction to elementary differential equations, infinite series, and partial derivatives. Prerequisite: MATH 231.

323 Linear Algebra 3 hrs.

The study of systems of linear equations, matrix algebra, vector spaces, linear transformations, and related topics. Prerequisite: MATH 231.

329 Geometry 3 hrs.

The study of modern elementary geometry. Topics from Euclidean and non-Euclidean geometry include coordinate systems, betweenness, existence theorems, principles of duality, plane separation principle, congruence, exterior angle theorem, and parallelism. Prerequisite: MATH 323. Alternate years.

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.

391 Algebraic Structures 3 hrs.

The logical development of various algebraic structures. The study will include groups, rings and fields. Prerequisite: MATH 323. Alternate years.

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.

401 Numerical Methods 3 hrs.

Introduction to the techniques and theory of numerical analysis. Topics selected from polynomial approximation and interpolation, numerical differentiation and integration, numerical solution of differential equations, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prerequisites: CS 202 and MATH 323. Alternate years.

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. Prerequisite: Senior standing in the major.

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.

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. Prerequisite: Senior standing in the major.

Physics**205 Elementary Astronomy** 3 hrs.

A beginning course in astronomy. Topics to be studied include the motions of the earth and moon; time measurements; the planets; elementary techniques of measuring stellar distances, diameters, brightness; stellar evolution; galactic structure and cosmology. Not offered on a regular basis.

210 General Physics I Fall, 4 hrs.

An introductory lecture and laboratory course in physics. This course deals with the principles of Newtonian mechanics, including concepts of motion, force, energy, momentum, the conservation laws, wave phenomena, and sound. Knowledge of algebra and trigonometry assumed.

220 General Physics II Spring, 4 hrs.

A continuation of PHYS 210. Deals principally with electricity and magnetism, electromagnetic phenomena, light, ray optics, and physical optics.

Division of Education

Physical Education Teacher Education

The Division of Education prepares students for the many opportunities available in the teaching field. Programs are tailored to the individual's interest in preschool, elementary, and secondary school teaching and for graduate study in education.

Iowa Wesleyan College offers a full program in teacher preparation with majors and minors for secondary school teaching outlined in the various curricular sections of this catalog.

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

The goals of the IWC teacher preparation program are:

1. *Student Learning*: The teacher understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.
2. *Diverse Learners*: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
3. *Instructional Planning*: The teacher plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
4. *Instructional Strategies*: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. *Learning Environment & Classroom Management*: The teacher 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.
6. *Communication*: The teacher 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.
7. *Assessment*: The teacher understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.
8. *Foundations, Reflection & Professional Development*: The teacher continually evaluates the effects of the teacher's choices and actions on students, parents, and other professionals in the learning commu-

- nity, and actively seeks out opportunities to grow professionally.
9. *Collaboration, Ethics & Relationships*: The teacher fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
 10. *Computer Technology*: The teacher relates computer technology to instruction, integrating various research, word processing, and data display strategies into ongoing instructional content.
 11. *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 two groups of students:

1. prospective preschool, elementary and secondary teachers seeking licensure; and
2. those teachers in the field with needs for relicensure and personal enrichment.

Accreditation

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

Licensure Renewal

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

Federal Title II Information

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

- (1) Iowa Wesleyan College reported the following data for the 2000-2001 academic year:

303—Total number of students enrolled in the Teacher Preparation Program; 63—Number of student teachers; 8—Total number of supervising faculty for student teachers; 7.88—Student teacher/supervisor ratio; 28—Total number of weeks of supervised student teaching during 2000–2001; 40—Average number of hours per week of student participation in supervised student teaching.

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

Teacher Preparation Requirements

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

Provisional admission:

- Successful completion of EDUC 261: Early Experience in the Schools (1 credit hour);
- Application for Admission form submitted;
- Minimum scores on the CAAP test—reading 57, Math 58, Math 54;
- Minimum IWC g.p.a. of 2.25;
- Interview and approval with the Education department;
- Portfolio process begun.

Full admission:

- Successful completion of EDUC 262: Participation and Analysis;
- Education Department approval;
- Minimum IWC g.p.a. of 2.50
- Continuation of portfolio process.

Approval to Student Teach:

- Successful completion of EDUC 263: Participation and Analysis;
- Review of portfolio to include philosophy of education, resume, letter of introduction (3 copies each);
- Minimum IWC g.p.a. of 2.75 the previous semester that the student is applying for student teaching. A 2.75 g.p.a. must be maintained through graduation;
- Major department approval stating that all requirements have been met. All method classes must be satisfactorily completed;
- Teacher Education Committee approval;
- Education Department approval.

Licensure approval:

- Successful completion of student teaching;

- Completion of B.A. requirements and licensure requirements. Must meet current requirements;
- Professional portfolio presentation to the Education faculty;
- Recommendation for Licensure.

Performance-Based Teacher Education (PBTE)

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

Conditions for Progress Toward Licensure

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

5. Transfer students coming to Iowa Wesleyan late in their academic careers and wishing to obtain teacher licensure through Iowa Wesleyan College shall be required to take at Wesleyan at least six credit hours of work in their academic area of licensure and a minimum of three credit hours of professional education courses excluding practicum.
6. Graduates seeking licensure from Iowa Wesleyan College must receive approval from the faculty advisor, Division chair, and the coordinator of their major program. They must receive a 2.75 g.p.a. in courses taken at Iowa Wesleyan in order to be eligible for student teaching.
7. A student employed full-time in a teaching position may not earn more than 12 credit hours during the regular nine-month school year.
8. Licensure requirements are those in effect at the time of application for licensure.
9. Students applying for or enrolled in Teacher Preparation are subject to constant screening which may result in retention, rejection or probation **at any point.**

The Professional Semester

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

For elementary (K-6) majors, eight weeks of the assignment occurs at the K-3 level and eight weeks at the 4-6 level. Regular secondary education majors will student teach for eight weeks at the high school level and eight weeks at the middle school level. K-12 students in art, music or physical education will teach for eight weeks at the elementary level and eight weeks at the secondary level.

The Interim is normally devoted to the completion of Responsible Social Involvement (RSI). If the RSI requirement is completed, students are encouraged to take enrichment courses offered during the Interim.

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

The following regulations govern preparation for the Professional Semester:

1. During the semester preceding the Professional Semester, all prospective student teachers are to have all required forms on file in the

Office of Teacher Education, together with evidence of a cumulative grade point average of 2.75.

2. Adequate provision to **avoid all time conflicts** must be made by the teaching candidate during the Professional Semester. Student teaching is full-time, and no other courses may be taken during this semester.
3. Practitioner candidates may live off-campus during the Professional Semester. If this option is chosen, they must make their own arrangements for room and board.
4. Candidates must make plans to return to campus early during the fall semester in order to participate in opening workshop activities at the local school district in which they plan to student teach.
5. Practitioner candidates are responsible for their own transportation to and from student teaching locations.

Physical Education

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

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

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

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

To fulfill the requirement, the student participates in the regularly scheduled group activities of that course or arranges a program of individual physical activity approved by the instructor.

Students participating in Physical Education programs will:

- relate the Physical Education program to their overall educational ex-

perience;

- understand the importance of physical activities as a means to a healthful and active personal life;
- develop the fundamental skills and knowledge necessary to participate in physical activities;
- establish a progressive, personalized and realistic goal-setting program;
- experience various teaching methods and apply their knowledge and skills as effective members of society; and
- develop creative living skills and worthwhile recreational activities.

Intramural Sports

To provide wholesome recreation in the form of competitive games, intramural sports are emphasized and are provided for all students.

Activities of all kinds—mild and strenuous—are included in order that students may have an opportunity to participate in an activity to their liking and ability.

Intercollegiate Athletics

Iowa Wesleyan College arranges a full athletic schedule of varsity sports with other colleges in the area, as well as with outstanding teams in other parts of the country.

Participation in competitive athletics is voluntary. Every precaution is exercised to prevent injuries, but the College assumes no responsibility for injuries that may occur either while training for, or engaging in any athletic activity. An "in excess" (secondary) insurance is provided for accidents which occur during athletic practice or competition.

Iowa Wesleyan men participate in the intercollegiate programs of baseball, basketball, football, soccer, and track. The IWC women participate in intercollegiate programs of basketball, soccer, softball, volleyball, and track.

Swimming and Life Saving Program

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

These courses include:

1. Beginning Swimming
2. Intermediate Swimming
3. Advanced Swimming
4. Lifeguard Training (qualifies student as lifeguard)

Professional Courses

The staff offers a broad range of professional programs:

1. a major in Exercise Science and Wellness,
2. a preparatory teaching major with licensure to teach physical education in Kindergarten through 6th grade,
3. a preparatory teaching major with licensure to teach physical education in grades 7–12,
4. physical education–secondary teaching minor must have licensure in another secondary area,
5. physical education–elementary teaching minor must have licensure in elementary education,
6. health minor–secondary licensure only,
7. athletic training minor,
8. a preparatory coaching program for students majoring in other areas with licensure to coach an interscholastic sport in public/private schools in Iowa.

The specific requirements for each of these programs are outlined below.

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

Exercise Science and Wellness: This course of study will allow the students to work with a nonathletic or athletic population in developing a program of wellness. This major has the courses needed for those interested in becoming a certified strength coach, a personal trainer, a fitness instructor or a fitness trainer. These individuals will be able to find positions in the college/university setting, the private club setting, and the industrial fitness and wellness centers. This major will study the effects of exercise on mental, emotional, social, spiritual, as well as the physical side of being healthy. Studying the effects of aging and stress in regard to wellness will also be emphasized. The required courses in the major of non-teacher licensure students are PE 101, 121, or 131, 107, 225, 231, 250, 260, 352, 356, 380, 398, 482, 484, 498, and HLTH 200, 234, and 300 (43 credit hours). Required support courses are BIO 241, EDUC 215.

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

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

Health Minor: The health minor requires HLTH 200, 234, 300, 334; SOC

205; BIO 241; PE 231; PE 352 or 484; PSYC 251 (26 credit hours); plus education methods classes.

Physical Education-Elementary Teaching Minor: The minor for elementary school licensure requires PE 225, 231, 250, 341, 356, 484; BIO 241; EDUC 332; and PSYC 251 (26 credit hours).

Physical Education-Secondary Teaching Minor: The minor for secondary school licensure requires PE 225, 231, 341, 352, 356, 484, 493; BIO 241; PSYC 251 (27 credit hours).

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

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

Physical Education

100-131 Physical Activities 0-1 hr.

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

Activities include (V-Varsity):

100 V Varsity Athletics	0 hr.
101 Beginning Swimming	0-1 hr.
107 Folk and Square Dancing	0-1 hr.
108 Bicycling and Bowling	0-1 hr.
109 Jogging-Fitness	0-1 hr.
111 Aerobics	0-1 hr.
113S Special Programs (Extended Learning only)	0-1 hr.
114 Water Aerobics	0-1 hr.
116 Weight Training	0-1 hr.
121 Intermediate Swimming	0-1 hr.
131 Advanced Swimming	0-1 hr.

221 Methods of Teaching Team Sports 3 hrs.

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

223 Methods of Teaching Individual Sports 3 hrs.

This class is required by those who are majoring in Physical Education K-12 Teaching Licensing. This class will discuss and teach various methods of teaching those activities considered to be of an individual nature.

225 Introduction to Physical Education 3 hrs.

An introductory class on the history of PE. The course will also include the modern techniques in teaching PE, modern trends, and job market possibilities.

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

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

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

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

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

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

298B Practicum in Athletic Training II 2 hrs.
A continuation of Practicum I. The student trainer will learn the proper application of padding, begin practicing taping techniques, and, under direct supervision of the trainer, apply basic modalities: Ice, heat, massage.

Students will be able to observe practices, therapy, and weight training. Prerequisites: PE 298A and consent of instructor.

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

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

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

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

358 Water Safety Instructor 2 hrs.
This course is an advanced course for students interested in teaching swimming and water safety programs. Satisfactory completion of the course results in certification from the American National Red Cross. Course will be taught upon students demand and the availability of the faculty. Prerequisite: PE 258. Alternate years.

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

367 Athletic Coaching: Football (Coed) 2 hrs.
Fundamentals of football, theory, practice, details of position play, training, managing, and technique of developing offensive and defensive tactics. A comparison of the vari-

ous systems in American intercollegiate football. Prerequisite: PE 270.

368 Athletic Coaching: Basketball (Coed) 1 hr.

Concerned with coaching techniques, theory, fundamentals, training, managing, and various systems of play in each of the sports. Prerequisite: PE 270. Alternate years.

369 Officiating Major Sports 2 hrs.

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

370 Athletic Coaching: Volleyball 1 hr.

Fundamentals of volleyball, theory, practice, training, managing, positions, strategy, and techniques of various systems of play in U.S. volleyball. Prerequisite: PE 270.

380 Topics in Exercise Science and Wellness 3 hrs.

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

398 Practicum in Physical Education 3 hrs.

Will serve as a pre-internship experience. It may be an on-campus field experience under the supervision of faculty or staff.

398A Practicum in Athletic Training III 3 hrs.

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

398B Practicum in Athletic Training IV 3 hrs.

At this point students will work directly with the athletes. Injury evaluation, immediate

treatment, taping, and padding an injured area will be done with the direct supervision of the trainer. Modality usages will be encouraged. Working with athletes during rehabilitation will also begin. Prerequisites: PE 298A, 298B, 398A.

440, 441, 442 Career Applications in Physical Education 2-6 hrs.

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

482 Prevention, Care, and Treatment of Injuries 3 hrs.

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

484 Physiology of Exercise 3 hrs.

Consideration of the findings of research and clinical studies to obtain a better understanding of biology, anatomy, physiology, physics, chemistry, psychology, and histology as they apply to muscular activity.

492 Advanced Techniques for Athletic Training 3 hrs.

This course deals with the prevention, recognition, and treatment of injuries that are not of a common occurrence. Discussion of professional ethics, legal aspects, certification methods, and professional courtesy will occur. Practical work on designing and developing training rooms, budgets, and policies will be done as major projects. Prerequisite: PE 482.

493 Organization, Administration, and Curriculum Development of Secondary Physical Education and Administration of Athletics 3 hrs.

This course utilizes the philosophy, aim and objectives of Physical Education in develop-

ing programs and curricula in secondary physical education. This course is designed to familiarize students with standards and policies involved in organization, management, curriculum and supervision of the secondary physical education program (7-12) and athletics.

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

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

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

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

Health

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

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

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

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

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

Teacher Education Program

Program for the Elementary School Teaching License

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

Required Courses in the Major

EDUC 261	Early Experience in the Schools	1 hr.
262-3	Participation and Analysis in the Schools	2 hrs.
215	Technological Applications in the Classroom	2 hrs.
227	Education of Exceptional Persons	3 hrs.
294	Foundations of Education	2 hrs.
295	Curriculum Development and Evaluation	3 hrs.
305	Elementary School Science Methods	3 hrs.
323	Elementary School Math Methods	3 hrs.
331	Elementary School Social Studies Methods	2 hrs.
338	Children's Literature	2 hrs.
340	Educational Psychology	3 hrs.
325	Elementary School Reading Methods	3 hrs.
341	Elementary School Language Arts Methods	3 hrs.
357	Human Relations for Teachers	3 hrs.
402	Seminar for Elementary Teachers	1 hr.
442 and 443	Practicum in Elementary Education	12-14 hrs.
Two of the following three:		
EDUC 224	Elementary School Music Methods	2 hrs.
303	Elementary School Art Methods	3 hrs.
332	Elementary School Physical Education Methods	3 hrs.

Required Support Courses in the Major

MATH 135 or above	3 hrs.
Laboratory Science	4 hrs.
A course in American Government <i>or</i> U.S. History	3 hrs.
CS 190	Computer Applications 3 hrs.

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

Elementary Education 12 hr. Concentration: In addition to the above specified courses, each candidate for an elementary school teaching license

shall complete a concentration of 12 credit hours or more in a single academic field approved by the head of the Teacher Education Program.

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

Program for the Secondary School Teaching License

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

Professional Education Requirements

EDUC	261 Early Experience in the Schools	1 hr.
	262-3 Participation and Analysis in the Schools	2 hrs.
	215 Technological Applications in the Classroom	2 hrs.
	227 Education of Exceptional Persons	3 hrs.
	294 Foundations of Education	2 hrs.
	295 Curriculum Development and Evaluation	3 hrs.
	327 Reading in Secondary Content Areas	3 hrs.
	340 Educational Psychology	3 hrs.
	357 Human Relations for Teachers	2 hrs.
	396 Secondary School Special Methods	2-3 hrs.
	404 Seminar for Secondary Teachers	1 hr.
	482 or 483 Practicum in K-12 Education	12-14 hrs.
OR	492 or 493 Practicum in Secondary Education (7-12)	12-14 hrs.

Required Support Courses

PSYC	251 Developmental Psychology I	3 hrs.
	A course in American Government <i>or</i> U.S. History	3 hrs.
CS	190 Computer Applications	2 hrs.
	Laboratory Science	4 hrs.
MATH	135 or above	3 hrs.

Other Teaching Majors and Minors

Following is a list of other teaching curricula for the teaching licensure granted by Iowa Wesleyan College. Special subject endorsements for both

elementary and secondary levels are available in music, art, and physical education. *The required curricula for these, and for all the teaching majors and minors, are listed in the appropriate divisional or program section of the Catalog.*

Art

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

Behavioral Sciences

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

Biology

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

Chemistry

Chemistry Secondary School Teaching Major (7-12)	46 hrs.
Chemistry Secondary School Teaching Minor (7-12)	30 hrs.

English, Modern Languages, and Journalism

English-Secondary School Teaching Major	38 hrs.
English-Secondary School Teaching Minor (must be combined with an approved secondary teaching major)	30 hrs.
Journalism Secondary Teaching Minor (must be combined with an approved secondary school teaching major; for grades 7-12)	15 hrs.
Language Arts K-6	24 hrs.

History and Political Science

History-Secondary School Teaching Major	30 hrs.
(approval to teach American history, grades 7-12)	
Political Science-Secondary School Teaching Major	30 hrs.
(approval to teach American Government, grades 7-12)	

Mathematics

Mathematics K-6	24 hrs.
Mathematics-Secondary School Teaching Major (7-12)	40 hrs.
Mathematics-Secondary School Teaching Minor (7-12) ...	26 hrs.

Music

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

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

Early Childhood Education Major

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

EDUC 261 Early Experience in the Schools (field experience)	1 hr.
262-3 Participation & Analysis in the Schools	2 hrs.
227 Education of Exceptional Persons	3 hrs.
268 Care & Development of the Preschool Child	3 hrs.
294 Foundations of Education	2 hrs.
279 Intro. to Early Childhood Education	3 hrs.
325 Elementary School Reading Methods	3 hrs.
338 Children's Literature	2 hrs.
340 Educational Psychology	3 hrs.
355 Methods and Materials for Early Childhood Education	3 hrs.
357 Human Relations for Teachers	3 hrs.

Two of the following:

224 Elementary School Music Methods	2 hrs.
303 Elementary School Art Methods	3 hrs.
332 Elementary School P.E. Methods	3 hrs.
EDUC 402 Seminar for Elementary Education Teachers	1 hr.
421 Preschool Practicum	6 hrs.
422 Kindergarten Practicum	6 hrs.

Total 46-47 hrs.

Required Support Courses

PSYC 251 Developmental Psychology I	3 hrs.
SOC 100 Introduction to Sociology	3 hrs.
205 The Family	3 hrs.

HLTH 300 Health and Nutrition	3 hrs.
U.S. History or Government course	3 hrs.
IWC Shared Curriculum Science course	4 hrs.
MATH 135 Problem Solving & Mathematics (or higher)	3 hrs.
CS 190 Computer Applications	3 hrs.
Humanities (fine arts, philosophy, language, literature)	3 hrs.
Required Field of Concentration (12 cr. hrs. in one approved area)	

Early Childhood Minor

To complete the Early Childhood Endorsement, a candidate must either have a teaching license or be completing the requirements toward it. The endorsement is then attached to the license. The courses required for the Early Childhood minor are:

EDUC 279 Intro. to Early Childhood Education	3 hrs.
268 Care and Development of the Preschool Child	3 hrs.
355 Methods and Materials for Early Childhood Education	3 hrs.
SOC 100 Introduction to Sociology	3 hrs.
205 The Family	3 hrs.
HLTH 300 Health and Nutrition	3 hrs.
EDUC 421 Preschool Practicum	6 hrs.
442 Kindergarten Practicum	6 hrs.

Reading Endorsement

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

K-6 Reading Minor

EDUC 325 Elementary School Reading Methods	3 hrs.
338 Children's Literature	2 hrs.
351 Corrective Reading Methods	3 hrs.
452 Remedial Reading Methods	3 hrs.
453 Remedial Reading Practicum	
(Tutorial experience in Reading K-12)	3 or 6 hrs.
341 Elementary School Language Arts Methods	3 hrs.
Total	20 hrs.

7-12 Reading Minor

EDUC	327 Reading in the Secondary Content	2 hrs.
	351 Corrective Reading Methods	3 hrs.
	452 Remedial Reading Methods (Secondary Emphasis)	3 hrs.
	454 Remedial Reading Practicum (Tutorial Exp in Reading 7-12)	3 or 6 hrs.
ENG	348 Literature for Adolescents	3 hrs.
	382 Modern English Grammars	3 hrs.
COMM	107 Speech Fundamentals	3 hrs.
	Total	23 hrs.

Education

215 Technological Applications in the Classroom K-12

2 hrs.

A study of the planning and strategies of integrating technology into the school curriculum. Projects will simulate elementary/secondary student use of technology to solve problems or present results, helping to prepare them for the adult work world. Prerequisite: CS 190 or equivalent.

224 Elementary School Music Methods (See MUS 224)

2 hrs.

227 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. Will include characteristics, methods of identification, curriculum development, research and current educational structures and practices.

251 Developmental Psychology I (See PSYC 251)

3 hrs.

261 Early Experience in the Schools

1 hr.

A required 30 hours of supervised experiences within the PK-12 classroom prior to admission to any of the teacher preparation programs. Placement is done through the Education Division. The purpose is to help students explore their fitness for and desire to pursue teaching as a career. Focused observation assignments, seminar meetings and a written journal required. Prerequisites: Sophomore standing and 2.0 g.p.a.

262 Participation and Analysis in the Schools

1 hr.

An organized system of participation in the schools requiring 30 hours of supervised experiences within the PK-12 classroom. Micro-teaching, focused observation of teaching techniques, seminar attendance and writing journal required. Prerequisites: EDUC 261 and g.p.a. of 2.5.

263 Participation and Analysis in the Schools

1 hr.

An extension of EDUC 262 requiring 30 hours of supervised experiences in PK-12 classrooms. Micro-teaching of five lessons, together with some experimentation with assessment and the integration of technology into instruction required. Also a written paper, seminar attendance and a journal. Prerequisites: EDUC 262 and g.p.a. of 2.5.

268 Care and Development of the Preschool Child

3 hrs.

A study of prenatal and postnatal development to age 8. Emphasis is placed on children's physical and social needs and their place in the family.

279 Intro. to Early Childhood Education

3 hrs.

A study of the field of early childhood education, emphasizing the philosophy, history, current trends, and principles of guidance of the young child.

294 Foundations of Education

2 hrs.

An overview of American education, PK-12, introducing the history and philosophies of education, legal, ethical, political and sociological issues, together with the financing and administrative organization of education at state and local levels.

**295 Curriculum Development
and Evaluation**

3 hrs.

Development of elementary and secondary curriculum; definitions, learning theories, implementation and assessment strategies, and classroom management. Emphasis on development of a curriculum project.

**303 Elementary School Art Methods
(See ART 303)**

3 hrs.

**305 Elementary School Science
Methods**

3 hrs.

A series of supervised experiences in an elementary school setting integrating theory, practice, and coursework with the methods and materials used in elementary science. Prerequisite: 6-8 hrs. of lab sciences.

**323 Elementary School Math
Methods**

3 hrs.

An appraisal of existing elementary mathematics programs, their content, scope and sequence, methods and materials. Includes micro-teaching in elementary school classrooms. Prerequisite: Math 135 or equivalent.

**325 Elementary School Reading
Methods**

3 hrs.

Exploration of current research, effective methodology, strategies and materials for teaching beginning and developmental reading as well as reading in the content areas in the elementary schools. Field experience in the public schools. Assessment tools and procedures explored.

**327 Reading in the Secondary
Content Areas**

2 hrs.

Integration of reading strategies into secondary content areas and application of current research, effective methodology, strategies and materials for teaching middle and high school reading. Assessment tools and procedures explored. Field experience requirement.

**331 Elementary School Social
Studies Methods**

2 hrs.

Presents methods and materials for teaching the content of the social studies in the elementary school.

**332 Elementary School
P.E. Methods**

3 hrs.

A survey of the philosophy, objectives, principles, and activities related to the teaching of health and physical education in the elementary schools. This course is designed for

the classroom teacher, as well as for the Physical education major or minor. Cannot be counted in hours for the PE major.

338 Children's Literature

2 hrs.

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

340 Educational Psychology

3 hrs.

This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment the traditional and exceptional student, handicapped, gifted and talented student. Students will obtain practical understanding and experience in designing and scoring a variety of test formats and schedules, including multiple choice, essay and portfolio assessment, that are directed toward meeting the needs of all students. Both criterion and norm-referenced tests will be discussed in relation to ranges and ages and abilities of students. The processes of instructional design, motivation, classroom management, discipline, measurement and evaluation will be integrated for a comprehensive look at student learning with some emphasis on meeting the needs of the "at risk" and special needs student. Prerequisite: a general psychology course is recommended.

**341 Elementary School
Language Arts Methods**

3 hrs.

Research-based methodology in teaching creative expression, listening, oral and written communication and language structure in the elementary school. Process approaches and integration emphasized.

ENG 348 Literature for Adolescents

(See English 348)

3 hrs.

351 Corrective Reading

Methods

Fall, 3 hrs.

Basic instruction in remedial theory and methodology; general principles of assessment diagnosis, corrective resources and motivational aids, with attention to the problems of the handicapped. Utilizes techniques for correcting reading problems in the regular classroom. Observation and laboratory experience. Prerequisite: EDUC 325 or 326.

355 Methods and Materials for

Early Childhood Education 3 hrs.

Methods and principles of development and operation of programs for young children, including involvement with parents. Activities for the care and development of the young child including education for the physical, mental and social development of the preschool child.

357 Human Relations for Teachers 3 hrs.

Human Relations study shall include interpersonal and intergroup relations with special emphasis on issues of race and gender. It shall 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 as mirrored in schools.

396 Secondary School Special

Methods, Major: 2 or 3 hrs.

A special methods course designed for each of the areas of secondary education. The course involves the examination of methods of organization, presentation of materials, evaluation techniques and classroom management as related to the specific teaching field.

402-404 Senior Seminar for

Student Teachers 1 hr.

An integral part of the student teaching experience, this course provides a review of classroom organization and management, job seeking strategies and an ongoing series of exercises encouraging reflection on the student teaching experience.

421 Practicum in Early Childhood

Education (Preschool) 3 or 6 hrs.

An individually planned program of teaching experiences in a preschool situation under licensed supervision.

422 Practicum in Early Childhood

Education (Kindergarten) 3 or 6 hrs.

An individually planned program of teaching experience in a kindergarten class under licensed supervision.

442-443 Practicum in Elementary

Education (K-6) 6-14 hrs.

A full-time program of experience in one or more elementary schools at two grade levels. The course will be individually planned with the student's advisor and the consent of the Education Division chairperson.

452 Remedial Reading Methods 3 hrs.

Clinical assessment, diagnosis and recommendations for correction of reading problems. Exploration of successful reading strategies, including those of the Reading Recovery program. Laboratory experience. Prerequisite: EDUC 325 or 326.

453-454 Remedial Reading Practicum

at K-6 or 7-12 level 3 or 6 hrs.

Field experience comprised of team teaching with Title I teacher and observing a Reading Recovery teacher. Included are assessment, diagnosis, prescription and remediation. Prerequisites: EDUC 351 and 452.

482-483 Practicum K-12 Educ. 6-14 hrs.

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

492-493 Practicum in Secondary

Education (7-12) 6-14 hrs.

An individually planned program of experience in one or more secondary schools. The student will have at least seven weeks of experience in the major area and then must spend the remainder (seven weeks) student teaching at another grade level.

Division of Fine Arts

Art ~ Music

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

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

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

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

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

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

Art

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

The Art Education major is tailored for the art student who wants to teach either K-6, 7-12 or both. It provides a firm foundation in a broad range of studio and art history so the student is firmly grounded as an artist educator. Students take education, psychology and other requirements to meet state certification plus a pre-professional and a semester practica of student teaching.

The art faculty works closely with education faculty in advising but strongly suggest that Art Education majors meet with an advisor in the Education department to keep apprised of any changes in curriculum. Minors are available K-6 and 7-12.

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

The Iowa Wesleyan College art program exists to:

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

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

Visual Communications and Design Major: ART 109, 201, 204, 215, 219, 304, 309, 369, 372, three additional hours in studio art, 379, 381, 382, 383, and 499a/499b. Professional preparation: ART 398 practicum, and 498 internship (6-14 hrs.). Support courses: BADM 366, COMM 140, COMM 248 or 347.

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

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

Studio Art Minor: The regular art minor consists of the following requirements: ART 201, 215, 216, 217, 219, one art history class 381, 382 or 383),

and 12 hours or art electives.

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

Art Education Minor, Elementary (K-6): Approval to teach art in kindergarten through grade six. The teaching minor in art requires ART 109 (can test out with departmental approval), 201, 215, 216, 217, 219, 393, one art history class (381, 382, or 383), and three hours of art electives. In addition, this minor requires a teaching practicum. Please refer to the Education Program for necessary course work.

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

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

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

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

Art

109 Survey of Visual Communications 3 hrs.

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

201 Foundations of Design 3 hrs.

Introduction to two and three-dimensional

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

203 Art Appreciation 3 hrs.

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

204 Graphic Layout and Design 3 hrs.

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

207 Photography I 3 hrs.

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

210 Design Center 3 hrs.

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

215 Painting I 3 hrs.

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

216 Ceramics I 3 hrs.

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

219 Drawing I 3 hrs.

An opportunity to gain a knowledge of the

basic skills of drawing. A variety of approaches and mediums will be utilized through participation in formal studio sessions. No experience necessary.

225 Painting II 3 hrs.

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

226 Ceramics II 3 hrs.

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

229 Drawing II 3 hrs.

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

303 Art in the Elementary School 3 hrs.

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

304 Graphic Layout and Design II 3 hrs.

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

309 Multi-media Development 3 hrs.

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

335 Painting III 3 hrs.

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

336 Ceramics III 3 hrs.

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

339 Drawing III 3 hrs.

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

345 Painting IV 3 hrs.

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

346 Ceramics IV 3 hrs.

Ceramics IV will provide advanced students with further opportunity for investigation into areas of ceramics including: artists, materials, and methods. Advanced hand building, wheel throwing techniques, larger scale and establishment of professional goals are possible goals for the course. Glaze calculation and kiln operation/construction are other areas of exploration. Students will establish individual project roadmaps while interacting with art faculty and fellow students during studio and critiques.

349 Drawing IV 3 hrs.

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

359 Printmaking 3 hrs

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

361 Intermediate Design and Application 3 hrs

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

368 Advanced Studio 3 hrs.

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

369 Interactive Media 3 hrs.

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

379 Advanced Visual Communications and Design 3 hrs.

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

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.

381 History of Art I 3 hrs

A study of major artistic achievements in the western world from prehistoric times to the late Middle Ages. A topical research paper and four exams are required and attendance of field trips and IWC art openings is mandatory. Alternate years.

382 History of Art II 3 hrs .

This course opens with an investigation of major artistic achievements of the Renaissance and continues to the early 1900's. A continuation of ART 381, but all art history need not be taken in sequence. A topical research paper and four exams are required. Attendance on field trips and IWC art openings is mandatory. Alternative years.

383 History of Art III 3 hrs.

A study of contemporary issues in art from 1900 the present. Stylistic evolution, historical context and the effect of popular culture on the visual arts will be our focus for the semester. Visiting artists, field trips and group experimentation with contemporary trends will serve as a springboard for discussion, thought and analysis. Students will be required to produce a 20 minute oral presentation with visual images in place of the research project. All students must participate in scheduled field trip activities and attend IWC art openings.

396A Special Methods in Teaching Art in Secondary Schools 3 hrs.
(See EDUC 396A)

398 Practicum in Graphic Design 3 hrs.

An opportunity to work in a professionally supervised setting in fields such as publica-

tions, design and display. Practica may be arranged with the Midwest Old Threshers Association, the Mt. Pleasant News, the Iowa Wesleyan College Communications Office and elsewhere. Guidelines are available from the art faculty. Proposals must be approved before registration.

440, 441, 442 Career Applications 2 hrs.

Field experience projects that do not fit a six credit hour internship.

497 Independent Studies 1-3 hrs.

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.

498 Internship 6-14 hrs.

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.

499A Senior Seminar 1 hr.

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.

499B Senior Seminar 1 hr.

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.

Music

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

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

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

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

Musical Activities

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

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

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

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

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

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

Concert Association.

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

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

B.M.E. Degree

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

PROFESSIONAL EDUCATION

EDUC	227 Education for Exceptional Persons
	263 Participation and Analysis in the Schools
	294 Foundations of Education
	302 Classroom Management
	327 Reading in the Secondary Content Areas
	404 Senior Lab for Secondary Students
	482 or 483 Practicum in Elementary School Education
	492 or 493 Practicum in Secondary School Education
PSYC	340 Educational Psychology
MUS	355 Elementary Music Methods
	356 Secondary Music Methods
	386 Instrumental Methods

MUSIC

Music Theory: 141, 142, 143, 144, 241, 243, 328, 481

Music Literature and History: 353, 354

Conducting: 251, 357, 358

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

Piano (a minimum of 2 hrs.)

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

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

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

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

Proficiencies

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

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

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

All music majors are required to attend a minimum of eight concerts each semester to be chosen from a list of approved concerts. Failure to attend the minimum number of approved concerts will result in an "F" grade in one designated music course for each semester in which attendance at a minimum number of concerts is not met. For freshmen and sophomores, that course will

be MUS 141, 142, 241 or 328. For juniors, that course will be MUS 353 or 354. For seniors and other students not enrolled in one of the above courses, the course will be designated by the student's advisor.

Music Theory

141 Elementary Harmony 2 hrs.

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

142 Elementary Harmony 2 hrs.

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

143 Elementary Sight Singing and Ear Training 1 hr.

Singing of diatonic melodies in bass and treble clefs and in major and minor modes. Introduction to alto and tenor clefs. Dictation of rhythm; of intervals and diatonic melodies; and of harmonic progressions utilizing the principal triads.

144 Elementary Sight Singing and Ear Training 1 hr.

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

241 Advanced Harmony: Part Writing and Keyboard 2 hrs.

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

243 Advanced Sight Singing and Ear Training 1 hr.

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

328 Materials of Music 3 hrs.

A study of counterpoint, form and analysis, contemporary styles and composition. Prerequisite: MUS 241 or consent of instructor.

481 Arranging for School Music 2 hrs.

Study of principles, practices, and techniques of writing and arranging for school vocal and instrumental groups. Students will arrange vocal and instrumental music for available performers.

Music Literature and History

225 Survey of Musical Literature 3 hrs.

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

353 History of Music 3 hrs.

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

354 History of Music 3 hrs.

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

Music Methods

224 Music and Movement in the Elementary School 2 hrs.

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

251 Basic Conducting 2 hrs.

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

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

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

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

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

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

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

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

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

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

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

Applied Music

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

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

Ensembles

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

Division of Health and Natural Sciences

Biology

Chemistry

Environmental Health

General Science and Physical Science

Life Science

Nursing

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

Students completing programs in Biology, Chemistry, Environmental Health, General Science and Physical Science, and Life Science will:

- know and understand the biological and physical world;
- understand and express ideas with the symbolism of mathematics;
- understand and apply computer software and use computers as problem solving tools; and
- combine a meaningful field experience with traditional coursework.

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

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

Science Teaching

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

described in the following pages. Consult the Education Division section of this catalog for additional descriptions and requirements.

Pre-Professional Programs

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

Physical Therapy

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

Students normally complete a biology or life science major while taking courses that satisfy the admissions requirements of the APTA approved program of their choice. Courses that are required for admission to many APTA approved programs include BIO 211, 241, 242, 350, 355; CHEM 175, 176; PHYS 210, 220; PSYC 131, 251 and/or 254, 361; MATH 162, 214; electives in humanities, sociology and speech.

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

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

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

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

Medicine, Dentistry and Veterinary Medicine

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

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

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

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

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

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

Transfer Programs (Pre-Professional)

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

To receive a degree from Iowa Wesleyan in any of these three programs

that involve completing course work at another institution, the student must meet the following REQUIREMENTS:

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

Forestry

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

Medical Technology

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

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

Engineering

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

Biology

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

Goals and Objectives for the Biology Major

Students will understand and apply the methods of scientific inquiry to investigate questions, solve problems, and analyze claims/problems as related to the biology major.

1. The student will apply information from multimedia sources on previously acquired knowledge and investigations to apply in systemic analysis of a claim/problem.
2. The student will conduct appropriate research/inquiry methodology to validate the claim/problem.

Students will comprehend the facts and unifying concepts of the biological and physical sciences as they interrelate in understanding the principles of life in the biology major.

1. The student will apply practical and appropriate knowledge from each of the sciences to demonstrate a holistic understanding of how the principles of each unique discipline defines and analyses data.
2. The student will integrate facts and concepts in their oral and/or verbal presentation of their analysis to the learning community.

Students will perceive connections and relationships among the principles of science, technology and society in the application of the principles of the biological sciences in a broadly based liberal arts education.

1. The student will demonstrate by practical knowledge how science, technology and society influence each other in meaningful discussion and application of acquired skills in problem solving.
2. The student will demonstrate an understanding of science, technology and society in research methodology as the student investigates.

Requirements of the Biology Major and Biology Teaching Major

Common shared learning courses:

- BIO 201 General Botany
- BIO 211 General Zoology
- BIO 302 Plant Morphology
- BIO 312 Animal Development and Diversity
- BIO 355 Genetics

Required electives: choose one course from each learning emphasis.

Emphasis 1:

- BIO 260 Ecology and Conservation *OR*
- BIO 300 Ecosystems *OR*

EH 330 Environmental Health

Emphasis 2:

BIO 324 Taxonomy of Flora and Fauna *OR*

BIO 350 Microbiology

Emphasis 3:

BIO 241 Human Anatomy and Physiology I *OR*

BIO 241 Human Anatomy and Physiology II

Emphasis 4:

BIO 498 Biology Internship (4-6 semester hours)

BIO 440, 441, 442, or BIO 398 (at most 2 sem. hours in BIO 398)

Required Support Courses:

CHEM 175 General Chemistry I

CHEM 176 General Chemistry II

MATH 214 Elementary Statistics

Recommended Support Courses for All Pre-Professionals:

4-8 semester hours of chemistry to include organic chemistry and biochemistry.

4-8 semester hours of physics and the physical sciences. Additionally, students are encouraged to consider to double major with chemistry and/or life science.

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

Biology Secondary Teaching Minor: Complete either of the following:

- a) BIO 201, 211, 302, 312 with a major of 30 hours within a broad area of science (biology, chemistry, physics).
- b) BIO 201, 211, 302, 312 plus eight additional hours of biology.

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

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

Biology

201 General Botany Fall, 4 hrs.

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

211 General Zoology Fall, 4 hrs.

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

241 Human Anatomy and Physiology I Fall, 4 hrs.

This lecture/laboratory course introduces the student to the basic cell processes. It will also cover the anatomy and physiology of the tissues, integumentary, skeletal, muscular, and nervous system.

242 Human Anatomy and Physiology II Spring, 4 hrs.

This lecture/laboratory course introduces the student to the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body.

260 Ecology and Conservation 4 hrs.

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

300 Ecosystem Studies 1-2 hrs.

Intensive studies of natural areas and their inhabitants with emphasis on the development and functioning of specific ecosystems. Taxonomic, anatomical and physiological information will be presented through lectures, laboratory work and field experiences. The specific ecosystems will be selected with regard to student demand and faculty availability. May be repeated for different systems. Not offered on a regular basis.

302 Plant Morphology 4 hrs.

A lecture and laboratory course designed to acquaint the student with morphological and ecological relationships of representative members of the plant kingdom. Morphogenesis and evolutionary trends are emphasized. Prerequisite: BIO 201.

312 Animal Development and Diversity 4 hrs.

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

324 Taxonomy of Flora and Fauna 4 hrs.

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

350 Microbiology 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-causing microorganisms is presented. Laboratory techniques for culturing and nutritional differentiation are studied and performed. Prerequisites: 8 hours of biology, 4 hours of chemistry.

355 Genetics 4 hrs.

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

380 Topics in Biology 1-4 hrs.

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

386-387 Biochemistry (See CHEM 386-387)

398 Practicum in Biology 2 hrs.

This practicum allows for practical work experience on campus in biology. Specific guidelines, which include prerequisites, and

application procedures, may be obtained from the Division chairperson. Each student's individual Practicum must be approved by the Division before the student begins the practicum or registers.

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

497 Independent Study in Biology 1-3 hrs.
Original investigation of special problems. Open to juniors and seniors whose general ability and training in biology make probable their success with a research problem. (See also Independent Study in the index.)

498 Internship in Biology 6-12 hrs.
This internship allows for practical work experience in biology. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student's individual internship must be approved by the Division before the student begins the internship or register. Prerequisite: Senior standing in the major.

499 Seminar in Biology 1 hr.
Preparation of a research topic in thesis form, in a journal article, and in an oral presentation and discussion. Primarily for juniors and seniors but open to others by consent of the program coordinator.

Chemistry

It is the purpose of the chemistry program to produce majors who will:

- demonstrate knowledge of chemical principles;
- be proficient in laboratory techniques;
- understand the importance and value of the scientific method;
- understand environmental principles and issues;
- complete practical training in chemistry through field experience; and,
- if secondary education majors, demonstrate the skills to provide the basic foundations of chemistry to students.

Chemistry Major: Requires a minimum of 34 hours in chemistry which shall include CHEM 175, 176, 271, 355, 356, 357, 358, and 363. As support courses, the student must take MATH 231, 232; PHYS 210, 220; either MDLG 103, 104 or CS 201, 202; and two terms of physical education activities. A minimum of six hours of field experience are required for graduation.

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

Chemistry-Secondary Teaching Major: Requires a minimum of 28 hours in chemistry, 16 hours of required support courses to consist of MATH 231,

232; PHYS 210, 220; and two terms of physical education activities. The student is strongly advised to prepare a second concentration in an allied area. Biology, mathematics or computer science are desirable possibilities. A coaching endorsement is sometimes a useful elective.*

Chemistry-Secondary Teaching Minor: Requires a minimum of 15 hours of chemistry if the student has a major of 30 hours within the broad area of science (biology, chemistry, physics), OR a minimum of 24 hours of chemistry. The life science major may be an especially desirable option.*

* Students who plan to teach in the secondary school should consult the Education Division section concerning licensure requirements.

Chemistry

105 General Chemistry I Spring, 4 hrs.

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

175 Principles of Chemistry I Fall, 4 hrs.

A mathematical based introductory course in chemistry. Topics include atomic and molecular structure, chemical relationships, quantitative relationships, and gas theories. Laboratory will emphasize concepts covered in lecture. Prerequisite: Concurrent enrollment MATH 162 or higher, or consent of instructor.

176 Principles of Chemistry II Spring, 4 hrs.

This course is a continuation of CHEM 175. Topics include kinetics, equilibria, acid-base concepts, electrochemistry and nuclear chemistry. Prerequisite: CHEM 175.

205 Introduction to Organic and Biochemistry Fall, 3 hrs.

Introduction to organic chemistry and biochemistry. Topics include functional groups and reactivity, proteins, fats, carbohydrates, energy transfer, enzyme activity, and metabolism. Prerequisite: CHEM 105 or CHEM 176.

271 Quantitative Analysis Fall, 4 hrs.

Primarily a laboratory course stressing precision and technique. Wet chemical methods of analysis will be used to illustrate precipitation reactions, complexation, acid/base and redox chemistry. The class work will stress solution equilibria. Offered odd-numbered

Falls.

300 Environmental Chemistry 3 hrs. (See EVHL 300)

355 Organic Chemistry I Fall, 3 hrs.

This introductory survey course is centered around structure and is organized by functional groups. Nomenclature, properties, preparations, and reactions of the various groups will be studied. Prerequisite: CHEM 106. Offered even-numbered Falls.

356 Organic Chemistry II Spring, 3 hrs.

An extension and expansion of CHEM 355. The central themes will be reaction mechanism and structure. Infrared, ultraviolet, and NMR spectroscopy will be explored as tools in structural determination. Prerequisite: CHEM 355. Offered odd-numbered Springs.

357 Organic Chemistry Laboratory I Fall, 1 hr.

An adjunct to CHEM 355. Laboratory techniques and basic reactions of organic compounds will be stressed. Prerequisite: Concurrent registration in CHEM 355. Offered even-numbered Falls.

358 Organic Chemistry Laboratory II Spring, 1 hr.

A continuation of CHEM 357 with the inclusion of instrumental methods of studying molecules and reactions. Reaction mechanisms will play an important role. A major multi-step synthesis is a culminating activity. Prerequisite: Concurrent registration in CHEM 356. Offered odd-numbered Springs.

363 Physical Chemistry 4 hrs.

An introduction to chemical thermodynamics, including the development of the laws of

thermodynamics and their application to solutions, phase equilibrium, reaction equilibrium, electrochemistry, and reaction kinetics. Also included are quantum mechanics. Prerequisites: CHEM 106; MATH 232. Offered even-numbered Springs.

380 Topics in Chemistry 1-4 hrs.

The course will be an intensive study of a selected topic and may include laboratory work. The specific topics will be selected with regard for student need and interests of the faculty. May be repeated for different topics. No more than six hours will be counted toward the major unless recommended by the Division chairperson. Prerequisites: 8 hours of college chemistry and permission of the instructor. Not offered on a regular basis.

386 Biochemistry 3 hrs.

An introductory lecture course. Topics include nomenclature, typical reactions, qualitative and quantitative analysis, and intermediary metabolism. Particular emphasis will be given to factors effecting enzyme kinetics and metabolic control. Prerequisites: BIO 201 or 211; CHEM 355 or consent of the instructor. Not offered on a regular basis.

398 Practicum in Chemistry 2 hrs.

This practicum allows for practical work experience on campus in chemistry. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student's in-

dividual practicum, must be approved by the Division before the student begins the practicum or registers.

440,441,442 Career Applications 2-6 hrs.

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

497 Independent Study in Chemistry 1-3 hrs.

This course will give students of demonstrated ability an opportunity to make an independent study of some selected topic under close supervision. Prerequisites: 16 hours of chemistry and consent of the chemistry faculty. (See also Independent Study in the Index.)

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.

Environmental Health

The environmental health major is intended for students who are interested in the improvement and maintenance of a healthy living environment.

Students shall understand and apply the methods of scientific inquiry to investigate questions, solve problems, and analyze claims/problems as related to the environmental health major.

1. The student will apply information from multimedia sources on previous acquired knowledge and investigations to apply in systematic analysis of a claim/problem.
2. The student will conduct appropriate research/inquiry methodology to validate the claim/problem.

Students will comprehend the facts and unifying concepts of the biological, environmental and physical sciences as they interrelate in understanding of the dynamics of the interaction between the environment and the human experience.

1. The student will apply practical and appropriate knowledge from each of the sciences to demonstrate a holistic understanding of how the principles of a unique discipline are used in defining and analyzing data.
2. The student will demonstrate comprehension of the facts by an oral and/or written presentation to the learning community.

Students will apply connections and relationships among the principles of science, technology and society in the application of the principles of environmental health.

1. The student will demonstrate practical knowledge of how science, technology and society influence each other in meaningful discussion and application of acquired skills in problem solving.
2. The student will demonstrate an understanding of science, technology and society in research methodology.

Environmental Health Major: Requires the following 46 hours:

Biology—BIO 211, 241 or 242, 260, 312, and 350

Chemistry—CHEM 175, 176

Environmental Health—EVHL 300, 330, 430, 499

and 6 hrs. field experience

Recommended support courses are BIO 302, 355; CHEM 271, 355, 386; MATH 162, 214

Environmental Health

300 Environmental Chemistry 3 hrs.

This course will study the chemistry of our environment and the chemistry underlying our modern environmental problems. Discussion will involve the health effects of environmental chemical/toxins and the processes or mechanisms involved. Prerequisite: 8 hours of chemistry.

330 Environmental Health 4 hrs.

A lecture, laboratory, field study of the important principles of environmental health. The environmental factors that affect human health and well-being are emphasized. This course provides the basic knowledge and skills necessary to identify, evaluate, and communicate environmental conditions that have an impact on human health and to plan and/or implement strategies to control or manage environmental problems.

398 Practicum in Environmental Health 2 hrs.

This practicum allows for practical work experience on campus in environmental health. Specific guidelines, which include prerequi-

sites and application procedures, may be obtained from the Division chairperson. Each student's individual practicum must be approved by the Division before the student begins the practicum or registers.

430 Advanced Environmental Health 4 hrs.

A lecture/discussion, laboratory and field course in environmental issues and analysis. Risk assessment and bioremediation techniques will be emphasized. Toxicology, epidemiology, ergonomics, health administration, and environmental law will be studied. Prerequisite: BIO 330 or equivalent.

440, 441, 442 Career Applications 2-6 hrs.

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

498 Internship in Environmental Health 6-12 hrs.

This internship allows for practical work experience in environmental health. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student's individual internship must be approved by the Division before the student begins the internship or registers. Senior standing in the major.

499 Seminar in Environmental Health

1 hr.
Preparation of a research topic in thesis form, in a journal article, and in an oral presentation and discussion. Primarily for juniors and seniors but open to others by consent of the program coordinator.

General Science and Physical Science

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

General Science

SCI 303 History and Philosophy of Science 3 hrs.

The goal of this course is to familiarize students with a number of central topics in the history of science and technology in Western Civilization, as they have been formulated. Central to the development of science will be an examination of how science has shaped our society and technology. Issues of individual and group ethical behaviors will be a sub theme of the course as the class considers the intellectual, social, political, economic and private components of choice.

SCI 342 Earth Science 3 hrs.

An introduction and integration of geology and meteorology, in which the structure and development of the Earth will be emphasized. Prerequisite: 8 hours of science. Not offered on a regular basis.

Physical Science

PSCI 206 Physical Science 4 hrs.

Selected concepts underlying present understanding of the physical science. Topics include motion and Newton's Laws, energy, electricity and magnetism, chemical structure and reactions, and elements of astronomy, geology and metrology as time permits. Lecture demonstration and laboratory experience is included.

Life Science

The life science major may be utilized by students who wish to major in one of the allied health fields; medical technology, physical therapy, pre-medicine at least one area of basic science, biological science, chemistry, general science.

Students shall understand and apply the methods of scientific inquiry to investigate questions, solve problems, and analyze claims/problems as related to the life science major.

1. The student will apply information from multimedia sources on previously acquired knowledge and investigations to apply in system-

atic analysis of a claim/problem.

2. The student will conduct appropriate research/inquiry methodology to validate the claim/problem.

Students will comprehend the facts and unifying concepts of the biological and physical sciences as they interrelate in understanding the principles of life in a broad based major.

1. The student will apply practical and appropriate knowledge from each of the sciences to demonstrate a holistic understanding of how the principles of a unique discipline are used in defining and analyzing data.
2. The student will demonstrate comprehension of the facts by an oral and/or written presentation to the learning community.

Students will perceive connections and relationships among the principles of science, technology and society in the application of the principles of life science in a broadly based liberal arts education.

1. The student will demonstrate practical knowledge of how science, technology and society influence each other in meaningful discussion and application of acquired skills in problem solving.
2. The student will demonstrate an understanding of science, technology and society in research methodology.

Life Science Major: The major requires eight hours in each of biology, chemistry, mathematics and/or computer science, and physics. There must be a minimum of eight additional hours in either biology or chemistry to make a concentration of at least 16 hours in the selected field. The major is completed by selecting an additional eight hours of electives from the offerings in the division for a total of 54 hours. Neither Mathematics 150 nor 155 will meet the mathematics requirement for this major.

Distribution:

Biology	8 hrs.
Chemistry	8 hrs.
Mathematics and/or CS	8 hrs.
Physics	8 hrs.
Subtotal	32 hrs.

Additional:

Biology or Chemistry	8 hrs.*
Electives within Science Division	8 hrs.
Field Experience	6 hrs.
Total	54 hrs.

*Note: All eight hours must be in one field. The 16 hours "concentration" results when eight hours are added to eight hours of distribution from biology or chemistry.

398 Practicum in Life Science 2 hrs.

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

440, 441, 442 Career**Applications 2-6 hrs.**

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. Prerequisite: Senior standing in the major.

498 Internship in Life Science 6-12 hrs.

This internship allows for practical work experience in life science. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Each student's individual internship must be approved by the Division before the student begins the internship or registers. Prerequisite: Senior standing in the major.

Nursing

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

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

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

The Nursing Program is approved by the Iowa Board of Nursing (IBON, RiverPoint Business Park, 400 SW 8th St., Suite B, Des Moines, IA 50309; 515.281.3255) and accredited by the National League for Nursing Accreditation Commission (NLNAC, 61 Broadway, New York, NY 10006; 212.363.5555).

Required Courses for the Nursing Major

NUR	205 Introduction to Nursing and Health Care	4 hrs.
	206 Introduction to Nursing Practice	5 hrs.
	213 Basic Concepts of Pathophysiology	3 hrs.
	214 Basic Concepts of Pharmacology	3 hrs.
	301 Bridge to Professional Nursing	5 hrs.
OR	305 Nursing Care of Adults I	5 hrs.
	306 Nursing Care of Mental Health Clients	5 hrs.
	307 Nursing Care of Childbearing Families	5 hrs.
	308 Nursing Care of Children	5 hrs.
	405 Nursing Care in the Community	4 hrs.
	406 Nursing Care of the Older Adult	4 hrs.
	407 Nursing Care of Adults II	5 hrs.
	408 Nursing Care of Adults III	5 hrs.
	410 Nursing Leadership	2 hrs.
	411 Nursing Internship	1 hr.
	412 NCLEX-RN® Preparation	0 hr.
	413 Nursing Research	3 hrs.
	Total	64 hrs.

Required Support Courses

ENG	101 Problem Solving & Writing	3 hrs.
	102 Analysis, Persuasion & Research	3 hrs.
BIO	241 Anatomy & Physiology	4 hrs.
	242 Human Physiology	4 hrs.
	350 Microbiology	4 hrs.
MATH	215 Statistics	3 hrs.
PSYC	131 General Psychology	3 hrs.
	251 Developmental Psychology I	3 hrs.
SOC	100 Intro. to Sociology	3 hrs.
OR	205 The Family	3 hrs.

The Bachelor of Science in Nursing requires 128 semester hours.

The Nursing Program has no separate admission procedure. A composite score of 20 or higher on the ACT test is highly recommended. Prerequisites for beginning in the Nursing Program are: achievement of sophomore status, a 2.00 cumulative g.p.a., and satisfactory completion of BIO 241 and 242. All students entering NUR 205 are required to have current certification as a Certified Nursing Assistant (C.N.A.).

Minimum grades of "C-" or 80% are required for nursing theory courses. Passing theory is also contingent on earning a satisfactory grade in clinical. Clinical courses are graded as satisfactory or unsatisfactory and have two components, clinical performance and written assignments. A student must pass the written component with an 80% or greater, and meet the satisfactory requirements outlined in the clinical grading criteria to receive a satisfactory

grade. If a student earns a grade lower than an 80% in theory OR an unsatisfactory in clinical, both must be repeated. One hour of clinical or lab is equal to three contact hours per week per semester.

Nursing students must also earn a minimum grade of a "C-" in all support courses. The cumulative g.p.a. that **MUST** be maintained to continue in the nursing program is 2.0 at the sophomore level, and 2.25 at the junior and senior levels.

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

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

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

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

Tetanus	prior to starting classes, and every ten years
Measles, Mumps, Rubella (MMR)	prior to starting classes
*Hepatitis B	prior to starting classes
TB skin test (Mantoux)	prior to starting classes, and annually
Health insurance/ coverage	prior to starting clinical courses

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

Nursing

205 Introduction to Nursing and Health Care

Fall, 4 hrs.

(3 hr. theory/1 hr. clinical)

Introduction to Nursing and Health Care is an introductory course focusing on key concepts of baccalaureate nursing education. This introduction is accomplished through participation in classroom activities and

observational experiences. Prerequisites: BIO 241 & BIO 242.

206 Introduction to Nursing Practice

Spring, 5 hrs.

(3 hrs. theory/2 hrs. clinical)

Introduction to Nursing Practice introduces the student to professional nursing as a science, a practice, and a process. The course

presents an overview of the interrelationships of nursing, person, health, and environment. Emphasis is on the nursing practice that provides for health promotion and assistance to adult clients to attain their optimal level of functioning. Prerequisite: NUR 205.

213 Basic Concepts of

Pathophysiology Fall, 3 hrs.

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

214 Basic Concepts of

Pharmacology Spring, 3 hrs.

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

301 Bridge to Professional

Nursing Fall, 5 hrs. (3 hr. theory/2 hr. lab)

Bridge to Professional Nursing is designed as a transition to baccalaureate nursing education. This course emphasizes the integration of the concepts of *nursing, person, health* and *environment* into professional nursing practice. Prerequisites: Transfer credit from a nursing program and LPN or RN licensure.

305 Nursing Care of

Adults I Fall, 5 hrs. (3 hr. theory/2 hr. clinical)

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

306 Nursing Care of Mental

Health Clients Spring, 5 hrs. (3 hr. theory/2 hr. clinical)

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

307 Nursing Care of Childbearing

Families Fall, 5 hrs. (3 hr. theory/2 hr. clinical)

Nursing Care of Childbearing Families focuses on professional nursing practice that examines the health care needs of women and their families throughout the reproductive years. Emphasis is on the integration of critical thinking, the nursing process, research, and holistic care. Content includes pregnancy, childbirth, and post-partal states. Prerequisites: NUR 301 or NUR 305.

308 Nursing Care of

Children Spring, 5 hrs. (3 hr. theory/2 hr. clinical)

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

380 Topics in Nursing

1-3 hrs.

Topics is an opportunity for advanced students to explore a topical area in health care. Not offered on a regular basis.

405 Nursing Care in the

Community Fall, 4 hrs. (2 hrs. theory/2 hrs. clinical)

Nursing Care in the Community focuses on professional nursing practice that assists the community as a client. The community as a client is defined as an individual, family, aggregate, or group. Emphasis is on the integration of critical thinking, the nursing

process, research, and holistic care. Content includes concepts of environmental health, epidemiology, and care of the community. Prerequisites: NUR 306 & 308.

406 Nursing Care of Older Adults Spring, 4 hrs.
(2 hrs. theory/2 hrs. clinical)

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 & 407.

407 Nursing Care of Adults II Fall, 5 hrs.
(3 hrs. theory/2 hrs. clinical)

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

408 Nursing Care of Adults III Spring, 5 hrs.
(3 hrs. theory/2 hrs. clinical)

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

410 Nursing Leadership and Management Spring, 2 hrs.

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

411 Nursing Internship Interim, 1 hr.
(120 contact hours)

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

412 NCLEX-RN® Preparation Spring,
no credit

NCLEX-RN® (National Council Licensure Examination for Registered Nurses) preparation is designed to enhance student ability to meet the challenges of passing the Registered Nurse licensure examination. This class is restricted to the basic nursing student. Prerequisite: NUR 405 & 407.

413 Nursing Research Fall, 3 hrs.

Nursing Research focuses on how to improve professional nursing practice through nursing research utilization. Emphasis is on developing the skills needed to critically evaluate research studies and their findings. Content includes an introduction to the research process, the fundamentals of research statistics, and guidelines for implementing research findings into professional nursing practice. Prerequisites: NUR 306 & 308.

497 Independent Study in Nursing 1-3 hrs.

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

Division of Human Studies

Behavioral Sciences

History

Religion and Philosophy

The courses offered in the Division of Human Studies are designed to be of value to all students, regardless of future profession, by providing background, understanding and facility for dealing with both personal and social issues. They will assist students in determining their own values, in making sense of life's varied situations, in communicating their own minds effectively, and to assume successfully their social responsibilities. They will help students to discover their place and function in the larger human drama of which they are a part.

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

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

Divisional Requirements

In addition to core courses required of all graduates of the College, students completing a major in this Division must complete the following:

ENG 311 Expository Writing

COMM 107 Speech Fundamentals

One semester of laboratory science (3-4 hours)

Each student pursuing a major in this division shall complete any course specifically required by the major (including "major" courses, required "support" courses, and "prerequisite" courses) with a grade of not less than

“C-” (1.70). All majors must have an average of “C” (2.00) across all courses specifically required by the major (including “major” courses, required “support” courses, and “prerequisite” courses) in order to graduate.

Second Major in the Behavioral Science Program: Any student completing a major in some other program may declare a second major in criminal justice, psychology, or sociology by completing the 30 hours of major courses stipulated under “Required courses for the major” for each of these programs. If support courses are completed for another major, no additional support courses or divisional requirements need to be taken for the second major in criminal justice, psychology, or sociology.

Transfer Credit: Students who transfer to Iowa Wesleyan College from other colleges and who have already completed courses in criminal justice, psychology, or sociology will be given credit for courses with a “C-” or better.

Programs and Courses

Division of Human Studies

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

International Studies

380 International Studies 1-3 hrs.

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

Behavioral Sciences Program

The Behavioral Sciences Program offers majors in criminal justice, psychology and sociology. Minors are offered in criminal justice, psychology, social work, and sociology.

Criminal Justice

The Criminal Justice program is designed to facilitate learning and advance the student interested in a criminal justice degree including law enforcement, corrections, and the court system. The curriculum begins with a foundational component which includes an overview of the criminal justice system, criminological theory, statistics, and research methods. The second component of the program examines, in a specific manner, three major elements of the

criminal justice system and includes courses in law enforcement, corrections, and the law as it relates to defendant's rights through the fluid concepts of procedural law. The final component provides the student with opportunities to pursue a particular interest in a chosen criminal justice field.

The criminal justice student will:

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

Required courses for the Criminal Justice Major

CJ	231 Introduction to Criminal Justice	3 hrs.
	260 Criminal Law and Individual Rights	3 hrs.
	307 Criminology	3 hrs.
	316 Introduction to Corrections	3 hrs.
	347 Research Methods	3 hrs.
	355 Law Enforcement	3 hrs.
	370 Multiculturalism in Criminal Justice	3 hrs.
Choose one of the following:		3 hrs.
CJ	322 Probation and Parole	
	425 Supervision and Management in Criminal Justice	
Field Experience		6 hrs.
Electives *		6 hrs.
		Total 36 hrs.

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

Required Support Courses

(See also Divisional Requirements for Divisional support courses)

PSYC	251 Developmental Psychology I: Conception through Adolescence OR	
	254 Developmental Psychology II: Adulthood	3 hrs.
SOC	100 Introduction to Sociology	3 hrs.
R/PH	311 Ethics	3 hrs.
MATH	214 Elementary Statistics	3 hrs.
Choose one of the following:		3 hrs.

PS	103 American Government	
	118 American State and Local Government	
		Total 15 hrs.

Required Courses for the Minor in Criminal Justice

CJ	231 Introduction to Criminal Justice	3 hrs.
	260 Criminal Law and Individual Rights	3 hrs.
	397 Criminology	3 hrs.
	316 Introduction to Corrections	3 hrs.
	355 Law Enforcement	3 hrs.
	370 Multiculturalism in Criminal Justice	3 hrs.
	Choose one of the following:	3 hrs.
CJ	322 Probation and Parole	
	425 Supervision and Management in Criminal Justice	
		Total 21 hrs.

Criminal Justice

231 Introduction to Criminal Justice 3 hrs.

An overview of the component parts of the criminal justice field-law enforcement, court, and corrections.

260 Criminal Law and Individual Rights 3 hrs.

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

307 Criminology 3 hrs.

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

308 Juvenile Delinquency 3 hrs.

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

316 Introduction to Corrections 3 hrs.

An overview of the field of corrections to include its history, development of corrections, crime and the correctional

process, the correctional client, community-based alternatives, and institutional procedures.

322 Probation and Parole 3 hrs.

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

355 Law Enforcement 3 hrs.

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

370 Multiculturalism in Criminal Justice 3 hrs.

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

380 Topics in Criminal Justice 3 hrs.

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

398 Practicum in Criminal Justice 2 hrs.

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

416 Penology 3 hrs.

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

425 Management and Supervision in Criminal Justice 3 hrs.

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

440 Career Applications in Criminal Justice 2-6 hrs.

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

497 Independent Study in Criminal Justice 3 hrs.

An in-depth independent study into a specific area of criminal justice. Periodic conferences with the instructor and written documentation of the area of study are required. Prerequisite: Consent of the instructor.

498 Internship in Criminal Justice 6-12 hrs.

The internship allows for practical work experience in criminal justice. This course is required for criminal justice majors. Prerequisite: Junior or senior standing.

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

Psychology

The psychology program is intended to:

- provide an understanding of the basic principles, theories, and techniques of psychology and prepare interested students for graduate training in psychology;
- strive to meet the special needs and interests of students in the psychology program;
- provide all psychology majors with firsthand job-related experience; and
- place at least 80% of the psychology graduates in career-related positions within six months of graduation.

Required Courses for the Psychology Major

PSYC 131	General Psychology	3 hrs.
	240 Psychology of Adjustment	3 hrs.
	251 Developmental Psychology I: Conception through Adolescence <i>OR</i>	
	254 Developmental Psychology II: Adulthood	3 hrs.
	347 Research Methods	3 hrs.

361 Abnormal Psychology	3 hrs.
377 History and Systems of Psychology	3 hrs.
382 Biopsychology	3 hrs.
Field Experience	6 hrs.
Electives* in Psychology	9 hrs.
	Total 36 hrs.

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

Required Support Courses

(See Divisional Requirements for Divisional support courses)

R/PH 202 Logic <i>OR</i>	
303 Basic Beliefs III	3 hrs.
SOC 100 Introduction to Sociology	3 hrs.
MATH 214 Elementary Statistics	3 hrs.

Required courses for the Psychology Minor

PSYC 131 General Psychology	3 hrs.
251 Developmental Psychology I: Conception through Adolescence <i>OR</i>	
254 Developmental Psychology II: Adulthood	3 hrs.
361 Abnormal Psychology	3 hrs.
382 Biopsychology	3 hrs.
Electives in Psychology	9 hrs.
	Total 21 hrs.

Psychology Secondary Teaching Minor: The teaching minor in psychology shall consist of the regular minor plus the teacher education requirements for the elementary and/or secondary credential.

Developmental Psychology I and Educational Psychology **will not** be accepted as part of the 21-hour teaching minor. They are courses required for certification, and therefore must be taken in addition to the 21 hours required for the teaching minor in psychology. EDUC 396 (social science), 404, 492, and 493 are required for licensure.

Psychology

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

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

240 Psychology of Adjustment 3 hrs.
Principles and theories of normal personality development and adjustment, with emphasis on the adjustment of young adults.

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

254 Developmental Psychology II:**Adulthood 3 hrs.**

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

326 Principles and Techniques of Guidance 3 hrs.

A study of the basic principles and techniques of guidance as they apply to educational practices and rehabilitation.

333 Psychology of Business and Industry 3 hrs.

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

347 Research Methods 3 hrs.

Study of the various research techniques in the behavioral sciences including the experiment, quasi experiments, correlational studies, observational research, and evaluation studies. Research experience is an integral part of the course. Prerequisite: PSYC 247

350 Educational Psychology 3 hrs.

Developmentally oriented applications of psychology to the problems and aspects of learning, especially, but not exclusively, in the classroom. Prerequisite: PSYC 251.

361 Abnormal Psychology 3 hrs.

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

377 History and Systems of Psychology 3 hrs.

Study of the historical development of the discipline of psychology, including contemporary systems and issues. Prerequisite: PSYC 131 or consent of instructor.

380 Topics in Behavioral Sciences 3 hrs.

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

382 Biopsychology 3 hrs.

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

398 Practicum in Psychology 2 hrs.

This practicum permits work experience on campus in psychology. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Human Studies Division chairperson. Prerequisites: Unanimous approval by the Human Studies Division before the student begins the practicum or registers.

440 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. Prerequisite: Junior or senior standing and unanimous approval of the Human Studies Division.

497 Independent Study in Psychology 1-3 hrs.

Periodic conferences, reports, and papers. Consent of instructor required. Majors only.

498 Internship in Psychology 6-12 hrs.

The internship allows for practical work experience in psychology. This course is required for all psychology majors. Prerequisite: Junior or senior standing.

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

Sociology

Students completing the sociology program will:

- understand the nature of personality, society and culture from a sociological perspective;
- be prepared to pursue graduate study and/or enter career positions in the business and professional world; and
- have a concern for social action.

Required Courses for the Sociology Major

SOC	100 Introduction to Sociology	3 hrs.
	105 Introduction to Anthropology	3 hrs.
	243 Social Problems	3 hrs.
	320 Social Organization	3 hrs.
	347 Research Methods	3 hrs.
	420 Sociological Theory	3 hrs.
Choose one:		
SOC	305 Human Ecology and Demography OR	3 hrs.
	342 Social Movements OR	
	380 Social Psychology	
	Field Experience	6 hrs.
	Electives in Sociology*	9 hrs.
	(3 hrs. may be from Criminal Justice or Psychology)	
	Total	36 hrs.

Required Support Courses

(See Divisional Requirements for Divisional support courses)

R/PH	202 Logic <i>OR</i>	
	303 Basic Beliefs III <i>OR</i>	
	311 Ethics <i>OR</i>	
H/PS	125 U.S. History Survey	3 hrs.
MATH	214 Elementary Statistics	3 hrs.

Required Courses for the Sociology Minor

SOC	100 Introduction to Sociology	3 hrs.
	105 Introduction to Anthropology	3 hrs.
	243 Social Problems	3 hrs.
	320 Social Organization	3 hrs.
	347 Research Methods	3 hrs.
	Electives in Sociology *	6 hrs.
	(3 hrs. may be from criminal justice or psychology)	
	Total	21 hrs.

* Electives may not include required support courses, divisional courses,

or courses used for another major or minor. Sociology majors or minors may include three hours of criminal justice or psychology.

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

Sociology

100 Introduction to Sociology 3 hrs.

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

105 Introduction to Anthropology 3 hrs.

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

205 The Family 3 hrs.

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

230 Introduction to Social Work 3 hrs.

Survey of the field of social work. Types and range of "helping" programs under both public and private auspices.

243 Social Problems 3 hrs.

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

301 The Dysfunctional Family 3 hrs.

The study of the dysfunctional family and its effect upon child and adult behavioral patterns

and development. Included will be the study of emotional, physical, and sexual abuse.

305 Human Ecology and Demography 3 hrs.

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

308 Juvenile Delinquency 3 hrs. (See CJ 308)

320 Social Organization 3 hrs.

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

330 Principles of Groupwork and Community Organization 3 hrs.

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

333 Principles of Social Casework 3 hrs.

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

342 Social Movements 3 hrs.

A study of significant social movements (such as labor movements, political populism, the civil rights movement, and women's

movements), with emphasis on 19th- and 20th century social movements in the United States. Attention will also be given to theoretical considerations and the role of ideology in assessing social movements.

347 Research Methods 3 hrs.
(See PSYC 347)

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

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

440 Career Applications in Sociology 2-6 hrs.

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

497 Independent Study in Sociology 1-3 hrs.

Periodic conferences, reports, and papers. Consent of instructor required. Majors only.

498 Internship in Sociology 6-12 hrs.

The internship allows for practical work experience in sociology. This course is required for all sociology majors. Prerequisite: Junior or senior standing.

499 Seminar in Behavioral Science 3 hrs.

An advanced course in specialized fields of behavioral sciences. Open by permission of the instructor only.

History

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

Students completing the major in history will:

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

Required courses for the major in History

HIST 173	World Civilizations to 1300	3 hrs.
	174 World Civilizations since 1300	3 hrs.
	351 Colonial and Revolutionary History	3 hrs.
	320 Early Republic and Ante-Bellum Era	3 hrs.
	362 Civil War through the Gilded Age	3 hrs.
	365 U.S. in the 20th Century	3 hrs.
	369 Europe from the Reformation to Waterloo	3 hrs.
	370 History of Modern Europe	3 hrs.
	Field Experience	6 hrs.
	Total	36 hrs.

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

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

Required courses for the History Minor

HIST 125	U.S. History Survey	3 hrs.
	173 World Civilizations to 1300	3 hrs.
	174 World Civilizations since 1300	3 hrs.

Plus the following courses:

HIST 369	Europe from the Reformation to Waterloo	3 hrs.
-or-	370 History of Modern Europe	3 hrs.
-and-	two additional 300-level history courses	6 hrs.

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

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

HIST 103	American Government	3 hrs.
	118 State and Local Government	3 hrs.
	125 U.S. History Survey	3 hrs.
	173 World Civilizations to 1300	3 hrs.
	174 World Civilizations since 1300	3 hrs.
	Elective courses in History	12 hrs.
	Total	30 hrs.

Plus Teacher Education requirements for the Secondary License.

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

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

History

103 American Government 3 hrs.

A study of the U.S. Constitution and the federal government, with special emphasis on the role of the individual citizen.

118 State and Local Government 3 hrs.

A survey of the structure and procedure of state and local governments. Attention will be given to proposals for reform.

125 U.S. History Survey 3 hrs.

A broad overview of American history from the colonial era to the near present. Concentrates on the American Revolution and early Republic, slavery and the Civil War, the Great Depression, the Cold War, and the Civil Rights Movement.

173 World Civilizations to 1500 3 hrs.

A survey of major world civilizations from antiquity to the pre-modern age. Emphasizes Greece and Rome, early China, Japan, and India, the rise of Christianity and Islam, and early modern Europe.

174 World Civilizations since 1500 3 hrs.

A survey of major world civilizations from 1500 to the present. Emphasizes the rise of the West, modern China and Japan, modern Islam, European colonization, the two world wars, and the growth of international self-determination.

320 Early Republic and Ante-Bellum Era 3 hrs.

America from the Federalist and early national era through 1860. Examines issues related to party formation, westward expansion, slavery and the Old South, and secession.

351 Colonial and Revolutionary History 3 hrs.

An in-depth study of America between 1603-1781. Includes British colonial government, the French and Indian War, the American Revolution, and the U.S. Constitution.

362 Civil War through the Gilded Age 3 hrs.

Covers the political and military issues of the Civil War, and major post-war developments including Reconstruction, industrialization, Populism, immigration, and reform.

365 U.S. in the 20th Century 3 hrs.

Examines Progressivism, the world wars, the Great Depression and New Deal, the Cold War, Civil Rights, the Vietnam War, and the modern presidency.

369 Europe from the Reformation to Waterloo 3 hrs.

Covers the Protestant Reformation, Italian Renaissance, state-building and absolutism, the age of discovery, the Enlightenment and Scientific Revolution, and the rise of liberalism.

370 History of Modern Europe 3 hrs.

An in-depth study of European political and social history since 1815. Concentrates on the Industrial Revolution, the growth of nationalism, the First and Second World Wars, the rise and fall of the Soviet Union, and post-war European economic union.

380 Topics 3 hrs.

Select courses that provide students with an opportunity to study aspects of history or subjects not ordinarily covered in other courses. May include gender, ethnic, social, diplomatic, or military history, and topics devoted to non-western themes, such as Middle Eastern or Asian history.

397 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. This course is directed toward advanced students. Research topics must be approved by the instructor.

Philosophy and Religion

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.

Religion deals with many of the same questions as philosophy, but focuses on the connections or "lig-aments" that unite human beings to each other and the world. In its many forms—e.g., sacred myths, rituals, scriptures, institutions, narratives, 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. Undoubtedly, religion is a fundamental 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 Philosophy and Religion Minor

The Philosophy and Religion minor:

- equips students to carry out both analytic and synoptic thinking as applied to multiple cultures, old and new;
- enables students to appreciate and evaluate the momentous role of ideas, philosophies of life and religions in the human story;
- gives students guidance and practice in the self-critical and democratic exchange of ideas, both orally and in writing;
- educates students in the discernment of basic assumptions and the disciplines of big-picture thinking, whether applied to one's vocation, one's civic or one's personal life; and
- readies students for graduate study especially in Law and Ministry.

These preparations are carried out and evaluated by means of lectures, media and guest presentations, large and small group discussions, student-led class segments, team projects, frequent exercises, tests, papers and reflective journals.

Persons contemplating church careers and graduate study in seminary, or, for that matter, persons seeking to become intelligent leaders in their churches while engaged in other careers, can readily carry out a concentration of courses in religion and philosophy under the direction of the professor in the field, while carrying out a major in another discipline. For persons pursuing church careers, the behavioral sciences and English are recommended majors.

Required courses for the Philosophy and Religion Minor

PHIL	201 Introduction to Philosophy	3 hrs.
	311 Thinking about Ethics	3 hrs.
	210 The Human Condition <i>OR</i>	3 hrs.
	310 Beauty and Mind	
REL	105 Hebrew Bible <i>OR</i>	3 hrs.
	300 Religion in Western Civilization	3 hrs.
	303 World Religions: Confronting Evil <i>OR</i>	3 hrs.
	380 Topics in Religion	

Total 18 hrs

Certain substitutions may be made with approval of the division.

Philosophy

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.

202 Thinking About Ethics 3 hrs.
Prepares students to examine vital ethical issues by employing critical methods of inquiry. Students are challenged to consider the role of logic and critical thinking in forming ethical judgments, and they are encouraged to apply multiple approaches to ethical issues.

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.

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.

380 Topics in Religion and Philosophy 3 hrs.
Courses providing students with an

opportunity to study ideas, movements and institutions in religion and philosophy not ordinarily covered extensively in other courses. Possible topics include: Religion in America, Philosophy of Religion, Psychology of Religion, Philosophy of History, and Aesthetics.

Religion

105 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. Offered every other Fall.

106 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. Offered every other Fall.

300 Religion in Western Civilization 3 hrs.
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.

303 World Religions: Confronting Evil 3 hrs.
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.

Division of Language and Literature

Communication

English

Modern Languages

The Division of Language and Literature plans its courses and programs to foster specific student outcomes.

- Through both Shared Experience courses and courses in divisional majors, students will develop an understanding of the functions of language and a command of oral and written communication, with emphasis on awareness of voice and audience and on applying problem-solving skills to speaking and writing tasks.
- Majors in communication, English, and English–Secondary Teaching will equip students with adaptive Life Skills and provide appropriate field experience opportunities, preparing students for various professions. Adequate preparation will be demonstrated through portfolios presented upon completion of field experience.
- English and English–Secondary Teaching majors and minors will be deeply involved in the study of literary, cultural, and human values through the study of literary art in the English language. Other upper-class students will be introduced to such study through a Shared Experience literature course. Majors will demonstrate their command of material through senior-level testing and their capabilities in analyzing, synthesizing, and evaluating material through presentations and papers in the Senior Seminar in English.
- Communication majors will demonstrate understanding of communication theory and practice by creating effective print and non-print messages. They will present such messages, along with analysis and evaluation of their work, to divisional faculty at the end of the sophomore and junior year.
- Students in Spanish and German courses will demonstrate progressive development of oral and written skills along with some knowledge of a specific culture.

In addition to courses, the division offers opportunities for learning and creative activity outside the classroom in the forms of a writing laboratory, a creative writing honorary fraternity (Sigma Tau Delta), involvement in speech activities, a literary annual (*DESIGN*), the Radio Club, and writing for the *Iowa Wesleyan Courier*. The Iowa Wesleyan College video production facility

and the campus radio station (IWCR) give students many practical opportunities to have “hands on” experience with microphones, controls, and cameras.

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

General Requirements for Graduation

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

The following courses meet the core and Shared Experience literature requirements: English 341, 349, 350, 352, and 365. Acceptable grades in the core literature courses are determined by individual programs. Students must complete satisfactorily English 101-102 before enrolling in a core literature course.

Communication

Communication Major: (42 hours) The communication major requires ENG 206, 311 and COMM 207 or 330, 160, 243, 245, 246, 248, 340, 341, and 347, along with COMM 398 and 498 combined to total 14 credit hours. Required support courses are COMM 147, ART 204, and ART 207. Additional course work in art and in marketing is highly recommended. 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 experiential component of the major provides a minimum of two field experiences. One practicum must be completed successfully before an internship may be planned. Permission to register for a practicum will be granted only after the student has reviewed with the advisor 1) the student’s performance in previously completed courses for the major, and 2) the student’s skills, proficiency, and readiness to begin the 14-hour experiential component of the major.

Communication Minor: Students may select one of the three options for a communication minor:

1. Print journalism emphasis: ENG 206 and 311; COM 160, 243, 245, 248, 347, 398; three hours from ART 204 or 207 or COMM 245 repeated.

2. Speech emphasis: ENG 206 and 311; COMM 147, 207, 237, 248, 330, 347, 398.
3. Television/radio emphasis: ENG 206 and 311; COM 147, 160, 246, 248, 340, 347, 398.

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

Communications

140 Human Communication 3 hrs.

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

147 Speech Fundamentals 3 hrs.

An investigation of the principles of writing, criticizing and delivering a variety of speeches.

160 Introduction to Mass Communication 3 hrs.

This course examines theories and models of the mass communication process. It investigates the structure, dynamics, and effects of the mass media on individuals and society.

207 Interpersonal Communication Spring, 3 hrs.

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

237 Oral Interpretation Fall, 3 hrs.

The development and use of fundamental techniques for analysis in individual performance of prose, poetry, and dramatic literature. Alternate years.

243 Basic Techniques of Journalism and Public Relations 2 hrs.

This course covers the fundamental techniques of media writing in the field so journalism and public relations. Topics covered include reporting, interviewing, news writing, sports and feature writing, editorial writing, press release writing and writing for newsletters and publications.

245 Journalism Workshop 3 hrs.

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

246 Radio Workshop Fall, 3 hrs.

Offers students experience in radio production and performance. Annually.

248 Ethical and Regulatory Issues Spring, 2 hrs.

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

330 Public Speaking 3 hrs.

Advanced training in speech techniques with emphasis on special methods, styles and types of speeches and their platform methods. Prerequisite: COMM 107. Alternate years.

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

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

347 Theory of Communication **Fall, 3 hrs.**
The contribution of semantics and other disciplines in formulating a basic theory of mass communications. The way print and electronic media, as forces in modern society, inform, entertain, and persuade people will be examined.

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

398 Practicum in Communications **2 hrs.**
The division has developed practica, both on-campus and off-campus, from which a student may choose. Practica include projects with the College's Public Relations Office, IWC Radio, IWC video production facility, the *Mt. Pleasant News*, and KILJ Radio. Students must complete satisfactorily one practicum before registering for COMM 498, Internship in Communications.

498 Internship in Communications **8-12 hrs.**
Offers a substantive field experience in communications. Internships may be arranged in public relations, radio, print journalism, video production, television, and college advancement. Individual placements will be tailored to each student's particular interest and developing skill and will allow eight to twelve credit hours. The 12-hour internship is a full semester of work. Specific guidelines and project placement opportunities may be obtained from the Division of Language and Literature. Decisions about a student's readiness for an internship and plans for a specific internship will be made in consultation with the student's academic advisor. Required for the major in communications.

English

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

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

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

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

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

American College Dictionary (Random House)

The American Heritage Dictionary of the English Language

Webster's New Collegiate Dictionary, 9th ed. (G & C. Merriam Company),
or *New World Dictionary of the American Language* (World Publishing Company)

English Composition

100A Fundamentals of

English **Fall, 3 hrs.**

An introduction to information sources and to the writing process. Study of the logic and structure of sentences and paragraphs. By permission.

100B Fundamentals of

English **Spring, 3 hrs.**

Continued study of the logic and structure of sentences and paragraphs and of the use of varied information sources. Intensive work on writing expository essays. Prepares students for English 101.

101 Problem Solving & Writing **3 hrs.**

Training and practice in the effective written expression of ideas, with particular attention directed to expressive, informative, and expository writing.

102 Analysis, Persuasion, & Research **3 hrs.**

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

247 Imaginative Writing: Poetry and Prose **Fall 3 hrs.**

The discovery and development of latent literary talent. Prerequisite: grade "B" in ENG 101, 102 and consent of instructor. On demand.

311 Expository Writing **3 hrs.**

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

English Literature

205 Introduction to Narrative Literature **Fall, 3 hrs.**

An exploration of the elements of both fictional and nonfictional narrative with the goal of empowering students as readers of narrative literature. Alternate years.

206 Modern Poetry **Spring, 3 hrs.**

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

333 Masters of British Literature **3 hrs.**

This historical survey course, which also includes an introduction to critical theory, begins with Beowulf and ends with the sensi-

bility movement in England, with major focus on Chaucer, Donne, Milton, and Swift. Alternate years.

334 Masters of British Literature 3 hrs.
This course succeeds English 333 and continues the study of English literature from the Romantic Period, through the Victorian Age, and to the twentieth century. Prerequisite: Completion of English 101, 102, and 333. Alternate years.

341 Masters of World Literature 3 hrs.
Selected readings in classical, medieval and modern world literature in English translation. Alternate years.

348 Readings in Literature for Adolescents Fall, 3 hrs.
(See Methods in Teaching English in following section.)

349 Masters of American Literature 3 hrs.
Surveys American literature from the literature of exploration through major mid-19th century writers, including Emerson, Thoreau, Hawthorne, Melville, and Douglass. Emphasis on the uses of language to express powerful and original ideas. Alternate years.

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

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

365 The English Novel Fall or Spring, 3 hrs.
Detailed reading of major English novelists.

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

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.

497 Independent Study in English 1-3 hrs.
For advanced students with adequate preparation. Written consent of the head of the division required. On demand.

498 Internship in English 6-12 hrs.
A substantive field experience with emphasis on writing. Students will plan a single field experience for 6, 8, 10, or 12 hours of credit. All planning must be done in consultation with the academic advisor. Prerequisite: ENG 311.

499 Seminar in English Spring, 3 hrs.
A course required of all English majors based on an intensive study of a designated literary period, author, genre, or critical approach and the presentation of seminar papers. The tools and methods of literary scholarship will be employed.

Methods in Teaching English

327 Reading in the Secondary Content Areas 2 hrs.
(See EDUC 327)

348 Readings in Literature for Adolescents Fall, 3 hrs.
Designed with a twofold purpose: to provide opportunity for extensive reading in literature for adolescents and to familiarize the student with the individualized reading program in the public schools. This course will be treated as an individualized directed-independent study. Required of all English-Secondary Teaching majors. (See EDUC 348)

382 Modern English Grammars 3 hrs.
The structure of modern English and the nature of language. Consideration is also given to semantics, literary applications, psycholinguistics and sociolinguistics. Required of all students to be certified for secondary school teaching of English. Alternate years.

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

Modern Languages

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

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

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

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

Spanish

105 Beginning Spanish I 3-4 hrs.

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

106 Beginning Spanish II 3-4 hrs.

Prerequisites: MDLG 105, placement or instructor's permission. Includes essential grammar and vocabulary. Foundation for the

development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-high level of the ACTFL scale. Students who would incur an academic overload with a four credit hour course may enroll for three credit hours.

229 Intermediate Spanish I 3 hrs.

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

230 Intermediate Spanish II 3 hrs.

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

355 Advanced Composition and Conversation I 3 hrs.

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

356 Advanced Composition and Conversation II 3 hrs.

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

365 Intensive Spanish 3 hrs.

A three-week residential study program offered by IWC in cooperation with an IWC approved language school in another country. The course includes intensive classroom study each day, residence with a carefully chosen Spanish-speaking family, and continuous conversational opportunities. In addition

to the work done at the host institution, the student is required to keep a journal in Spanish and to complete projects assigned by the IWC Spanish professor. Prerequisite: Four semesters of college level Spanish or the equivalent.

380 Topics in Spanish Literature and Culture 2-3 hrs.

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

German

103 Elementary German I 3-4 hrs.

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

104 Elementary German II 3-4 hrs.

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

Shared Experience

The following courses have been implemented in the Shared Experience curriculum.

English

(See page 110 for course descriptions.)

- 100A Fundamentals of English** Fall, 3 hrs.
100B Fundamentals of English Spring, 3 hrs.
101 Problem Solving and Writing Fall, 3 hrs.
102 Analysis, Persuasion and Research Spring, 3 hrs.

Communication

(See page 108 for course descriptions.)

- 140 Human Communication** Spring, 3 hrs.

Computer Science and Mathematics

(See pages 39 and 41 for course descriptions.)

- 190 Computer Applications** Fall, 3 hrs.
135 Problem Solving and Mathematics Spring, 3 hrs.

Interdisciplinary Courses

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

200 Integrated Science Fall and Spring, 4 hrs.

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

200 Fine Arts Connections: Adventures in Liberal Learning Fall and Spring, 3 hrs.

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

Learning Center

See page 118 for other support services of Learning Center.

105 College Learning and Reading Efficiency Fall, 3 hrs.

This course is open to all students who want or need to build more efficient learning strategies in order to have academic success at college. Primary focus will be on time management, memory techniques, learning styles, reading strategies, note taking, test taking, and critical thinking.

107 College Learning Spring, 1 hr.

Students will use materials from other classes to learn how to get the most out of college lectures, texts, the library and other resources. Emphasis will be on building vocabulary, analyzing text format, reading with understanding and taking lecture notes. Because the instruction will be highly individualized, throughout the term students will keep a journal reflecting upon their own learning.

Responsible Social Involvement

300 Responsible Social Involvement (RSI) 2 hrs. retroactive

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

6 hrs;

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

400 Responsible Social Involvement

4 hrs.

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

ACADEMIC ENHANCEMENT



Academic Enhancement

Library (<http://chadwick.iwc.edu>)

The mission of Chadwick Library is to support the educational goals of Iowa Wesleyan College by providing collections, services, facilities and staff to meet the needs of the Iowa Wesleyan College academic community. The Chadwick Library seats approximately one-third of the student body and is open seven days a week for 82 hours of service during the academic year.

Library resources include a collection of 110,000 volumes and 400 current print subscriptions, as well as electronic resources and microforms. The Library is also home to the Archives of the Iowa Conference of the United Methodist Church and the Newsome archives which houses materials on the history of the College and German Methodism.

Access to the Library and Media Center collections is provided through *Wesley*, the library's on-line catalog. Links to electronic books, periodical databases, discipline-related Web sites, and other on-line resources are provided through the Chadwick Library home page. Off-campus students can access these same resources by obtaining a password from the College ITS office.

Along with locally owned resources, the collections of 17,000 other libraries throughout the world are accessible through the Library's membership in OCLC, an international cataloging and interlibrary loan network. Through OCLC's FirstSearch and through access to the Internet, librarians and patrons have access to research databases beyond the Library's walls.

As members of the principle academic support service on campus, librarians are committed to teaching the skills that enable students to become information literate in an era when the individual has almost limitless information choices and may have to select information from a wide range of reliable and unreliable sources. Librarians assist students in locating information for class assignments and research projects. Instruction in information retrieval is available through classroom lectures, special seminars, and printed materials. Students learn both basic and advanced research skills using the latest technology, including the Internet. Chadwick Library offers an outstanding learning environment which combines the best of traditional collections with advanced information technologies to prepare students for lifelong learning.

Learning Center

The purpose of the Learning Center is to provide assistance to students as they develop skills that enhance learning in a liberal arts college. The goal is for students to not only succeed in their studies, but excel in areas of academic interest. The Learning Center offers a credit course, and arranges tutoring and group study. To promote the Life Skills emphasis of the College, the Learning

Center offers academic support services as needed. In order to accomplish this, there is an open door policy where students can feel free to stop by. If an individual conference with the Learning Center Director is needed, it is best to call for an appointment.

There are several areas of support available from the Center, but it should be noted that it is up to the student to be motivated to come to the Learning Center for help. Once the student chooses our assistance, he or she must continue to work hard and be organized to make the best use of the services offered. To better serve a student with a diagnosed learning disability, please make sure the Learning Center Director has a copy of that student's Individualized Educational Plan (IEP).

The director of the Learning Center offers a course called College Learning and Reading Efficiency (LC 105). It is available to all students during the fall semester and focuses on making decisions and developing strategies that will enhance learning at college.

The Learning Center may be of help by providing:

- Tutors (free to Iowa Wesleyan students)
- Individual help
- Quiet study area
- Time management schedules
- Pamphlets on various topics such as test anxiety, stress, successful studying, etc.
- Computers with CD-ROM capability and internet access
- Reference materials (dictionaries, encyclopedias, etc.)
- Enrichment books for spelling, vocabulary, reading and math
- Help with reading efficiency
- Course and professional assistance in study strategies
- Educational counseling
- Special accommodations for test reading and note taking as specified by the IEP
- Learning style assessment
- Materials to assist with reading comprehension, speed and note taking.

Any student desiring assistance should contact the Learning Center in the Trieschmann Hall of Science, room #124, email: kbrouwer@iwc.edu or phone 319.385.6334.

Computing Resources

Several computer labs serve as instructional laboratories and general purpose computer facilities for students. The two computer labs located in the Hall of Science are the largest on campus and serve the largest number of students. Other labs are located in the Teacher Education area, the Art Program area, and the Career Development Center. In addition, the Chadwick Library has a number of computers for information retrieval and the computer science

program uses a Linux-based network for the teaching of computer science. Writer's Workbench, a comprehensive writing assistance program, and Internet access are available to all students.

Media Center

The Media Center, located on the main floor of Hershey Hall, houses audiovisual materials including software and hardware equipment. Software materials include filmstrips, sound recordings, teachers' guides, videocassettes, transparencies, slides and mixed media kits.

Hardware equipment includes LP and CD players, filmstrip projectors and previewers, carousel slide projectors, video equipment, cassette recorders, opaque and overhead projectors.

The Media Center provides a variety of services including transparency production, audio and videotape production and duplication, public address systems, slide and filmstrip production, and laminating.

The Media Center also houses a television production area, complete with studio and control room.

Institutional Research

Extensive testing and data-gathering operations are conducted as a means of evaluating instructional effectiveness and documenting institutional progress. All incoming first year students are required to complete the Cooperative Institutional Research Program (CIRP) survey and graduating seniors complete the corresponding College Student Survey (CSS). The shared experience curriculum is evaluated through the use of the Collegiate Assessment of Academic Proficiency (CAAP) which compares ACT scores in Reading, Writing, Mathematics and Science Reasoning with scores on similar examinations once the student has completed the basic curriculum. The CAAP test in Critical Thinking is given to incoming first-year students and to seniors. Additional evaluations are completed through Responsible Social Involvement and Field Experience which are required of all students. Major Field Achievement Tests (MFAT) are given to graduating seniors at the end of the spring semester. Extended Learning students are required to complete all testing related to the major field and the CAAP exams when participating in relevant courses. This program of testing is crucial to the design and evaluation of the College's emphasis on Life Skills. Failure to participate in required examinations will jeopardize approval for graduation.

All Iowa Wesleyan students are expected to participate, if requested, in additional institutional research/assessment that has been approved by the Vice President for Academic Affairs and the Associate Vice President and Dean of Student Life.

Advanced Placement

The following advanced placement opportunities are available to all applicants for admission to Iowa Wesleyan College.

- CEEB (College Entrance Examination Board) Special Advanced Placement tests are administered through local high schools. A student of superior ability and background may secure college credit on the basis of a rating of 3 on the CEEB Special Advanced Placement Test except for English credit which must be approved by the Division of Language and Literature.
- CLEP (College Level Examination Program) subject matter tests are given at periodic intervals at various test centers throughout the country. CLEP is designed to provide opportunities for college-level credit to persons of varied backgrounds. Many people read widely; many receive on-the-job training; many watch educational programs on TV or take noncredit courses in continuing education programs offered by high schools, churches, clubs, etc. Many students who plan to pursue college careers do not have opportunities to take CEEB Special Advanced Placement tests through their local high school. The objective of CLEP is to help such people gain recognition in the form of college credit. The amount of credit for a particular test will be determined by the number of credit hours awarded by the Iowa Wesleyan College course(s) most analogous to the test(s) undertaken and on which the score is at the level to award credit as recommended by the Council on College-Level Examinations. A maximum of 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 for additional selected courses (Nutrition) may be earned through challenge examinations, dependent upon student placement in the Articulation Plan. The examinations are administered by the Nursing Division Chair. Course credit established in this manner will be designated "challenge examination" on the student's Iowa Wesleyan transcript. A fee will be charged for the validation of credit by challenge examination.

Credit by Examination

Regular Iowa Wesleyan students may choose to establish credit in selected courses by special examination. Written approval must be obtained from the Registrar prior to taking the examination, which carries a fee of \$30 per credit hour.

Academic Standards

Degrees

Iowa Wesleyan College offers work leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Music Education (B.M.E.), and Bachelor of General Studies (B.G.S.) degrees.

The Bachelor of Arts degree may be given upon completion of 124 semester hours of credit and a major in any approved field. For the Bachelor of Science degree the major must be in the discipline of biology, chemistry, computer science or mathematics. The Bachelor of General Studies degree is an opportunity for persons over 24 years of age to apply skills and knowledge acquired since leaving high school toward a nontraditional terminal degree. Students holding an approved A.A.S. degree may also qualify. See the Extended Learning section for information.

For those desiring two different degrees, 150 credit hours must be earned with at least 70 hours of upper level credit.

Majors

Students are asked midway in their first year to select a major within one of the academic divisions. They are assisted in this choice by means of faculty counsel and various assessment instruments. Their choice, however, need not be regarded as final, since they may change majors at any time prior to the beginning of their senior year.

Majors are offered in accounting, art, biology, business administration (marketing and management), business-computer information systems, chemistry, communications, computer science, criminal justice, early childhood education, education (elementary and secondary), English, environmental health, exercise science and wellness, history, life science, mathematics, music, music education, nursing, physical education, psychology, and sociology and sport management. Courses accepted for major requirements must carry a grade of "C-" or better. The requirements of majors and minors for graduation are stated in each divisional and program section of this Catalog. Students seeking

secondary teaching school licensure may major or minor in several of the subject areas listed above.

Each student is asked to choose a major no later than the second semester of the first year, even if it is only tentative.

Each division, for each type of major which it offers, has established models or schedules of courses encompassing tracks for students. Chairs of divisions and faculty advisors have copies of these models on file in their offices.

Shared Experience

To provide a strong liberal arts foundation and to fully develop Life Skills competencies, the IWC faculty have developed a Shared Experience curriculum based on the Academic Vision: *Learning in Community*. This curriculum was in effect starting the fall of 2001.

In both fall and spring terms all full-time first year students will participate in three thematically linked courses designed to provide the learning tools necessary for future college success. A three hour class in the January Interim, Connections, is also required.

Fall Term

- Problem Solving and Writing (or Fundamentals of English)
- Civic Issues
- Computer Applications

Interim

- Connections

Spring Term

- Analysis, Persuasion, and Research (or Fundamentals of English)
- Problem Solving and Mathematics
- Human Communication

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

This curriculum continues throughout the four years of college with the second year emphasizing the arts and sciences; third year, values/beliefs and literature; and in the senior year, global issues.

The Shared Experience curriculum will be implemented one year at a time beginning with the fall of 2001. For students transferring from other institutions the Registrar will determine which of these requirements has been fulfilled by

previous coursework. Once the relevant courses have been introduced transfer students will have to complete the shared experiences remaining at the point of transfer (sophomore, junior or senior year).

All students must meet the RSI, Field Experience and Safety/Survival requirements. RSI and Field Experience are discussed in others sections of this catalog. The Safety/Survival requirement is to be fulfilled by one of the following:

- a. Swimming proficiency demonstrated through testing;
- b. Swimming class at IWC or other college;
- c. CPR basic life support certification;
- d. Red Cross first aid certification;
- e. College first aid course;
- f. Water Safety Instructor certification.

Students transferring as seniors in 2003-2004 should consult with the Registrar regarding remaining requirements.

Required Course Distribution

All regular degree candidates (B.A., B.S., B.S.N., and B.M.E.) should observe the following:

A student must earn at least 52 credit hours in courses outside the division of the first major (except for behavioral science majors, who must earn at least 52 credit hours outside the behavioral science program). English 100A, 100B, 101, and 102 cannot count toward satisfaction of a divisional minimum in language & literature.

At least 30 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.

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.

Iowa Wesleyan College offers a Liberal Studies major under the Selected Studies Plan for those 55 years of age or older. This major consists of prescribed course work representing at least five academic divisions of the College. A maximum of 28 semester hours of credit is allowable in any one division and a maximum of six credit hours taken toward the major may be used to satisfy core requirements. The Liberal Studies major cannot be combined with any other major. Any deviations from, substitutions in, or transfer credits applied to this major must be first approved by the Vice President for Academic Affairs. Academic advising will normally be provided by the Office of Extended Learning, although students can request advising from faculty in any of the five represented divisions.

All programs under this plan must fulfill all general College graduation requirements.

Pre-Professional Preparation

Iowa Wesleyan offers a combination of a liberal arts education with strong academic disciplines and practical, professional experience to enhance student's preparation for graduate and professional schools. Students are prepared to meet standards for admission to programs for advanced degrees in fields such as:

Medicine

Dentistry

Law

Engineering

Physical Therapy

Forestry

Medical Technology

Library Science

College/University Teaching

Scientific Research

Veterinary Medicine

Optometry

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 Physical Therapy, Medical Technology, Medicine, Veterinary Medicine, Forestry and Pre-Engineering programs are in the Science Division section of this Catalog.

Independent Study

1. Students must have a cumulative grade point average of at least 2.00 and a grade point average of 2.30 in their major field to qualify for Independent Study courses.
2. Independent Study courses can be taken by students only in their major or minor fields.
3. Only juniors or seniors will be allowed to take Independent Study courses except that in unusual cases others might be allowed to do so on petition to the Committee on Academic Standards and Review.
4. Not more than one three-hour Independent Study course can be taken in one semester. Not more than six hours of Independent Study courses can be taken by any student during his or her undergraduate career.
5. Approval by instructor and division chair for any Independent Study project is required. Forms are available in the Registrar's Office.

Satisfactory—Unsatisfactory Option

Juniors and seniors are entitled to register for one elective course each semester (including Summer Session) on a SATISFACTORY-UNSATISFACTORY grading basis. First year students and sophomores may petition the Committee on Academic Standards for this privilege. Interim courses not in the major or the core curriculum may be taken on an "S-U" basis.

Courses in the major, required support courses for the major, and core courses cannot be taken as "S-U" unless otherwise noted in the description of the majors.

The purpose of this option is to encourage students to take challenging course work outside their major fields. Accordingly, the "S-U" option reduces their grade risk; the results (whether "S" or "U") will not be averaged into their grade point average.

The student's decision to take a particular course as "S-U" is made **at the time of registration**. However, permission is granted within 10 class days after midterm of a semester to change an "S-U" to a letter grade registration. Analogous dates for Interim, summer and night courses will be decided by the Registrar.

Course Number Key

- (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.
- 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 with the exception of nursing at 128 hours. The last 30 hours of any degree must be taken at Iowa Wesleyan College.

Up to 30 hours of extension and correspondence courses taken at other colleges and universities may be used toward a degree at Iowa Wesleyan College.

At least 30 hours of the student's work must be completed in Iowa Wesleyan College courses numbered 300 or above, and a grade point average of 2.00 (C) or above on all work taken is required for graduation. Each hour of credit is valued in points as follows:

A	4.00	B	3.00	C	2.00	D	1.00
A-	3.70	B-	2.70	C-	1.70	D-	0.70
B+	3.30	C+	2.30	D+	1.30	F	0.00

A full-time student is one who carries 10 or more credit hours each semester. A customary load is 12-15 credit hours in each semester and three hours in the Interim. Normally students may not take more than 15 hours in a semester. However, students may, with the consent of their advisor, petition the Committee on Academic Standards for the privilege of taking additional hours. The basis for approval of petitions is exceptional ability as evidenced by high grades and/or unusual need. (Note: Students engaged in intercollegiate athletics should consult NAIA regulations for definition of full-time load.)

Examinations and Grades

Midterm examinations normally will be given during the Fall and Spring terms.

Final examinations are given at the close of each term. Final course grades are based partly on examination and partly on other class work.

When students have been making passing grades but for rare extenuating circumstances, as in the case of illness, fail to complete their work before the end of the term, it may be recorded as incomplete (I). Completion of the required work within five weeks after the regular semester entitles the student to a grade. An "I" not removed within that time will become an "F." The grade "SP" indicates Satisfactory Progress toward completion of the Responsible Social Involvement project.

After the first 10 days of classes in the Fall and Spring terms and after the first three days in the Interim, dropping, substituting or adding courses is not permitted. Courses withdrawn from after these deadlines, until 10 class days after midterm of a semester, will be recorded as "W;" courses withdrawn thereafter will be recorded as "F." A different set of deadlines applies to courses taught during the evening on a once-per-week basis; see the Extended Learning section of this Catalog.

Students may not receive credit in any course for which they have not completed their registration.

Students must make a grade of "C-" or better in every course designated as a requirement within their major(s), and for graduation must have a 2.00 g.p.a. in the major as well as for the overall cumulative grade point average.

Class Standing

Classification will be made at the beginning of each regular semester.

Sophomore: To rank as a sophomore a student must have completed a minimum of 24 credit hours.

Junior: To rank as a junior, a student must have met all first year and sophomore requirements, and have a minimum of 56 credit hours.

Senior: To rank as a senior, a student must have a minimum of 88 credit hours. To be classified as a second-term senior, a student must show evidence

of ability to complete the work required for graduation by the spring Commencement of that term.

Repeated Courses

Students may repeat courses in which grades of "C" or below have been received. However, a course may be repeated only once and all grades are counted in the cumulative average. The second grade (provided it is a "C-" or above) can be counted toward the major.

Transcripts

Transcripts of a student's academic record may be obtained from the Office of the Registrar upon written request and payment of the fee as listed in this Catalog under Financial Information. Transcripts are the official record of the College and should not be confused with placement credentials.



ACADEMIC POLICIES



Definitions of Various Categories of Students

Degree Candidates

A. Full-Time Degree Candidates

1. **Regular**—students who have been admitted unconditionally as degree candidates on the basis of high school rank and test scores or on the basis of work completed at accepted colleges and who are carrying class loads of 10 or more hours in Summer School. "Regular" status means also that the student is not on probation. Students in this category are eligible to participate in all of the student activities of the College. However, students engaged in intercollegiate athletics should consult NAIA regulations for definition of full-time load. See Note 3 below.
2. **Conditional**—students who have been admitted on condition as defined by the Admissions Committee to work toward a degree. At the end of the semester their scholastic records are reviewed the by Committee on Academic Standards and Review.
3. **Probationary**—students who fail to meet minimum standards of conduct or academic achievement.

B. Part-Time Degree Candidates

In this category are all students who are carrying less than 10 hours in a semester and are working toward a degree. These students may be **regular, conditional or probationary** as defined above.

Special Students

- A. **Non-degree students**—students who are not interested in following a sequence of courses leading to a degree (including students who already have a degree and wish to qualify for a teaching certificate or who take courses in an area of special interest).
- B. **Prep-students**—high school students enrolled for college courses. Grades are given and courses are counted for advanced placement if grades of "C-" or better are earned.
- C. **Auditors**—persons not regularly enrolled may attend classes as auditors, with no credit granted. Approval of the Academic Dean or Registrar must be secured. Permission must also be obtained from the instructor of the course, who may limit the extent of participation. Auditors must register and pay the appropriate fees.

NOTE:

1. All persons including auditors and prep-students who wish to take any course at the College must first apply for admission to the College. (Persons from the community who take music lessons or who

participate in college-sponsored community seminars are not required to apply for admission to the College.)

2. Auditors must fulfill the audit attendance and participation policies as determined by the instructor or the audit will not be recorded on the student's transcript.
3. An academic advisor is assigned to each student in the degree-candidate categories whether full-time or part-time. Non-degree students are not assigned advisors with the exception of those advanced students who are working toward a teaching certificate.

Class Attendance

1. Students are expected to attend all class meetings for which they are registered. This is regarded as a matter of individual student responsibility.
2. All faculty members are expected to keep accurate records of class attendance.
3. In cases of excessive class absence, a professor may drop a student with a grade of "F."
4. Required regular assignments, laboratory work and daily quizzes missed may be made up at the discretion of the professor.

Changes of Registration

1. After the regular time of registration, all changes in a student's course schedule must be made through the Registrar's Office with the approval of the advisor on the Change-of-Registration form supplied by the Registrar.
2. Changes of registration are permitted within the **FIRST 10 DAYS OF CLASSES** in the Fall and Spring terms and within the first **THREE DAYS OF CLASSES** in the Interim. Analogous periods for night and summer courses will be established by the Registrar.
3. While students may make changes in their registration during the first 10 class days, a student may not make a complete change of courses or begin a full-time registration after five class days following registration. For the Interim and Summer, a student may not join a class after the first three class days.
4. After the first 10 days (and in the case of the Interim, **THREE** days), dropping, substituting or adding courses is not freely permitted. Analogous periods for night and summer courses will be established by the Registrar.
5. In the period between the end of the first 10 days of classes and 10 class days after midterm (in the Interim or a Summer Session, the period will be determined by the Registrar) courses dropped with permission will have grades recorded as "W." A fee of \$8.00 will be

- assessed for schedule changes during this period.
6. Courses may not be dropped after 10 class days following midterm (and after the third week of the Interim) except for medical or other emergencies with the approval of the Associate Vice President and Dean of Student Life. Analogous periods for night and summer courses will be established by the Registrar.
 7. Insufficient attendance and failure to follow the procedure outlined above for dropping a course will result in an automatic grade of "F" in the course concerned.
 8. Official withdrawal from college is accomplished by completing an appropriate form supplied by the Office of Student Life and returning the completed form to the office. Failure to complete the form can result in the grade of "F" in all courses scheduled. (See page 142 in this Catalog for complete information on withdrawal from college.)
 9. Students may withdraw their complete registration prior to the last 13 weekdays of the term. Students will receive "W's" if proper withdrawal procedure is followed. Students registered for FORUM or any other course that has been completed according to the class schedule will be permitted to keep 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 or for at least two weeks in the Interim.

After 10 weeks of work in the Fall or Spring term or two weeks in the Interim, 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 or Interim.

Such credit may be blanket credit (i.e., unspecified), or it may be specified as the need arises by major and minor advisors. In any case, in order to get credit the student must be passing in the course work at the time of withdrawal.

Academic Petition

Waiver or amendment of academic regulations in this catalog will be considered by the Committee of Academic Standards and Review upon formal petition. Petition forms are available from the Registrar. Petitions for changes effecting a current semester's registration must be received within the first 10 class days of that semester.

Academic Appeals

Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should meet first with the instructor of the course involved. Failing to achieve satisfaction at this level, the student should then meet with the chair of the division in which the course is taught. Appeals beyond the divisional level should go to the Vice President for Academic Affairs. When appropriate, academic issues will be referred to the Committee on Academic Standards and Review for final decision.

The Vice President for Academic Affairs is available to students to discuss academic problems and procedures.

Academic Honesty Policy

The curriculum at Iowa Wesleyan College is built upon the Life Skills—communication, reasoning and problem solving, valuing, and social effectiveness. In conjunction with these integral Life Skills, the College has developed a strict policy to deal with those students who commit acts of academic dishonesty—plagiarism and/or cheating. Such acts will not be tolerated in any form by the faculty and staff, and will carry stiff penalties. The following policy includes the definition of academic dishonesty, the sequence of offenses and their accompanying penalties, the procedure to be followed by faculty members when an offense occurs, the explanation of the appeal process, and the description of record maintenance.

Definition of Academic Dishonesty

Plagiarism is the intellectual theft of another's ideas. It involves the failure to accurately cite the sources used in researching a paper or project, both in the body of the paper/project as well as on the Works Cited page.

Cheating constitutes all other forms of academic dishonesty. Offenses include, but are not limited to:

- fabrication of data/data manipulation
- use of crib sheets
- copying of information from another person's work
- unauthorized sharing of answers/information between students
- theft of papers/projects/exams
- unauthorized gaining of or giving access to exam questions
- tampering with an exam
- submission of a paper or project for more than one course without the permission of the faculty members for the courses in question
- buying of a paper/project/exam
- selling of a paper/project/exam*

* The selling of a paper/project/exam is considered a more serious violation of the policy on cheating because of the deliberate attempt to profit from

another student's vulnerability, and will carry heavier penalties (see Sequence of Offenses/Penalties section).

Sequence of Offenses and Accompanying Penalties

Violation of the Academic Dishonesty Policy will subject the student to swift disciplinary action. For acts of cheating or plagiarism, the following sequence applies:

First offense—cheating — failing grade for the assignment or for the course, at the discretion of the faculty member.

First offense—plagiarism — alternative assignment, failing grade for the assignment, or for the course, at the discretion of the faculty member.

Second offense — may result in suspension from the College for one full academic term excluding Interim and summer

Third offense — may result in expulsion from the College

In instances when a student has been found guilty of academic dishonesty he may not withdraw from the course in question. Suspensions for academic dishonesty will be noted on the student's transcript.

For the more serious violation of selling a paper/project/exam, the following sequence applies:

First offense — may result in suspension from the College for one full academic term excluding Interim and 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 Extended Learning (if applicable)
 - b. Associate Vice President and Dean of Student Life
 - c. Vice President for Academic Affairs

Appeal Process

There are two reasons on which students may base an appeal: 1) lack of concrete evidence, as perceived by the student; or 2) student's perception that the penalty imposed is unduly harsh. The following appeal process will be followed:

1. The student will request an appeal in writing within 72 hours of receiving notice of the faculty member's decision regarding punishment.
2. The appeal will be made to the chair of the division to which the course belongs.
3. Failing to achieve a satisfactory solution at the divisional level the student may appeal to the Vice President for Academic Affairs.
4. If the student disagrees with the decision of the Vice President for Academic Affairs, the Academic Dishonesty Committee/Board will hear the evidence and render their decision within 48 hours, and will notify the student promptly.
5. If the student disagrees with the decision of the Academic Dishonesty Committee/Board, he/she may request a final appeal in writing to the President within 72 hours of receiving the board's decision. The President will notify the board of the appeal, will request a transcript of the hearing, and will call the student in for the final hearing with 48 hours of receiving the letter of appeal. The President will render the final decision and no further appeals will be entertained.

Record Maintenance

Documentation regarding all cases of academic dishonesty will be placed both in the student's file in the Office of Student Life, and on file in the Office of the Vice President for Academic Affairs. If a student who is attending IWC in an extended learning program is found guilty of academic dishonesty, the office of the Associate Vice President and Dean of Extended Learning will keep a copy of the documentation in the student's file.

Committee Structure for Academic Dishonesty Hearings

After receiving the letter of appeal the Vice President for Academic Affairs will schedule a hearing of the Academic Dishonesty Committee/Board within seven days. This committee will consist of two faculty members, two administrators, and two students. One administrator will serve as chair. The Faculty Executive Committee will appoint one faculty member from each division who will serve on this committee when called. No faculty member from the division in which the case originated may serve. The Student Government Association will appoint two students to serve on the committee and the President of the College will appoint two administrators and indicate which shall serve as the committee chair. The student filing the appeal, the faculty member who reported the violation, the chair of the division in which the case originated and the Vice President for Academic Affairs may be called before the committee at the discretion of that body.

Dean's List

The Dean's List is issued following the Fall term and the Spring term to honor students who have shown high scholastic attainment during that term. In order to be included, a student must be classified as a degree candidate and have attained a grade point average for that term of 3.50 or better on a load of 10 credit hours or more, with no incomplete grades recorded at the time the list is declared.

All Dean's List students are eligible to **audit** one course without additional charge for overload (more than 16 hours). The additional audit course in this case must always be taken during the semester immediately following the Dean's List achievement.

For honors recognition of part-time students see page 150.

Honors at Graduation

Degree "with honor" will be indicated on the diploma by "cum laude" for students who secure a cumulative grade point average (g.p.a.) of 3.35, by "magna cum laude" for those with a cumulative grade g.p.a. of 3.60, and by "summa cum laude" for those with a g.p.a. of 3.85 for their entire course. To be eligible, 60 hours must be completed at Iowa Wesleyan. **Grades earned in all college work, regardless of where taken, will be counted for honors determination.** For students following a combined pre-professional course, this will be the sophomore and junior years.

Academic Probation and Dismissal

1. Probation:

Students whose cumulative grade point average is below 2.00 will be placed (or continued) on academic probation for the following term unless dismissed for academic reasons.

The probationary status is removed whenever the cumulative grade point average is raised to 2.00 or better. A student on "academic probation" will not be permitted to enroll for more than 12 credit hours.

2. Academic Dismissal:

Students who do not meet certain minimal standards are subject to academic dismissal whether or not they are currently on probation. The Committee on Academic Standards and Review shall have final judgment in such matters and shall use the following guidelines.

A. First Semester Enrollment

At the end of the first semester of full-time registration (10 credit hours or more) at Iowa Wesleyan and based upon IWC 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 accepted transfer credits)	Minimum cumulative grade point average (IWC grades only)
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 Dismissal

Students, even when not below the foregoing minimal standards, will ordinarily be dismissed if they have been on probation for three consecutive semesters, without bringing their cumulative IWC grade point average to 2.00 or above.

Withdrawal from College

The withdrawal procedure is begun by first notifying the Associate Vice President and Dean of Student Life or the Associate Dean of Students, Office of Student Life. Once this procedure is complete, the Associate Vice President and Dean of Student Life notifies the Business Office and accounts are computed as of the date of the notification of withdrawal. Failure to observe this procedure will result in the student's being considered not in good standing and in the forfeiture of refunds. Students may be administratively withdrawn from the College if after careful study the indications suggest they are a high risk to their own welfare or the welfare of other members of the community. After withdrawal, a residential student should make all necessary arrangements to check out of the residence hall within 24 hours.

Inter-Institutional Cooperation

The College seeks to enhance educational opportunities for students by means of inter-institutional cooperation. The library consortium with several regional colleges has been described on page 118. Cooperative programs with Duke University, Iowa State University and the University of Iowa are available.

In order to better serve the students of each institution, Iowa Wesleyan College and Southeastern Community College have established a cooperative agreement allowing full-time students at both colleges to take one course per term at the other institution at a standard tuition fee. The course should be unique to the institution, e.g., typing or engineering graphics. Interested students should consult with the Registrar for details, including class schedules and course descriptions. No duplicate activity fee will be charged, although guest students will have the student privileges which are normally given part-time students. Other forms of cooperation include reciprocal library check-out privileges, and a commitment by both institutions, through their various organizations, to strive to bring such cultural activities to southeast Iowa as musical activities and productions, art shows, and lectures.

EXTENDED LEARNING



Office of Extended Learning

The primary function of the Office of Extended Learning is to provide credit and noncredit courses, workshops, seminars, and conferences for learners in southeastern Iowa who are interested in a degree, personal enrichment, self-development or a program looking toward career advancement. A variety of offerings are provided throughout southeastern Iowa at times and in locations convenient to the majority of citizens.

The Office of Extended Learning cooperates with the academic divisions of the College to offer several degree programs at various locations to persons unable to attend traditional day classes.

General Requirements

Extended Learning students pursuing a degree (other than the BGS degree) meet the same requirements as students in regular day programs which are identified in other sections of the Catalog. This includes but is not limited to College-wide course or proficiency requirements, course distribution requirements, credit hour and credit load requirements, and graduation requirements (including field experience and service learning). Tuition and fees are listed in the Financial Information section of this Catalog.

The College's distinctive Learning in Community program includes three elements inherent in each student's education:

Life Skills—a curriculum-wide emphasis on the development of the critical skills of communications, problem-solving, valuing and social effectiveness.

Responsible Social Involvement (RSI)—a service learning program in which students enhance their education through service to others.

Career experience—including field experience; the direct application of learning toward initiating or enhancing careers.

RSI and field experience are required of all students. The RSI program is described on page 19. The field experience requirement is explained on page 20.

Iowa Wesleyan recognizes that students enrolled through the Extended Learning program often have different personal and work circumstances than those enrolled in the day. For this reason students involved in volunteer service prior to enrollment at Iowa Wesleyan may petition for retroactive credit in place of all or part of the required service learning project. Information on this option is available from the RSI Office or the Extended Learning Office.

The field experience requirement includes an option for those attending the College while employed full-time. Each academic division includes a field experience option identified as Career Applications. This option includes site-based analytical projects for students interested in career enhancement, rather than career initiation. Projects include a three-stage process comprising a pro-

positional, research and development, and presentation. The site-based analytical project is explained more fully under the Courses of Instruction section of this Catalog. Qualifying adults with appropriate previous or current professional experience may petition to pursue a coursework option.

Admission Policy and Procedures

Any Extended Learning student who is pursuing a degree or teacher certification through IWC must complete and submit to the ExL Office a short application form. Transfer 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, the admission status will be conveyed to the applicant.

Any full-time day student who desires to switch to the evening program to seek a degree exclusively through the Extended Learning program must be in good academic standing, have the approval of the Academic Dean and file a petition with the Committee on Academic Standards.

Transfer Credit

A maximum of 64 semester credit hours may be transferred to IWC from one or more two-year colleges. A maximum of 94 semester credits may be transferred from both two-year and senior colleges. When more than one college has been attended, transcripts from each college must be provided and each will be evaluated. Students who have earned an AA or AS degree, with a g.p.a. of at least 2.00 from an accredited Iowa community college will be deemed to have fulfilled the Iowa Wesleyan College-wide first- and second-year shared experience, with the exception of RSI and Safety and Survival.

IWC will accept transfer credits within the first 64 hours in which "D" grades have been made, but only if the overall g.p.a. is at least 2.00. Grades of "D" in the major will not be accepted. Grades of "D" in the College-wide English requirement will not be accepted. The Registrar has the final authority for accepting or rejecting credit for transfer.

Registration Procedures

Preregistrations: Students are strongly encouraged to preregister for classes. It gives preference in classes open to limited enrollment, and assists in forecasting enrollment to avoid cancellation of limited-size classes. It also helps determine if an adequate number of texts and supplies have been ordered, and it assists the instructor in preparing course outlines and handout materials.

Registrations: Official registration is confirmed at the first class meeting. A registration for any class at the first day or any subsequent meeting is considered as an official registration and billings will be based on those registrations. Failure to attend class after the official registration has been confirmed will not cancel the obligation to pay for assessed tuition and text charges (See Changes of Registration, below).

Changes of Registration— Extended Learning Classes

Add/drops are permitted freely and at no charge during our normal registration period (usually the first two class meetings). There will be a 100% tuition refund due the student in those cases unless such action constitutes a withdrawal from IWC (see page 140). No record of enrollment in a “dropped” course will appear on the transcript. All classes added or dropped after the term has begun must be properly requested by using the ExL Change of Registration form. Nonattendance of a class **does not** constitute a drop or withdrawal, and the student becomes liable for full or prorated tuition charges as noted below.

Withdrawal from a class (reduction of a portion of a student’s course load without a grade being posted) may take place during the normal course withdrawal period, which extends from the beginning of the third week of classes (or third class meeting) through the seventh week of classes—after which time a letter grade of “F” will be posted. Consistent with all part-time students who withdraw from a portion of their credit load, 100% tuition will be charged after the normal add/drop period has expired; however those students affected will remain eligible for any financial aid awarded prior to the withdrawal. In such cases, the Registrar, the Financial Aid Office and the Business Office must be notified by the student via the ExL Change of Registration form, and a “W” will be recorded on the transcript.

A change from letter grade to audit or S/U must be requested by the third class meeting. Normally, tuition charges are not recalculated in these cases.

A change from audit or S/U to a letter grade must be requested by the sixth class meeting. When a part-time student changes from an audit to a letter grade, tuition is normally recalculated to reflect the change in credit hour status.

Special Note

For classes/programs *not* following the normal 11-12 week Extended Learning schedule (e.g. telecourses, short courses, directed studies), deadlines and appropriate charges will be calculated as they correlate to the 11-12 week time frame. For procedures governing a student's complete withdrawal from IWC, please see the section on page 140.

Financial Aid

Extended Learning students may be eligible to receive financial assistance through the Federal Pell Grant, Iowa Tuition Grant and student loans. Students interested in borrowing a loan will need to be enrolled in a minimum of six credit hours. For more information, contact the Financial Aid Office, toll free, 800.582.2383 or 319.385.6242.

Cooperative Agreements with Community Colleges

Iowa Wesleyan College cooperates with area community colleges in providing convenient education at the bachelor's degree level to the citizens of southeastern Iowa. Several degree completion programs are offered in the evening on various campuses. Additional support courses are offered in nearby towns. Contact the Extended Learning Office for a list of majors, courses and locations. Other reciprocal agreements exist regarding the exchange of courses, credit and services. Programs have been developed on several campuses in which a student may complete an AA or AS degree at the community college, complete the BA through Iowa Wesleyan and then earn an MBA or MA by attending evening classes offered by area universities. Contact College counselors for more information.

Bachelor of General Studies (BGS) Program

Option 1: Individually Designed Concentration

Persons over age 24 may earn a BGS degree by successfully completing the series of five CLEP (College-Level Examination Program) General Examinations and completing an additional 66 semester credits at IWC. The five General Examinations cover English Composition, Humanities, Mathematics, Natural Sciences and Social Sciences/History. A Planning Seminar is offered to assist participants in passing the CLEP examinations. This does not guarantee, however, that participants will pass the exams. The cost for the seminar is \$250. 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 AAS degree recipients)

Persons over the age of 24 who hold the 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 AAS degree (minimum 2.00 g.p.a.) for those who have been employed full-time or who have been out of school for a minimum of three years. The specific outline of courses in the BGS Management track may be obtained through the Office of Extended Learning.

Additional information about the BGS degree can be obtained from the ExL Office.

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, IWC has established a process to determine if college level learning has indeed occurred and the amount of academic credit appropriate for that learning.

Often, other methods of assessing and awarding college credit are satisfactory to the student and to the College. Thus established credit awarding processes (e.g. CLEP subject exams, American Council on Education evaluations of armed services experiences, college credit recommendations of non-collegiate sponsored instruction, the College's credit by examination process, and the College's retroactive RSI program) must be exhausted before making use of the Credit for Life Learning assessment process.

Assuming the established credit awarding processes are not applicable, the student may submit a credit request based on a critical self examination of "what learning has occurred" as reflected in a written portfolio document. Credit awarded can be course specific or in a more general context, especially if the credit is outside the major the student is pursuing.

Please contact the Office of Extended Learning for guidelines, and/or a pre-assessment form.

Liberal Studies Major

See "Selected Studies Plan" on page 124 of this Catalog.

Activities Available to Extended Learning Students

Since Extended Learning students have limited access to advisors and standard services normally available to students attending day programs on campus, the tuition rate is set lower for ExL students. However, ExL students are admitted to most activities offered on the IWC campus without cost. This includes most athletic, musical, recreational/entertainment, and cultural events. Admission fees are required for certain activities, and ExL students must pay for any activity requiring payment from other IWC students. ExL student identification must be shown for free entry. Free admission for ExL students is not transferable to family members or friends.

Academic Advising and Services for Extended Learning Students

The Office of Extended Learning provides informational counseling for new or prospective students. Students may make appointments for individual counseling at each program location.

Once a student is accepted as a degree candidate, an academic advisor may be assigned who has experience in the appropriate major. The Office of Extended Learning will continue to provide academic advising to all ExL students.

All IWC students, whether enrolled in on-campus or extended campus courses, are encouraged to make full use of on-campus services and resources. Parking stickers are not required for several lots on campus, but any ExL student desiring a sticker for a restricted lot may receive one free of charge by contacting the Physical Plant Office.

The John Wesley Holland Student Union includes the Student Life Office, the College Bookstore and a snack bar/lounge where commuters gather. There is also a lounge for commuters 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.

Hershey Hall houses the RSI and Field Experience Offices, Career Development Center, the campus Media Center, and the ICN (fiber optics) room.

The IWC Learning Center is located on the lower level of the Adam Trieschmann Hall of Science (room 124). The Learning Center helps students develop specific skills, such as reading or note-taking, and coordinates a tutoring program. Extended Learning students are invited to utilize its services. Evening appointments can be arranged by calling 319.385.6334. The Science Hall also houses two computer labs.

The Howe Student Activity Center contains three conference rooms, a technology-intensive classroom, a walking/jogging track and fitness room, in addition to indoor athletics facilities.

Students will find most of the administrative offices in the P.E.O. Memorial Building, including those for Business Affairs, the Registrar, Financial Aid, the Academic Dean, and the IWC President. The Office of Extended Learning is on the main floor (north side) of the building.

Honors Recognition for Part-Time Students

Honors recognition for part-time students is issued at the end of each academic year. In order to qualify for this honor, students must be considered as attending Iowa Wesleyan College on a part-time basis, while accumulating at least 15 semester hours of course work completed through a full academic year and must maintain a cumulative grade point average of 3.50 or better.

Withdrawal from IWC

This reflects cases in which an Extended Learning student has withdrawn from *all credit hours* for which they were registered. In such cases, federal guidelines stipulate that tuition be refunded according to the following formula:

$$\frac{\text{\# of calendar days enrolled}}{\text{\# of calendar days in term}} = \% \text{ of earned financial aid}$$

If a student has earned 20% of their financial aid, then 80% will be returned. All parties (federal and state government, institution) will receive 80% of their funds and the student will be refunded 80% of tuition. Percentages are rounded to the nearest one tenth of one percent. Students are eligible for any earned tuition refund through the 60% point of each term. After the 60% point of a given term, 100% of tuition will be owed the institution, with no tuition refunds made, except in cases of protracted illness or other causes determined by the Extended Learning Office to be beyond the control of the student, which compel complete withdrawal from Iowa Wesleyan College.

When a student withdraws from the College, documentation of attendance for all courses will be required. If, at that time, it is discovered that a student attended fewer credit hours or a different number of class meetings, then the student's charges and financial aid will be adjusted prior to any tuition refund calculation.

General Regulations Governing Refunds of Credit Balances to Extended Learning Students

Extended Learning students can receive up to a \$300 refund the day after an academic session begins. (Students receiving book vouchers are not eligible for the refund). Any remaining credit balance may be requested following the add/drop period. Any refund associated with a payment that has been made by personal check will be delayed until the check used for payment has cleared the bank. Normally 60 days will be allowed for such clearance.

Textbooks for Courses

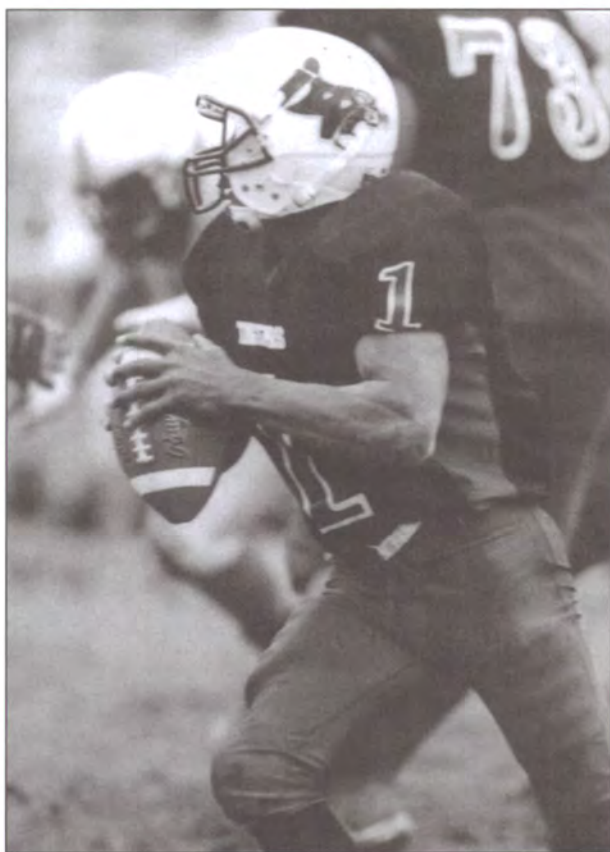
On-Campus Classes: Textbooks may be purchased at the IWC Bookstore, located in the Student Union, and must be paid for at the time they are received. Textbooks are available for sale two weeks before classes begin.

Off-Campus Classes: Textbooks may be ordered directly from the IWC Bookstore and will be shipped directly to students via FedEx Ground approximately two weeks before classes begin. Orders will be filled in the sequence which they are received. Textbooks are not sold at off-campus sites.

For more information on purchases and ordering, payment, re-sale and returns, please contact the IWC Bookstore at 800.582.2383 or 319.385.6478.



STUDENT LIFE AND SERVICES



Student Life and Services

Housing

The Office of Student Life oversees college certified housing. All full-time students, except those exempted in the following paragraph, are required to live in College certified housing. Students living in College housing during the Interim must be enrolled for three credit hours or be actively participating in an RSI project.

Students who are exempted from living in College certified housing:

- All students who are 22 years of age or older by the first day of classes of each term (Fall, Interim, Spring)
- Students who are married, have dependent children living with them, or who live with their parents and commute to the campus.

Transfer students who have been living on their own may request an exception. Part-time students may request permission to live in College certified housing.

Residence Halls

Students are housed in College residence halls. Roommates are assigned without discrimination as to race, creed or national origin. Each student is furnished a bed, dresser, study desk, chair, and closet space.

Each residence hall is staffed by a community director who is available to assist and advise students. Upperclass students serve as community advisors and assist in the residence hall program.

Each residence hall is governed by a hall council composed of student representatives elected by the residents. The residence hall councils are concerned with educational, recreational, social, and governmental activities for the residents.

Food Service

All residential students at Iowa Wesleyan College eat in the College dining hall in the Student Union. The food service attempts to meet all dietary restrictions; special dietary arrangements may be made with the general manager if prescribed by a physician.

Health Service

The College Health Service provides limited dispensary services under the direction of local physicians and limited medical care. The Health Service is staffed by a graduate registered nurse who is in attendance daily. A physician is on call at all times for the College.

The Student Health Service cooperates in every way possible to administer

any medical care or carry out instruction of the student's personal or family physician. Students are referred to local doctors when deemed necessary by the College nurse. The student is responsible for any costs incurred which are not covered by insurance. *Students must have health records on file to receive treatment at the Health Service.*

Insurance

In addition to limited care offered by the College Health Service, every full-time student is covered by a health and accident policy through the Life Insurance Company of North America. Payment for this coverage is included as part of the student's tuition. Conditions and procedures of the insurance plan are made available to every student during orientation. The student is responsible for initiating the insurance claim process. The student is also responsible for any costs incurred which are not covered by insurance.

Immunization

In accordance with the recommendation of the American College Health Association, all students (born after 1956) entering IWC must present written confirmation from their family physician that they have one of the following:

1. Proof and date of having had measles, mumps and rubella, or
2. Documentation of immunization for MMR after 1980, or
3. Written recommendation of their doctor that they should not receive MMR immunization at this time.

Students unable to comply with one of the above (and born after 1956) must be re-immunized at the student's expense.

The College further requires documentation of a tuberculosis skin test (Mantoux) within a year prior to arriving on campus and verification of follow-up treatment as necessary.

Health forms/documentation/waivers should be received at Iowa Wesleyan College before registration.

Student Conduct and Behavior

The College is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the College or with the rights of other members of the College community cannot be tolerated. Students enrolling in the College assume an obligation to conduct themselves in a manner compatible with the College's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the College retains the power to maintain

order within the College and to exclude those who are disruptive of the educational process.

College is an experience in community living. As with any community, certain rules are developed for the protection and comfort of all. Iowa Wesleyan has a minimal number of regulations and asks for cooperation in complying with them.

Specific regulations of the College, its customs, and its traditions are contained in the *Community Guide* distributed each fall. All students are responsible for reading and observing the rules and regulations contained in the *Community Guide*.

Iowa Wesleyan College is required to keep a log of substantive complaints for the North Central Association of Colleges and Schools in keeping with Federal regulations.

A complaint for purposes of this policy is defined as a written, dated, signed statement from a student submitted to the Chief Executive Officer, Vice President for Academic Affairs or the Associate Vice President and Dean of Student Life.

The log will include information about the disposition of the complaints and a summary log will be available for the North Central Association comprehensive evaluation team for review.

Counseling Services

The College provides counseling to assist individual students throughout all phases of their college experience. Prospective students first encounter admission counselors who assist students in adjusting to college life upon arrival on campus. First year student advisors work closely with individual students to assure a successful and comfortable first year experience at Wesleyan. Faculty advisors help students plan and implement an academic program, identifying strengths and assisting in developing professional skills.

The Office of Student Life offers professional counseling for personal, academic and financial problems. The Career Development Center assists students in planning their careers with special guidance in discovering job opportunities.

Community counseling resources are also available to students.

Career Development Center

The Career Development Center assists students at any point in their college years in appraising their interests and abilities, exploring careers of interest, making personal career decisions, and exploring graduate work or study.

A career resource library is maintained and information on graduate programs (including test information for entry into graduate school) is provided. Contacts and assistance for students seeking part-time off-campus or summer

jobs, as well as full-time employment listings is available. The Career Development Center houses four Dell Pentium IV computers for student/alumni use in accessing resources and services on-line.

The Center staff helps students prepare for the transition from college to career by assisting with résumé writing, interviewing, portfolio development, writing effective cover letters, job seeking and networking, and use of the Internet in job searches. Additionally, the department schedules two comprehensive *Senior Seminars* (one each semester) for a day totally devoted to the “nuts and bolts” of job seeking.

Another important resource for seniors of IWC includes the institution's membership in the Iowa Private College Career Consortium (IPCCC). The purpose of the consortium is:

- 1) to increase the number and range of employment opportunities for students at member institutions, and
- 2) to provide an efficient, cost-effective way for employers to recruit students from quality liberal arts, bachelor-degree granting institutions.

Information regarding the Iowa Private College Career Consortium can be found at: <http://ipccc.gvc.edu>.

Persons wishing more information about Career Development facilities or programs should visit our website at www.iwc.edu/campus_services/careerdev/careerdev.htm, or contact the Director at 319.385.6367 or visit Hershey Hall, room #231.

Athletics

Iowa Wesleyan's program of intercollegiate athletics is organized and conducted as an integral part of the educational program. The College is a member of the Mid-States Football Conference and a member of the Midwest Classic Conference in all other sports. Under the rules and auspices of the National Association of Intercollegiate Athletics, Wesleyan offers intercollegiate teams for women in basketball, golf, soccer, softball, track and field, and volleyball. Iowa Wesleyan offers intercollegiate teams for men in baseball, basketball, football, golf, soccer, and track and field. All students, regardless of major, who might be interested in participating in these sports are encouraged to become involved.

Intercollegiate athletics is essential to the program of physical education, providing an opportunity for more highly skilled students to participate with others of similar interests and abilities. First year students are eligible to participate on the varsity level.

Wesleyan students interested in cheerleading are encouraged to try out in the fall of the academic year. Football and women's and men's basketball games provide cheerleading opportunities. The cheerleaders and mascot participate in activities to promote campus spirit.

Dramatics

Students have the opportunity to participate in drama productions of the Mt. Pleasant Community Theatre Association. The participation may be either through auditioning for an acting role or by working in some backstage capacity with lighting, sound, props, costumes, set construction, makeup or publicity. The productions are held on the campus and students are admitted free of charge.

Fine Arts Activities

Students' lives are enriched by their participation in and appreciation of fine arts at Iowa Wesleyan College. Opportunities include performances by college groups as well as programs by artists of national repute. Mt. Pleasant Concert Association, Southeast Iowa Symphony Orchestra, Southeast Iowa Concert Band and the Iowa Wesleyan College Forum regularly bring nationally known guest artists to the campus. In addition, the P.E.O. Art Gallery provides continuous visual arts exhibits. All events are provided to full-time Wesleyan students without charge.

Students, regardless of major, also have numerous performing opportunities in vocal and instrumental groups. Choral groups include Concert Choir, Broad Street Connection and the touring choir which travels in the spring to various regions of the United States. Members of the concert choir are encouraged to audition for the Mt. Pleasant Community Chorale, a choral group of adult singers from the Mt. Pleasant area who perform two concerts a year. Students interested in instrumental music may participate in chamber ensembles or any of the four major instrumental ensembles: the IWC Jazz Band, IWC Wind Ensemble, Southeast Iowa Concert Band, and Southeast Iowa Symphony Orchestra. Auditions for membership in instrumental and choral music organizations are held during New Student Week.

Campus Religious Life

Iowa Wesleyan College is affiliated with the United Methodist Church. In accordance with its Wesleyan heritage, our College promotes intellectual growth as well as spiritual development. It is the desire of the College that its students participate in the worship, study, and fellowship of the religious community of their choice in the area. The College attempts to orient students to the religious fellowships of their choice and to enlist area clergy to serve as pastors to the students. Where there is an absence of a church of one's religious preference, the College will endeavor to aid students in attending religious functions in an adjacent community. The College will attempt to give special consideration to those students whose religion requires a special diet.

A variety of religious life opportunities are a part of the Iowa Wesleyan College community. The Fellowship of Christian Athletes has a chapter on campus. The campus minister coordinates weekly meetings and conducts

student trips, as well as counsels students. Numerous religious leaders, groups and programs are brought to the campus each year in conjunction with the weekly Forum program and Campus Ministry Days. Through the Responsible Social Involvement program and general volunteer opportunities, numerous students are involved in regular leadership responsibilities in youth work education, worship and music in area churches.

Student Organizations

Student organizations provide rewarding opportunities for involvement, education, leadership and fun. Active student organizations enhance the Learning in Community program by giving students added skills and experiences to ease the transition from college to career. Involvement in co-curricular activities helps students build strong résumés and provides valuable resources for portfolios.

Regular full-time degree candidates are eligible to participate in all student activities of the College. All other students may participate in student activities as determined by consultation with the student's faculty advisor. Individual organizations and/or activities may establish minimum standards for eligibility (for example, minimum grade point average). Any organization found guilty of using discriminatory practices based on race, creed or national origin in the selection of its membership will be asked, at the discretion of the Board of Trustees, to leave the campus.

All students are invited to participate in a wide variety of student activities. Involved students from the residence halls, academic clubs, commuter club, honorary societies, and college social organizations sponsor activities throughout the year. A number of social activities are planned for the College community by students who serve on the committee for The Joint and the Student Union Board. The Director of Student Activities advises these groups and coordinates other campus events to involve commuter and residential students. A full schedule of social activities provides many opportunities for students to relax and enjoy "life after class" on campus.

Student Government

Each full-time student becomes a member of Iowa Wesleyan College student government upon registration.

The purpose of the student government is to share in the responsibilities of college governance, especially where it directly affects student life, and to coordinate specific interests of the student body. Students have the opportunity for significant participation in campus life by serving on the various faculty and student government committees and by holding elective offices.

Student Communications

- *IOWA WESLEYAN COURIER*—The campus newspaper is published by a

student editorial staff drawn from journalism classes. The newspaper provides an excellent training opportunity for students interested in journalism, public relations or news photography.

- **THE CROAKER**—The yearbook is planned and produced by students. It furnishes a record of campus events and provides opportunity for interested students to become involved.

- **IOWA WESLEYAN COLLEGE RADIO (IWCR)**—Students may earn academic credit in the communications area by working with the radio station. Opportunities are available for any interested student to be involved. A wide variety of programming is used.

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 Campus:

- **BETA BETA BETA**—National honorary fraternity for biology majors of high scholastic standing.

- **BLUE KEY**—National fraternity for upperclass students who have achieved distinction for campus leadership and scholarship. Outstanding first year students are chosen by this group.

- **IOTA PHI**—Campus honorary fraternity based entirely on scholastic average. A limited number of students are selected from the junior and senior classes.

- **SIGMA BETA DELTA**—International honor society in business management and administration. Membership in this society is open to those students of high academic standing majoring in the Business Division.

- **SIGMA TAU DELTA**—International English honorary fraternity encouraging creative writing and manuscript discussion.

- **WHO'S WHO**—Seniors who gain recognition through outstanding campus leadership are selected by the faculty to appear in *Who's Who Among Students in American Universities and Colleges*.

Professional Organizations

A wide variety of student organizations makes it possible for students to find friends and activities to fit their own interests and aptitudes. These are:

- **AMERICAN AND IOWA CHORAL DIRECTORS ASSOCIATION**—An organization for students interested in choral music.

- **ART CLUB**—An organization open to any student who is taking or has taken a course in the field of art.

- **CHEMISTRY CLUB**—A local organization that encourages students interested in chemistry to coordinate their study with other fields. Recognized by the American Chemical Society.

- **HISTORY CLUB**—An organization that encourages students with an interest in history to coordinate their studies with other fields.
- **EDUCATION CLUB** (affiliated with NEA)—Organization for students who plan to teach.
- **MENC** (Music Educators National Conference)—An organization open to any student interested in music education.
- **PHI BETA LAMBDA**—An organization open to anyone who is taking or who has taken a course in the field of business.
- **PRE-PROFESSIONAL HEALTH SCIENCE CLUB**—An organization which provides resources and information for those individuals seeking a graduate level degree in such fields.
- **SPORT MANAGEMENT CLUB**—An organization devoted to educating about the sport management industry.
- **STUDENT NURSING ASSOCIATION**—An organization for students enrolled in the nursing program.

Black Awareness Organization

The Black Awareness Organization is a representative body under the auspices of the Student Government. The purpose of the Black Awareness Organization of Iowa Wesleyan College is to promote black student activities which will include cultural, educational and social events on campus.

The BAO is responsible for sponsoring events on campus that will be of interest to the entire student body, in an effort to improve mutual understanding and communication.

Commuter Club

The purpose of the Iowa Wesleyan College Commuter Club is to promote improved communication between the commuters and the faculty, administration, and resident students. Membership is open to anyone wishing to join.

Fraternities and Sororities

One national fraternity and two national sororities are represented with chapters at Iowa Wesleyan College. They are: Phi Delta Theta fraternity; Alpha Xi Delta and Pi Beta Phi sororities.

Sorority members live in Sheaffer-Trieschmann Hall. Fraternity members are housed in McKibbin Hall.

Greek letter organizations are on campus by permission of the College. Each Greek letter organization has an advisor to assist the organization. For further information regarding the organizations, contact the Director of Student Activities for sororities and the Associate Dean and Director of Residence Life for fraternities.

International Club

Open to all interested students with the purpose of the club being to further international awareness on the campus. Cultural, educational and social opportunities will be provided.

Student Union Board

Student Union Board (SUB), a subcommittee of and funded by the Iowa Wesleyan College Student Government Association, provides at least one activity per week for the campus community. Membership is open to any full-time student. Board members work through five main committees: The Joint, Special Events, Live Acts, Publicity, and The Den. There is a broad spectrum of weekly events, including \$2 movies at the local theater, dances, card and games tournaments, live entertainers, and contests. Almost all are free to IWC students. Special events occur three to four times per school year and include Christmas Thing—the campus-wide Christmas party; The Pre-Paddy's Day Variety Show in March, and Spring Thing—the campus-wide carnival in April.

Unidad

The purpose of Unidad is to promote understanding of, and respect for, the Hispanic culture at Iowa Wesleyan College. Anyone who attends Iowa Wesleyan, has the desire to interact with the Hispanic community on campus, and learn of the Hispanic culture, is welcome to join.

Women United

Women United (W.U.) is an organization designed to unify the women of the IWC community. WU seeks to explore differences; celebrate similarities; and create an awareness of life's experiences as women culturally, educationally, and socially. WU will arrange speakers and activities in an effort to educate all members of the IWC community and is open to all interested individuals.

STUDENT ADMISSION



Admissions Information

The criteria for admission are used to identify those who are most likely to complete a college program of studies. The Admissions Office evaluates each candidate for admission on an individual basis and acceptance decisions are based on the student's high school grade point average, class rank and the results of the ACT (American College Testing Program) or SAT I (Scholastic Assessment Test of the College Board). These criteria pertain to a first year applicant only—transfer student admissions criteria are located on the next page.

A first year applicant is required to submit an OFFICIAL transcript from their high school, or a high school equivalency certificate based on the GED tests. The high school transcript should include four years of English, three years of mathematics, three years of social science and two years of science (both should be a laboratory science).

A first year applicant who has taken college courses for credit is required to provide Iowa Wesleyan with OFFICIAL transcripts from each college attended.

Iowa Wesleyan processes all applications on a rolling basis (including transfers). An application is considered complete when all academic credentials—including the high school and/or college transcript(s) and results of the ACT or SAT I—have been received. Notification is sent to each candidate for admission within two weeks after submitting the required academic information.

First Year Student Admission

Full Admission

A first year applicant must meet the following three criteria to be considered for admission to Iowa Wesleyan College:

- have a composite score of 19 or above on the ACT or a score of 890 or above on the SAT,
- rank in the upper 50% of their graduating class,
- have a cumulative grade point average of 2.5 or above (on a 4.0 scale).

Conditional Admission

Applicants may be admitted on a conditional basis, subject to review of their performance after one semester at Iowa Wesleyan College, if they meet the following two requirements:

- have a composite score of 16-18 on the ACT or a score of 750-880 on the SAT,
- have a cumulative grade point average of 2.0 or above (on a 4.0 scale).

Committee Admission

Applicants not meeting the minimum criteria may petition the Admissions Advisory Committee for committee admission. Additional information, including teacher recommendations and a personal statement, may be required as part of this process. More information on this process is available from the Admissions Office.

First Year Application Procedure

A first year applicant to Iowa Wesleyan must submit the following materials to the Admissions Office in order to be considered for admission:

- a completed application form
- an official high school transcript—which must include both the student's rank in class and cumulative grade point average—or GED certification,
- official results of either the ACT or SAT I (no student will be denied admission to Iowa Wesleyan *solely* on the basis of standardized test scores).

Transfer Admission

Candidates for transfer admission (having 10 or more semester hours of college) must meet the following guidelines to be considered for admission to Iowa Wesleyan:

- a cumulative grade point average of 2.0 (on a 4.0 scale) or better from all previous college work,
- be in good standing from the previous institution attended.

Also taken into consideration when determining if a transfer student is granted full admission, conditional admission or is required to go before the Admissions Advisory Committee for admission, is the student's past performance in college core courses and major courses, as well as the overall difficulty of the courses previously taken.

A transfer who is not granted full or conditional admission may petition the Admissions Advisory Committee for committee admission. Additional information, including teacher recommendations and a personal statement, may be required as part of this process. More information on this process is available from the Admissions Office.

Transfer Application Procedure

1. Complete and submit the Application for Admission. Southeastern Community College students should submit the SCC-IWC Transfer Form. Indian Hills Community College students should submit the IHCC-IWC Transfer Form.
2. Request that official transcripts from ALL colleges attended be sent to the Admissions Office, even if all prior coursework is listed on the

transcript of the college last attended.

3. An official copy of the student's high school transcripts should also be sent to the Admissions Office, unless the student has 24 or more semester hours of previous college credit.
 - Transcripts that have been in the student's possession will not be considered official documents, unless they remain sealed.
 - Iowa Wesleyan reserves the right to request an official copy of the student's high school transcripts, even if they have the required 24 semester hours of previous college credit.

Transfer Credit

Generally, a course taken at a regionally accredited college or university, in which the content and depth is similar to a course taught at Iowa Wesleyan, will be accepted for transfer.

Grades earned in courses accepted for transfer will not be entered on the student's Iowa Wesleyan transcript and will not be utilized in the computation of a student's cumulative grade point average earned at Iowa Wesleyan College. The College will accept, within the first 64 semester hours, course credits in which the student has obtained "D" grades only if the student has a 2.0 grade point average from the previous college(s). However, courses with grades below "C-" will not satisfy all-College or major requirements.

Iowa Wesleyan will accept up to 64 semester hours of college credit for students transferring from community colleges. The College will also accept up to 94 semester hours of college credit from four-year colleges or from a combination of community colleges and four-year colleges, respectively. Either way, the student must complete the final 30 semester hours (a minimum of 15 semester hours of this must be taken in the student's major field of study) of the College's 124 (nursing 128) semester-hour degree requirement at Iowa Wesleyan.

An Associate of Arts or Associate of Science degree will fulfill the Iowa Wesleyan College-wide first- and second-year Shared Experience (as long as the student has at least a grade of "C-" or higher in the second half of freshman English), as well as confer junior status upon the student. The Safety and Survival, Field Experience and Responsible Social Involvement requirements are not satisfied by an Associate of Arts or an Associate of Science degree. Generally, an Associate of Applied Science degree will also confer junior status upon the student, although credits from it may not satisfy Iowa Wesleyan Shared Experience requirements. Students who have successfully completed one-year programs at approved technical and business institutes will be accorded sophomore-level standing. Some particular courses, however, may not be accepted toward the major or satisfy all-college requirements.

The office of the Registrar is ultimately responsible for the evaluation of all transfer credit. Transfer students will receive a transcript evaluation upon their

acceptance into Iowa Wesleyan. Transfer credit evaluations will not reflect courses in progress. Due to articulation agreements, nursing student credit transfer may be handled in a different manner. The credits of transfer students accepted from a nonaccredited institution will be evaluated by the Registrar following successful completion of the initial semester at Iowa Wesleyan College with a 2.0 grade point average.

PLEASE NOTE: Inaccurate or misleading information provided on the application form to the College constitutes grounds for dismissal. A recommendation from the high school counselor and/or principal may be requested.

Non-native English speakers may be required to demonstrate sufficient command of English through testing.

Enrollment Deposit

Upon being accepted into Iowa Wesleyan, each student is notified of the \$100 enrollment deposit. Of the \$100, \$25 serves as a room deposit and holds a financial aid package, while the remaining \$75 is applied toward the first semester's tuition. The enrollment deposit must be paid when the student accepts an Iowa Wesleyan financial aid package. Deposits paid prior to the receipt of financial aid are refundable if the request for the deposit refund is made verbally to the Director of Admissions by the due date of the deposit holder's financial aid award. A follow-up written request for the return of the deposit then needs to be sent to the Admissions Office in order for the refund request to be processed by the Iowa Wesleyan College Business Office.

Early Admission

An early admission program is available for outstanding high school students at the end of their junior year. All early admission candidates must request a letter of recommendation from the high school principal. Students interested in early admission should write to the Director of Admissions.

College Credit for High School Students

Iowa Wesleyan College encourages above-average high school students to enroll in college courses. Work in this program is given full college credit at Iowa Wesleyan if the student later attends as a degree candidate. Acceptance into this program does not guarantee admission to the College as a degree candidate. Please refer to page 169 in this *Catalog* for special tuition rates accorded to qualifying high school students.

Readmission

Former students in good academic standing at the time of their departure from the College should write the Vice President for Academic Affairs of their

desire for readmission. An official transcript of any additional work from another accredited college or university should be forwarded at least one month prior to the registration day for the next term.

Former Iowa Wesleyan College students who were not considered to be in good academic standing must petition for readmission from the Committee on Academic Standards. This request must be received by the Associate Vice President and Dean of Student Life.

International Application Procedures

Iowa Wesleyan College welcomes students from around the world. The College seeks to achieve a diverse student population that will provide a global education for both American and international students. International students must complete the International Application for Undergraduate Admission.

Each student should submit official high school or college transcripts and a TOEFL score report. An English-speaking student may submit an ACT or SAT in place of the TOEFL. In order to be considered for admission, an international student must show English proficiency with a minimum score of 500 on the TOEFL, or have completed level 112 from any English Language Service center.

Residents of the United States, its territories, dominions and possessions who are not native speakers of English are also required to demonstrate English proficiency through either the TOEFL Examination or the ELS Level 112.

Upon notification of acceptance, a student must complete a Certification of Finance form and return it to the Admissions Office. 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.

Extended Learning

Similar transfer procedures apply to Extended Learning students. For additional information see the Extended Learning section of this Catalog on page 141.

Financial Information

Tuition and Other Charges

Academic Year 2003-2004

(all charges are subject to change)

I. AFTER ADMISSION

1. Advance tuition payment applies to first semester tuition and is payable when the financial aid award is accepted\$75
2. General deposit (refundable only after graduation or official withdrawal).....\$25
serves as room reservation fee as well as deposit for financial responsibilities of a minor nature

II. TUITION

1. Full-Time
 - a. Fall or Spring semester, including Extended Learning:
10-16 hours\$7,655
 - b. Extra hours above 16 during Fall and Spring\$ 375
 - c. Interim—no charge for up to and including four hours if student is registered full time during either the Fall or Spring semester
2. Part-Time
 - a. Fall and Spring semesters up through 9 hours and Interim for classes beginning before 5:00 PM: per credit hour\$375
 - b. Sessions I, II, III through 9 hours for Extended Learning classes beginning after 5:00 PM or on Saturdays:
per credit hour\$250
 - c. Age 55+ and qualifying high school students,
Sessions I, II, III through 9 hours for Extended Learning classes beginning after 5:00 PM or on Saturdays:
per credit hour\$125
 - d. Arranged short courses may be individually structured and charged
 - e. Independent, Directed Study course work: per hour\$375
3. Summer sessions: per credit hour (age 55+ = 1/2 tuition)\$250
4. Audit
 - a. Full-time students during the Fall, Interim and Spring semesters: per listed hour\$187.50
(see Academic Program section for description of no-cost audit privilege for Dean's List students)
 - b. Part-time students during the Fall and Spring semesters and Interim students—for classes beginning before 5:00 PM:

- per credit hour\$187.50
- c. Part-time students during Sessions I, II, III—for classes
beginning at 5:00 PM or later: per listed hour\$125

III. SPECIAL FEES

1. Challenge examination credit for nursing students:
per credit hour\$30
2. Change of registration—after free change period\$10
3. CLEP: per test\$38
4. College foreign language test\$20
5. Credit by examination—with special permission: per hour\$30
6. Examination, extra or special, for reasons other than
extreme emergency\$10
7. Graduation\$45
8. Placement:
 - a. Lifetime membership fee (6 free sets)
Teaching—\$10
Nonteaching—\$20
 - b. Nonmembers, charge per copy of credentials requested\$ 2
9. Returned Check Charge\$20
10. Teacher Licensure—non degree students\$15
11. Transcript—after first: per copy\$ 2
12. Parking fine\$10
13. Stop payment on a check\$20

IV. RESIDENTIAL HALL CHARGES

1. Board
 - a. Fall or Spring Semester
 - 15 meal plan \$1,365
 - 19 meal plan \$1,440
 - b. Interim\$ 590
(no charge for students registered as boarding students during
either the Fall or Spring semesters)
2. Room: McKibbin and Sheaffer-Trieschmann Halls
 - a. Fall or Spring semester
 - i. Double room, per person\$975
 - ii. Double room, single occupancy\$1,375
 - iii. Single room\$1,195
 - b. Interim*
 - i. Double room, per person\$305
 - ii. Double room, single occupancy\$410
 - iii. Single room\$355

*No charge for similar accommodations for students registered as residents

during either the Fall or Spring semesters

NOTE: Students registered as resident/boarding students in one of the above listed residence halls during either the Fall or Spring semesters will be granted a living allowance of \$80 per week while participating in Iowa Wesleyan College authorized and supervised field trips or study program during the Interim. This includes students who enroll for academic credit in Responsible Social Involvement.

1. Eligible students must be actively engaged in their approved project throughout that period, and
2. required by their projects to live away from campus.

This does not include students who enroll for credit but who are not working on their projects, and/or students who are working on their projects while living at home.

The allowance is granted for full weeks only—Sunday through Saturday; a partial week does not generate eligibility for the allowance or any prorated part of it.

If student receives a living allowance for the entire Interim, the College reserves the right to reassign the room to another occupant for that period of time. In such cases the College will attempt to provide storage for the regular occupant's belongings during the Interim.

Summary of Typical Expenses (Per Semester)

Tuition	\$7,655
Room (Double room, each person)	\$ 975
Board (15 meal plan)	\$1,365

Total, per semester* \$9,995

*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.

Payment of Student Expenses

All financial obligations for the semester are due when billed and payable by the first day of the semester. Iowa Wesleyan College offers a payment alternative.

Arrangements can be made through the Business Office with a commercial firm that specializes in monthly payments involving only a minimal once-a-year service charge and no interest on unpaid balances as long as the plan is current.

The College adds a finance charge to unpaid accounts not on this plan on

the 20th of the month at the rate of 1½% per month. This is an effective interest rate of 18% A.P.R.

In any event, unless payment in full is made by the first day of the semester, any deferred payment plan must be approved prior to the first day of the semester by the Business Office.

General

- A. The right is reserved by the College to withhold payment of money due any student from loans, scholarships, refunds, student aid, or work performed for pay, and apply any such funds to the student's account whenever the student's account is not paid in full.
- B. All financial obligations to the College must be paid in full or satisfactory payment arrangements made with the Business Office before a student may register for a new term.
- C. Statements are normally sent to the student's permanent address unless otherwise requested.
- D. Services of the College, including but not restricted to grades, diploma, certificate, transcript, letter of honorable dismissal, or recommendation will be withheld from students who have an outstanding balance with the College.
- E. Iowa Wesleyan College reserves the right to deny students the privilege of participating in commencement ceremonies whenever the student's account is not paid in full.

Refunds

A. General Regulations Governing Refunds

1. Refunds will be made after the first 10 class days following the start of classes. Students should bring enough cash to cover books and supplies prior to the release of any refund. Any refund associated with a payment that has been made by personal check will be delayed until the check used for payment has cleared the bank. Normally 60 days will be allowed for such clearance.
2. Requests for refund of deposits are to be made to the Admissions Office.

B. Regulations governing refunds to students who officially withdraw from all courses in a given term at the College.

1. Tuition refunds are calculated by finding the percentage of used financial aid for a particular student. Following is how the formula is applied:

$$\frac{\text{\# of calendar days enrolled}}{\text{\# of calendar days in term}} = \% \text{ of earned financial aid}$$

For example, if a student has earned 20% of their financial aid, then

80% must be returned. All parties (Federal and state government, institution) will receive 80% of their funds back and the student will be refunded 80% of tuition. Percentages are rounded to the nearest one tenth of one percent. Students are eligible for refunds through the 60% point of each term.

2. Room/Board Refunds

There is no refund for room fees. Board refunds are computed as of the end of the day on Sunday after the date of official withdrawal or the official drop date, whichever is later. In any event, such refunds will not exceed 75% of the board charges for the term.

3. After the 60% point in a given term, no refund of tuition or board will be made except in cases of protracted illness or other causes determined by the Student Life Office to be beyond the control of the student which compel withdrawal.
4. When a student withdraws, documentation of attendance for all courses will be required. If at that time it is discovered that a student attended fewer hours than awarded aid, the student's aid and charges will be adjusted prior to the refund calculation.
5. The institution has 30 days to perform the refund calculation.

Extended Learning

See page 141.

Financial Aid

Iowa Wesleyan College provides financial assistance for talented students who, without such aid, would be unable to attend college. Scholarships, loans, and campus employment are available to help the student meet the cost of attending Iowa Wesleyan. Financial aid from the College and other sources is viewed only as supplementary to the effort of the family. Financial aid is awarded to students on the basis of need, academic achievement, character and promise.

Iowa Wesleyan uses the Department of Education's Free Application for Federal Student Aid to help determine the amount of assistance each applicant needs. Aid awards are subject to review each academic year. Factors taken into account in this review are possible changes in financial need, the applicant's grade point average, and the applicant's contribution to the life of the College and filing date. Each aid recipient must be admitted as a degree candidate, and be enrolled as a full-time student with 12 or more credit hours. Federal and state financial assistance is available to students with need, who are enrolled less than full time.

How to Apply for Financial Aid

Students apply for almost all forms of financial assistance by merely completing the Free Application for Federal Student Aid (FAFSA). Iowa Wesleyan College has an institutional priority filing date of April 1.

1. Submit an application for admission to Iowa Wesleyan College. You must have applied and been accepted in order to receive any financial assistance.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application for transfers and list Iowa Wesleyan College (**Title IV federal school code: 00871**) to receive your information. Please file as soon as possible after January 1, the earliest date each year the FAFSA may be submitted to the Federal Student Aid Program. Allow two to three weeks for processing.
3. Thirty percent of students are selected for verification. If you are selected, we will notify you in writing requesting the necessary documents. If you are not selected, you will receive a financial aid award letter. The awarding process begins approximately mid-March.
4. When the financial aid award letter is sent to you, please either accept or decline it by the date stated and return it to the Financial Aid Office at Iowa Wesleyan College. Accepted award letters should be returned with the \$100 enrollment deposit unless it has already been paid.

If you would like to complete the FAFSA on-line, you may do so at: www.fafsa.ed.gov.

Federal Aid

Pell Grant

For the academic year 2003-2004 awards range from \$400-\$4,050 and are awarded to those students who show the greatest need for assistance. Eligibility is determined from the information you submit on the **Free Application for Federal Student Aid (FAFSA)** form. Part-time students are also eligible for these funds on a prorated basis.

Supplemental Educational Opportunity Grant (SEOG)

Additional gift assistance awarded to students who also qualify for the Pell Grant, SEOG is available to students who would not be able to attend college without this assistance. Funds are limited to and awarded on a "first come" and "highest need" basis. 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. Award average is \$1,200 per academic year. A student is required to work 7.5 hours per week at the federal minimum wage of \$5.15 per hour to earn this award.

Work study employment made be through the Federal Work Study Program or until the College's own employment program, which is part of the IWC Learning in Community program, and employment opportunities are intended to help students learn new skills in a variety of work settings.

Work study can provide valuable experiences while enhancing student resumes.

Student Loans

Loans can be awarded to a student regardless of need. A student must be enrolled at least half-time to qualify for a loan under the Stafford Loan Program. Amounts are based on the student's filing status and grade level. Repayment begins six months after the student is no longer enrolled at least half-time in any college or university. Interest rate is variable not to exceed 8.25%. First-time borrowers must provide a loan application to the Financial Aid Office indicating lender preference.

Federal Subsidized Stafford Loan

This loan is need-based and eligibility is determined from the results of the Free Application for Student Aid. Interest payments are made by the federal government while the recipient is at least a half-time student. A student must be enrolled at least half-time to qualify for this loan.

Federal Unsubsidized Stafford Loan

This loan is not based on financial need, although a Free Application for Student Aid must be filed. The student is responsible for the interest. Interest starts when the first disbursement is made by the lender. The student can choose to pay the interest or have it capitalized with the principal. Students must be enrolled at least half-time to receive funds from this program.

Borrowing Limits for Federal Stafford Loans

	Dependent Student	Independent Student
Freshman	\$2,625	\$ 6,625
Sophomore	\$3,500	\$ 7,500
Junior	\$5,500	\$10,500
Senior	\$5,500	\$10,500

Perkins Loan

Up to \$4,000 can be borrowed from Iowa Wesleyan College. A fixed interest rate of five percent with interest and principal payments beginning nine months after a student ceases to be enrolled at least half-time. The number of Perkins Loans is limited to the amount of money that is available, and is disbursed according to need and on a "first come" basis.

Federal Parent Loan for Undergraduate Students (PLUS)

This program provides loans to parents of undergraduate dependent students. Parents may borrow the difference between the student's cost of education and all other financial assistance. Payment and interest charges begin within 30 to 60 days of receipt of funds. Interest is at a variable rate not to exceed nine percent.

State Aid

Iowa Tuition Grant

Iowa Tuition Grants (ITG) are available for Iowa residents who file the Free Application for Federal Student Aid form on or before July 1 and have an estimated family contribution of \$9,000 or less. The maximum individual grant award is \$3,600 for the 2003-04 academic year.

Iowa Grant

Limited funds are available to award \$1,00 per academic year to students from Iowa who show high need for financial assistance.

Institutional Aid

Scholars and Grant Program

	ACT SAT	32-36 1390-1600	31 1350-1380	30 1310-1340	29 1270-1300	28 1230-1290	27 1200-1230	26 1160-1190	25 1120-1150	24 1090-1110	23 1050-80	22 1010-40
G.P.A.	4.00											
	3.95											
	3.90											
	3.85											
	3.80											
	3.75											
	3.70											
	3.65											
	3.60											
	3.55											
	3.50											
	3.45											
	3.40											
	3.35											
	3.30											
	3.25											
	3.20											
	3.15											
	3.10											
	3.05											
	3.00											

Jericho/Presidential (competitive award)
 Honor
 Dean
 Achievement

Louisa R. Jericho Scholars Presidential Scholars

The Louisa R. Jericho Scholars and the Presidential Scholars awards are competitive awards for incoming freshman applicants. Two Jericho scholarships are awarded and include full tuition, fees, room and board. Three Presidential scholarships are awarded for full tuition. Criteria include (two out of three) 3.6 g.p.a., top five percent of their class, 30 ACT/1310 SAT; and demonstrate leadership in their school, church, or community. Candidates will be invited to campus for a formal interview. These awards cannot be combined with any other Iowa Wesleyan award. Awards are renewable dependent upon the recipient maintaining a 3.25 cumulative g.p.a.

- Honor Scholarship – 75% tuition**
- Dean Scholarship – 50% tuition**
- Achievement Scholarship – 25% tuition**

These are awarded to incoming freshmen. Applicant must have the required g.p.a. and ACT/SAT scores as indicated in the above Scholars and Grants Program grid. Awards are renewable dependent upon the recipient maintaining the following g.p.a.

- Honor scholarship = 3.00 cumulative g.p.a.
- Dean scholarship = 3.00 cumulative g.p.a.
- Achievement scholarship = 2.75 cumulative g.p.a.

Transfer Scholarship

Transfer scholarships are as follows:

\$5,000 3.40 g.p.a. and higher

\$3,000 3.00-3.39 g.p.a.

The student's g.p.a. is based on all work taken at other institutions. Transfer Scholarships cannot be combined with the Out-of-State grant.

Phi Theta Kappa Transfer Scholarship

Iowa Wesleyan offers \$5,500 per academic year to transfer students who are current members of Phi Theta Kappa and have a 3.5 cumulative g.p.a. Applicants for this scholarship are required to have a minimum of 45 transferable credit hours. Non-U.S. citizens, part-time students and students with previous bachelors degrees may not apply for this scholarship. Recipients of this award must enroll immediately following attending a two-year college. This scholarship is not awarded in conjunction with any other transfer academic scholarship.

Out-of-State Grant

The Out-of-State Grant is offered in the amount of 25 percent reduction in tuition to those incoming students who reside in the contiguous states surrounding Iowa: Nebraska, South Dakota, Minnesota, Wisconsin, Illinois, and Missouri. The Out-of-State Grant cannot be combined with the Transfer Scholarship.

Alumni Grant

A 10 percent reduction in tuition is offered to all incoming students who are children of Iowa Wesleyan College alumni.

United Methodist

A 10 percent reduction in tuition is offered to all incoming students who are members in good standing of a United Methodist Church at least one year prior to enrolling in college. An application from the student and a recommendation from the home church minister are required.

Additional Iowa Wesleyan Grants and Scholarships

Harlan Grant

Need-based assistance. A student applies for these awards by filing the FAFSA.

Wesleyan International Scholarship

Need-based assistance awarded to international students.

Athletic Scholarships

Awarded to some students who participate in a collegiate sport. Amount will be determined by head coach.

Endowed and Annual Scholarships

The College has approximately 100 scholarships to award. A student applies for these awards by filing the FAFSA.

Ministerial and Pre-Theological Grant

A \$500 grant will be given to spouses or unmarried dependent sons and daughters of full-time or retired ministers or missionaries. This grant is for full-time students in the regular academic year and is not available in the summer or for evening classes.

Departmental Scholarships

Music Performance Award

A participation award for non-music majors based on an audition.

Goodell Scholarship

Awarded to music majors based on the student's audition. The award ranges up to \$6,000 per academic year.

Schramm Scholarship

Awarded to art majors based on the student's portfolio. The annual dollar amount varies.

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 requirement specified by the General Board of Higher Education and Ministry. Applications and further information may be obtained at www.gbhem.org.

United Methodist Scholarship

Sponsored by members of the Iowa Conference of the United Methodist Church

Award to full-time degree seeking students at one of the four United Methodist related colleges in Iowa. Recipient must be a member of an Iowa United Methodist Church and meet the requirements established by the members of the Iowa Conference of the United Methodist Church. Applications and further information may be obtained at www.iaumf.org/scholarships.asp.

Iowa United Methodist Foundation

The Foundation manages more than 100 named scholarship funds that make awards to students attending United Methodist colleges or universities—including seminary grants. Applications and further information may be obtained at www.iumf.org/scholarships.asp.

Endowed Scholarships

Created by donor contributions, these specific, endowed scholarships will perpetually provide assistance for Iowa Wesleyan students. The scholarships are created each year from the fund's earnings and growth, with the principal remaining intact. An endowed fund becomes a named and active scholarship when the gifts contributed to it reach or exceed \$10,000. Iowa Wesleyan's endowed scholarships are listed below. (Some scholarships were formed with a specific designation, geographically or by field of study, and that preference is indicated.)

- Leroy Akerson Memorial Scholarship, awarded to an education major
- Anonymous
- Eleanor E. Bailey Scholarship for a student from Western Illinois
- Fred and Mary Jo Barrick Scholarship, awarded to a needy married student
- Beck Brothers Scholarships
- Thomas F. Bell Scholarship
- Janey R. Benedict Memorial Scholarship
- June Berry/Pi Beta Phi Scholarship
- Keith Bogle Memorial Scholarship, for a male student
- Bostrom Endowment Fund, preference to Chicago-area students
- George and Edna Brissey Endowed Scholarship
- Robert Charles Bruce Memorial Scholarship, preference to Van Buren County students
- M.E. Buckman Endowed Education Scholarship
- Orange Van Calhoun Memorial Scholarship, awarded to a junior or senior premedical student
- Stella Winans Carver Music Scholarship, awarded to an upper classman majoring in music, who has demonstrated high achievement and musical proficiency
- Alma P. Spencer Chittum Scholarship
- John W. Chittum Scholarship, awarded to a chemistry major
- Miriam Siberts Chrissinger Music Scholarships, awarded to both a junior and a senior woman, majoring in music, with preference to Henry County and surrounding counties
- Miriam Siberts Chrissinger English Scholarship, awarded to either a junior or a senior woman majoring in English
- Class of 1946 Scholarship
- Frank V. Coles Scholarship, for a student preparing for dentistry or other health sciences
- Helen and Frank V. Coles Endowed Scholarship, for a graduate of the Mt. Pleasant High School interested in religion
- The Harvey and Alberta Condon Endowed Scholarships, preference to Jefferson County students
- National Society of Daughters of the American Colonists Scholarship, awarded to a female student
- Nellie E. Davis Memorial Scholarships
- Patricia Hamlin Dodder Memorial Music Scholarship
- Doud-Loring Scholarship Fund,

- preference to students from Van Buren, Jefferson, and Henry Counties
- Christina Foster Edwards Memorial Scholarship
 - John Wesley Espy Memorial Scholarship Fund, several scholarships awarded on the basis of need with preference in this order: residents of Centerville, Appanoose County, the state of Iowa, U.S.A., and others.
 - R.C. Fleck Scholarships
 - Edwin and Louise Fern Scholarship
 - Claris Fern Jamison Garrett Memorial Scholarship: awarded to an upper level nursing student
 - Paul and Elaine Gerot Scholarship
 - Rev. Jackson A. Giddens Scholarship
 - Delbert and Bernice Hollander Foster Scholarships, provides awards to students from any of nine designated counties in southeast Iowa
 - Goodyear Endowed Scholarship Fund
 - Grain Processing Corporation/Kent Feeds, Inc. Scholarships
 - Grau-Quick Endowed Scholarship Fund, awarded to a graduate of Bloomfield High School, in top 25% of class
 - Dr. Frank W. Grube Memorial Scholarship, awarded to an upperclassman majoring in English
 - Thomas H. Harney Memorial Scholarship, awarded to a junior majoring in business administration or economics
 - Louis A. Haselmayer English Scholarships, provides three awards to outstanding students majoring in English or communications
 - E. A. Hayes Memorial Scholarship Fund, awarded to Henry County area student interested in business and/or industrial development who hopes to reside in Henry County after graduation from college
 - William Randolph Hearst Endowed Scholarship for students with financial needs
 - Claire and Louise Hedlund Scholarship
 - Henry County Endowment Fund, provides assistance to Henry County students
 - Roy D. Hissong Science Scholarships
 - Karen R. Hornaday Endowed Scholarship, for a student participating in musical activities
 - Glen and Isabel James Scholarships
 - Harry E. Jaques Memorial Scholarships, two awards to junior or senior biology majors
 - Beverly Kaighin Scholarships
 - Anonymous
 - Charles L. Kimball Memorial Scholarships
 - Edd King Scholarship
 - J. E. and Helen H. King Scholarship, preference to a Monroe County student
 - Gerald Lane Memorial Nursing Scholarship
 - Kay Lange English/Communications Scholarship, to a junior or senior woman pursuing a major in English or communications.
 - Beulah F. Larsen Scholarship Fund
 - Edith Leopold Memorial Scholarship
 - Markley-Lute Endowed Scholarship
 - Deborah Mincks Lindeen Scholarship
 - Florence Seeley Lodwick Alpha Xi Delta Scholarship, awarded to a non-freshman Alpha Xi Delta member of academic proficiency
 - Grace Mayne Longnecker Memorial Scholarship
 - Vincent D. Mahoney Scholarship, awarded to elementary education majors
 - Clifford and Maxine Manning Scholarship for juniors or seniors of active protestant faith
 - Winfield Scott Mayne Endowed Scholarship for Business
 - Leah Dell McCahon Memorial Fund
 - Eugene and Roberta McCoid Scholarships
 - Mediapolis Community High School Awards

- Dr. William H. Megorden Memorial Music Scholarship, awarded to a music major
- Iris Hart Meinhard Service Award
- Dick D. Millspaugh Memorial Biology Scholarship
- James R. Mincks Scholarship, for a full-time junior or senior from southeastern Iowa
- George L. and Nellie S. Minear Memorial Scholarship
- Harry E. and Beulah Mock Scholarship Trust
- Gladys Jane Moehle Memorial Scholarship, awarded to a nursing student from Henry or Des Moines County
- Vincent A. Naccarato Scholarship, for a student from the Greater Chicago area
- Stanley B. Niles Scholarship
- Ray L. Patterson Scholarship
- Phi Delta Theta/J.S. McGavie Scholarship
- Lillian Beck Pinegar Endowed Scholarships
- R. Wm. Poulter Endowed Scholarship
- Charles R. Prewitt Scholarship
- Josephine E. Price Nursing Scholarship
- Josephine E. Price Sociology Scholarship
- Rainbow Scholarship Fund
- Eleanor Stevens Reavely Memorial Scholarship, awarded to a female student
- Hal Renwick Awards
- Russell and Elvessa Richards Memorial Scholarship
- Richard Riepe-Pepsico Scholarships, two awards for students majoring in business administration
- Olan Ruble Athletic Awards, for students entering directly from high school, with standing in the upper half of their class and recommended by an appropriate IWC athletic coach
- Frances Dana Crane Salzman Endowed Scholarship, to a junior or senior nursing major from Henry County, Iowa
- Ralph W. and Margaret Shellabarger Memorial Scholarship, for a Henry County resident
- Dr. Edward J. Shook Endowed Scholarship, preference to students of Theology
- George and Ella Sidles Memorial Scholarships
- Dan Throop Smith Memorial Scholarship
- Spencer-Chittum Scholarship
- Spina Family Scholarships
- A. Lloyd and Ethel Caris Spooner Scholarships, for juniors and seniors, based on need
- Mary Swaney Stuntz Endowed Scholarship, for an international student
- C.B. Thomas Music Scholarship
- Marguerite Thomas Memorial Nursing Scholarship
- Max and Helen Volkmann Scholarship Fund, for a student in the Division of Language and Literature
- Richard G. Voss Scholarship, for a student in the Division of Business
- E. J. Warren Trust
- Lois M. Eckley Webster Scholarships
- Edith Whiting Scholarship, for a student majoring in history
- Larry and Virginia Williams Endowed Nursing Scholarship
- Harry A. and Stella Wishard Scholarship
- Mearl and Gladys Wood Scholarship
- Dr. Edward Wright Scholarship (English)

Annually Funded Scholarships

- Robert G. Bostrom and Karin Bostrom Appel Memorial Awards, given annually to outstanding economics and business majors in the amount of \$250, for students beginning senior year and planning a career in business or industry, preference to Chicago-area students

- Max Burchard Sociology Award
- Burlington Fine Arts Scholarship
- C. A. Cottrell Memorial Scholarship of \$600, granted to a graduate of Mt. Pleasant Community High School with a grade point average of "B" maintained to ensure renewability
- Delta Kappa Gamma
- EAL Scholarships
- Rita Horky Memorial Scholarship
- Iowa College Foundation
- Iowa United Methodist Scholarships, several awards made by the Board of Education of the Church to United Methodist students with superior academic records, \$500 for the year
- Louisa R. Jericho Scholars, full tuition, fees, room and board (2 awards). Competitive awards for incoming freshmen applicants. Criteria include (2 of 3) 3.6 g.p.a., top 5% of class, 30 ACT/1310 SAT; and demonstrate leadership in one of the following; school, church, community. Formal interview. This award cannot be combined with any other Iowa Wesleyan award. Award is renewable dependent upon the recipient maintaining a 3.25 cumulative g.p.a.
- Selma and Joel Johnson Memorial Scholarships for Iowa incoming freshmen or transfer students
- Mary Thomas Lammers and Irene Thomas Morrow Memorial Scholarship, \$5,000 awarded to a student or students who are residents of Iowa and are juniors or seniors
- Potomac International Scholarship
- Virginia Ann Reed Ross Memorial Scholarship of \$1000 or more awarded annually to an incoming student intending to major in biology, both financial need and quality of the student as a prospective biology major considered in making the award
- United Methodist Board of Higher Education
- Willard Street United Methodist Church
- John Witte, Jr., Foundation scholarship

assistance for students who are graduates of the Burlington and West Burlington school systems

- Lori Wright Scholarship for Women's Basketball

Endowed Scholarships Under Development

- E.R. Jarvis Endowed Scholarship, football scholarship in honor of coach Jarvis
- Burt Mahle Music Scholarship Fund
- Jake Merrill Football Scholarship
- P.E.O. Founders Scholarship in honor of Susan S. Johnston
- Shaw Family Scholarship
- Glenwood and Aileen Tolson Music Scholarship

Trusts

- Diane Billingsley Anderson Trust Fund, awarded to a music major from Fairfield High School
- Goodell Scholarships and Awards, available to music students based on audition performance
- Clarence W. and Amelia Bess Moody Scholarship Trust, approximately \$1500 renewable scholarship for graduates of Burlington High School, Burlington, Iowa
- Saums Scholarship Fund, for a senior in teacher education and attending Iowa Wesleyan College (apply through Lerita Reeder at Burlington High School)
- John Scarborough Miller Memorial Trust Scholarship for graduates of Marion High School, Marion, Iowa and attending Iowa Wesleyan College, approximately \$20,000 awarded annually (apply through the high school counselor at Marion High School)

Policy for Satisfactory Academic Progress for Financial Aid

Students attending full-time have a maximum of six academic years to complete a program of study at Iowa Wesleyan College. Any part-time student has proportionately 12 years to complete a program. A minimum grade point is required.

The following charts indicate the schedule that must be maintained in order to have financial aid disbursed.

FULL-TIME

1 yr	2 yr	3 yr	4 yr	5 yr	6 yr
1-21 hrs	22-42 hrs	43-63 hrs	64-84 hrs	85-104 hrs	105-124 hrs
1.50 gpa	1.75 gpa	1.90 gpa	2.00 gpa	2.00 gpa	2.00 gpa

PART-TIME

1 yr	2 yr	3 yr	4 yr	5 yr	6 yr
1-10 hrs	11-20 hrs	21-30 hrs	31-41 hrs	42-51 hrs	52-61 hrs
1.50 gpa	1.50 gpa	1.75 gpa	1.90 gpa	1.90 gpa	2.00 gpa
7 yr	8 yr	9 yr	10 yr	11 yr	12 yr
62-71 hrs	72-82 hrs	83-92 hrs	93-102 hrs	103-113 hrs	114-124 hrs
2.00 gpa	2.00 gpa	2.00 gpa	2.00 gpa	2.00 gpa	2.00 gpa

Transfer students will enter the time frame at the point according to the number of credits earned and accepted by Iowa Wesleyan for prior education at other schools.

Any "A-D" grades or "S" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed successfully. "F", "W", "I", "Audit", "U" will not be considered credits completed. Credits earned during Interim will be considered Spring semester credits completed.

If a student falls below the required standards, the Director of Financial Aid will give notification of placement on probation for financial aid. The student will continue to receive financial aid for the next two semesters or trimesters. If during that time the appropriate number of credits and the appropriate grade point average are not achieved, all financial aid will be terminated.

The student then has a right to appeal the suspension of financial aid by indicating in writing to the Director of Financial Aid:

- the reasons regarding failure to achieve minimum academic standards, and
- reasons why financial aid should not be terminated.

The Director of Financial Aid will present this letter to the Financial Aid Committee for decision. Any decision by the Committee will be final.

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Sherry Graber, A.A., Administrative Assistant

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Joann Beavers, B.A., Administrative Assistant

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Lynn Ellsworth, B.A., Archivist

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Ed Heberling, B.A., Head Women's Soccer Coach

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Brian Kerbel, M.A., Assistant Football Coach

Keith Kohorst, B.S., Sports Information Director

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Todd McGhghy, B.A., Head Football Coach

Alan Magnani, M.S., Head Men's Basketball Coach, Assistant
Athletic Director

Seychelle Mahoney, M.Ed., Head Women's Basketball Coach

Ted Peetz, M.Ed., Head Men's and Women's Golf Coach

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Nancy Stevens, M.S., Athletic Trainer

Steve Williamson, B.A., Assistant Men's Basketball Coach

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Chief Financial Officer

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Bonny Davis, Business Office Manager/Human Resource Director

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Gena Seberg, B.A., Assistant Director of Admission & Transfer Counselor
Enna Antunez, B.A., Director of the Latino Initiative and El Concilio
Teresa Dix, B.A., Admission Counselor
Sara Rebling, B.A., Admission Counselor
Maribeth Moravec, Assistant to the Dean of Enrollment Management
Vivian Donaldson, Data Entry Coordinator

Office of Financial Aid

Crystal Filer-Ogden, M.B.A., Director of Financial Aid
Chris Morgan, B.A., Assistant Director of Financial Aid
Sandy Mohrfeld, Financial Aid Officer

Experiential Learning

Kay Brouwer, M.A., Director of Learning Center
Joyce Halverson, M.A., M.Ed., Director of Career Development Center
Jerard Naylor, M.A., Director of Responsible Social Involvement
Dan Shull, M.S., Director of Field Experience
Arnette Hunger, B.A., Learning Center Associate
Susie Snyder, Secretary
Laura Ward, Field Experience Program Assistant

Extended Learning

David File, M.A., Associate Vice President and Dean of Extended
Learning
Jane Lauer, M.A., Assistant Dean of Extended Learning
Jewel Hoover, Secretary
Diane Schnicker, Secretary

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Margo Horan, Teacher Education Secretary
Beverly Wibben, Nursing Program Secretary

Information Technology Services

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Kathryn D. Ellison, A.A.S., Senior Database Administrator

Chad Watters, Web Services/Network Coordinator

Amy Swarthout, Administrative Assistant

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Dennis C. Story, B.S., Vice President for Institutional Relations

Patricia Bensmiller, B.A., Assistant Director of Development

Carol L. Brown, B.A., Director of Communications

Donna Gardner, Administrative Assistant for Alumni Relations

Rosen M. Rogers, A.A.S., Database Manager

Erin Jewell, A.A.S., Administrative Assistant to the Vice President

Library

Patricia Newcomer, M.L.S., Librarian

Sherril Gibbs, M.A., Associate Librarian

Paula Sanders, M.L.S., Associate Librarian

Nadine Kyle, Technical Services/Cataloging Supervisor

Shirley Farley, Acquisitions/Secretarial Services

Joy Conwell, Circulation Associate

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Robert Bensmiller, M.A., Media Center Director

Becky Keeley, B.G.S., Secretary

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Carol Butterbrodt, B.A., Secretary

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Arthur Rich, Ph.D., Associate Vice President and Dean of Student Life

Michael Mahoney, M.A., M.F.A., Associate Dean of Student Life and

Director of Residence Life, Director of Sheaffer-Trieschmann Hall

Cindy Peck, B.A., Director of Student Activities

Ed Heberling, B.A., Director of McKibbin Hall

Judith Goff, R.N., College Nurse

Colleen Carlson, Secretary

Mary Hunger, Secretary

Faculty 2003-2004

Timothy L. Adamson, Ph.D., *Assistant Professor of Philosophy and Religion*, B.A., University of Chicago, M.A., Wesley Theological Seminary, Ph.D., University of Oregon (2002)

- Coordinator for the Religion and Philosophy Program

Mildred H. Bensmiller, M.A., *Associate Professor of English*, B.A., Parsons College; M.A., University of Nebraska, Kearney; L.H.D., Iowa Wesleyan College; further study: University of Nebraska; Drake University; University of Massachusetts; University of Iowa (1961)

Robert L. Bensmiller, M.A., *Associate Professor of Communications*, B.A., Iowa Wesleyan College; M.A., University of Iowa (1973)

David A. Bishop, M.S., *Associate Professor of Mathematics*, B.S., M.S., Western Illinois University (1987)

- Chair of the Faculty
- Coordinator of the Mathematics and Computer Science Program

Mark Bishop, M.S., *Assistant Professor of Mathematics*, B.S., M.S., Western Illinois University (1992)

Todd R. Brereton, Ph.D., *Associate Professor of History*, B.A., West Virginia Wesleyan, M.A., Southwest Texas State University, Ph.D., Texas A & M University (2002)

- Coordinator for the History/Political Science Program

L. Joel Brown, D.Mus., *Professor of Music*, A.B., Lenoir Rhyne College; M.M., D.Mus., Indiana University (1972)

- Chair of the Division of Fine Arts

Max N. Burchard, Ph.D., *Professor Emeritus of Sociology*, A.B., San Jose State College; M.A., Ph.D., University of Nebraska (1968)

Dodds C. Charleston, Ph.D., *Professor of Psychology*, B.A., M.A., California State University-Northridge; Ph.D., University of Oklahoma (1990)

- Chair of the Division of Human Studies

Nancy E. Conrad, M.A., *Associate Professor of Nursing*, B.S.N., College of St. Rose; M.A., University of Iowa; further study: University of Iowa (1977)

John B. Crane, Ph.D., *Professor Emeritus of Economics and Business Administration*, A.B., Northwestern University; A.M., Ph.D., Harvard University; further study: Social Science Research Fellowship, resident at the London School of Economics, The University of London (1962)

- Ken Egbo, Ph.D.**, *Assistant Professor of Criminal Justice*, B.S., University of North Texas; M.A., Texas Southern University; Ph.D., Oklahoma State University (2001)
- Coordinator for the Criminal Justice Program
- Nancy L. Erickson, Ph.D.**, *Professor of History*, B.S., Kent State University; A.M., University of Illinois, Champaign; Ph.D., University of North Carolina (1999)
- Vice President for Academic Affairs and Dean of the College
- Susan Erue, M.S.**, *Instructor in Nursing*, A.A. Indian Hills Community College, B.S.N., Iowa Wesleyan College, M.S., Western Illinois University, additional coursework at the University of Iowa (2002)
- David File, M.A.**, *Associate Professor of Theatre and Speech*, B.S.E., Eastern Illinois University; M.A. University of Minnesota (1974)
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- Mike Foley, B.S.**, *Coordinator of the Design Center and Instructor in Art*, B.S., Northeast Missouri State University (1999)
- Constance L. Gartin, M.P.H.**, *Associate Professor Emerita of Nursing*, B.S.N., University of Iowa; M.P.H., University of Minnesota (1972)
- Vinu George, M.S.**, *Assistant Professor of Computer Science and Mathematics*, B.S., Mangalore University, Mangalore, India; M.S., Ph.D. in progress, Mississippi State University (2003)
- Ronald R. Grieb, ABD**, *Assistant Professor of Business and Economics*, B.S., Southwestern Missouri State University; M.A., ABD, University of Missouri-Kansas City (2002)
- Julia Guttman, Ph.D.**, *Associate Professor of Psychology*, B.A., University of California; M.A., M.B.A., Ph.D., Maharishi University of Management (1995)
- Bitrus P. Gwamna, Ph.D.**, *Assistant Professor of Communications*, B.S., University of Lagos, Nigeria; M.A., Northern Illinois University; Ph.D., Ohio University (2001)
- Olabisi Gwamna, Ph.D.**, *Associate Professor of English*, B.A., M.A., University of Ibadan, Nigeria; Ph.D., Ohio University (2001)
- Sandra Harris, M.S.**, *Instructor in Nursing*, A.A., Southeastern Community College; B.S.N., Iowa Wesleyan College; M.S., Western Illinois University (2002)
- Judith A. Hausner, Ph.D.**, *Associate Professor of Nursing*, B.S.N. Marycrest College; M.A., Ph.D., University of Iowa (1989)
- Chair of the Division of Health and Natural Science

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- Coordinator for the Art Program
 - Director of International Studies
- Douglas A. Jorgensen, M.S.**, *Associate Professor of Physics and Computer Science*, A.A.S., DeVry Technical Institute; B.S., Wisconsin State University; M.S., Iowa State University; further study: Iowa State University (1969)
- Mary L. Kamm, M.A.**, *Associate Professor of Education*, B.A. and M.A., Indiana University; M.A., University of Iowa; further study: St. Ambrose University; Northern Illinois University, University of Iowa; University of Northern Iowa (1986)
- Ruth K. Keraus, Ph.D.**, *Professor Emerita of Music*, B.A., B.M.E., College of Emporia; M.M., University of Michigan; Ph.D., Eastman School of Music (1960)
- Mary Jo Kish, Ed.D.**, *Associate Professor of Education*, B.S., M.S.E., Northwest Missouri State University; Ph.D., University of Missouri-Kansas City (2002)
- Chair of the Division of Education
- Ann M. Klingensmith, M.F.A.**, *Professor of Art*, B.A., Graceland College; M.A., M.F.A., University of Iowa (1987)
- Edward L. Kropa, A.B.**, *Registrar with Rank of Instructor*, A.B., Kenyon College; further study: Ohio State University (1967)
- Registrar
- George E. LaMore, Jr., Th.D.**, *Professor Emeritus of Religion and Philosophy*, B.A., Williams College; M.Div., Th.D., Boston University School of Theology (1959)
- Donita Langholdt, M.S.N.**, *Assistant Professor of Nursing*, L.P.N., Iowa Western Community College; A.S., Kirkwood Community College; B.S.N., Coe College; M.S.N., University of Iowa (2000)
- Marilyn K. Leichty, Ph.D.**, *Professor of Sociology*, B.S.N., Goshen College; M.A. in Nursing, University of Iowa; M.A. in Sociology, University of Iowa; Ph.D. in Sociology, University of Iowa (1980)
- Coordinator for the Sociology Program
- Lane Levine, M.A.**, *Assistant Professor of Physical Education*, B.A., Iowa Wesleyan College; M.A., University of Nebraska (1998)

- Burton P. Mahle, M.A.**, *Associate Professor Emeritus of Music*, B.A., Hamline University; M.A., University of Minnesota; further study: University of Minnesota; University of Iowa (1960)
- Vincent D. Mahoney, Ph.D.**, *Professor Emeritus of Education*, B.A., University of Nevada-Reno; M.A.T., Michigan State University; Ph.D., University of California-Berkeley (1970)
- Carl B. Moehlman, Jr., M.M.**, *Associate Professor of Music*, B.M. and M.M., North Texas State University; further study: North Texas State University; University of Iowa (1964)
- Coordinator for the Music Program
 - College Organist
- Jerard W. Naylor, M.A.**, *Associate Professor of German*, B.A., M.A., Florida State University, with studies at the Universities of Freiburg and Marburg, Federal Republic of Germany; further study, Northwestern University; University of Virginia (1971)
- Director of Responsible Social Involvement
- Carol J. Nemitz, M.A.**, *Assistant Professor of Psychology*, B.A., Iowa Wesleyan College; M.A., University of Iowa; further study: Iowa State Teachers College, University of Iowa (1963)
- Special Assistant to the President
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- Margaret Nielsen, Ph.D.**, *Associate Professor of English*, B.A., M.S., Brigham Young University; Ph.D., University of Iowa (1994)
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- Chair of the Division of Business, Mathematics and Computer Science
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- Paul Sabelka, Ph.D.**, *Professor of Speech Communication*, B.A. and M.A., University of Northern Iowa; M.A., University of Iowa; Ph.D., University of Missouri (1993)
- Betty J. Sammons, M.S.**, *Associate Professor Emerita of Physical Education*, B.S., Pennsylvania State University; M.S., MacMurray College (1965)
- Paula Sanders, M.L.S.**, *Associate Librarian, Associate Professor*, B.A., Iowa Wesleyan College; M.L.S. University of Iowa, M.B.A., Texas Wesleyan University (2002)
- Herb Schmidt, M.B.A.**, *Assistant Professor of Business*, A.S., Southeastern Community College; B.S., Iowa State University; M.B.A., Western Illinois University (1998)
- Daniel J. Shull, M.S.**, *Instructor in Education*, B.S., M.S., Eastern Illinois University (2001)
- Director of Field Experience
- Neil Smith, B.A.**, *Instructor in Business and Accounting*, B.A., University of Northern Iowa; C.P.A. (1999)
- John Spomer, ABD**, *Assistant Professor of Music*, B.Mus., M.A., Truman State University; completing D.M.A., University of Iowa (2002)
- Director of the Mt. Pleasant Chorale
- Nancy J. Stevens, M.S.**, *Associate Professor of Physical Education*, B.A., Iowa Wesleyan College; M.S., Indiana University (1989)
- Athletic Trainer
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 • Coordinator for the Chemistry program
- William P. Weiershauser, Ed.S.**, *Associate Professor of English*, B.A., M.A., Ed.S., University of Iowa; further study, University of Iowa (1982)
- Donald G. Wick, Ph.D.**, *Associate Professor of Biology*, B.S., M.S., University of Wisconsin-LaCrosse; M.S., Ph.D., University of Iowa (2003)
 • Coordinator for the Life Science program
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Iowa Wesleyan College
ACADEMIC CALENDAR 2003-2004

Fall Semester

New Students Arrive	Aug. 22
New Student Orientation	Aug. 22-24
Returning Students Arrive	Aug. 24
Check-in, Registration 8:00 AM-12:00 NOON	Aug. 25
Classes begin, 8:00 AM	Aug. 26
Labor Day vacation	Sept. 1
Last day for registration changes	Sept. 9
Dec/Feb grads applications to Registrar	Sept. 12
Registration Period	Oct. 21-Nov. 7
Last day to withdraw from a course	Oct. 31
Thanksgiving Recess begins, 5:00 PM	Nov. 21
Thanksgiving Break, offices closed	Nov. 27-28
Classes resume, 8:00 AM	Dec. 1
Final exams & classes	Dec. 9-11
Residence Halls close, 8:00 PM	Dec. 11

Interim

Residence Halls open, 1:00 PM	Jan. 4
First day of Interim courses	Jan. 5
Last day of Interim courses	Jan. 22

Spring Semester

Classes begin	Jan. 26
May grads applications to Registrar	Feb. 2
Last day for registration changes	Feb. 6
Spring Recess begins	Mar. 12
Classes resume, 8 AM	Mar. 22
Last day to withdraw from a course	Apr. 2
Registration period	Mar. 29-Apr. 19
Good Friday (no classes, offices closed)	Apr. 9
Awards Day, 11:00 AM	May 4
Final exams & classes	May 10-12
Graduation, 10:00 AM	May 15
Residence Halls close, 5:00 PM	May 15

Extended Learning

Session I	Aug. 25-Nov. 8
Fall Break	Sept. 1
Session II	Nov. 10-Feb. 14
Winter Breaks	Nov. 26-30 and Dec. 21-Jan. 5
Session III	Feb. 16-May 8
Spring Break	Mar. 14-21
Summer Session I	May 24-July 3
Summer Session II	July 5-Aug. 14

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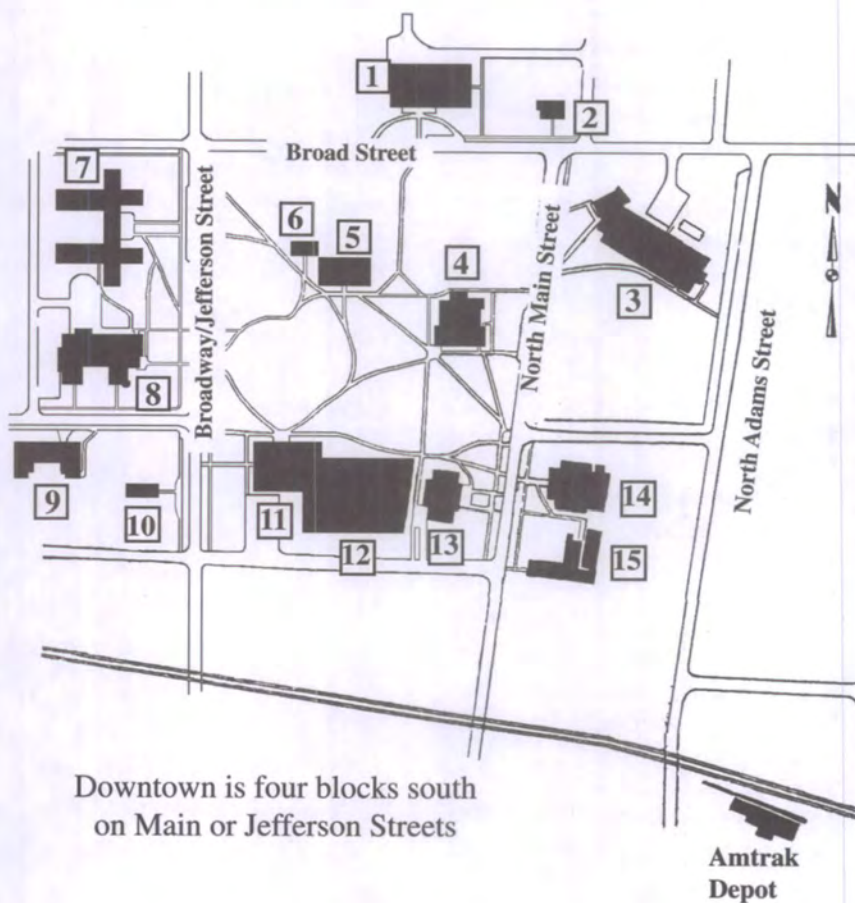
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IOWA WESLEYAN COLLEGE CAMPUS MAP



Downtown is four blocks south
on Main or Jefferson Streets



Legend

1. Chadwick Library
2. Harlan-Lincoln House
3. Trieschmann Science Hall
4. Chapel
5. Old Main
6. Pioneer Hall
7. Sheaffer-Trieschmann Residence Hall
8. Hershey Hall and Annex
9. McKibbin Residence Hall
10. Health Center
11. John Wesley Holland Student Union
12. Howe Student Activity Center
13. P.E.O. Administration Building
14. Gymnasium
15. Physical Plant
16. Mapleleaf Athletic Complex